



ELT Vibes: International E-Journal for Research in ELT

A QUARTERLY, INDEXED, REFEREED AND PEER REVIEWED OPEN ACCESS
INTERNATIONAL E-JOURNAL

<http://www.eltvibes.in>

Impact Factor : 5.10

Article information

Article Received: 23/ 04/ 2019
Acceptance: 29/ 04/ 2019

Volume 5, Number 2. 153-156 (2019)

ISSN: 2395-0595

Seven Traits of Highly Effective Principals of Listening skills From Good to Great Performance

Dr. Rupa B.Dangar

Assistant Professor

Department of Languages

Bhakta Kavi Narsinh Mehta University

Abstract:

By being a good listener, one can sort out various problems. This will improve your understanding and capacity to emphasize. Acknowledging other people's works and efforts makes them feel good. If someone is going through some problem, listening to him/her could be a great relief, and then coming up with a solution would be best thing one can do.

Key Words: *Seven Traits Listening Skills, Effective Principals.*

Introduction:

By being a good listener, one can sort out various problems. This will improve your understanding and capacity to empathize. Acknowledging other people's works and efforts makes them feel good. If someone is going through some problem, listening to him/her could be a great relief, and then coming up with a solution would be best thing one can do.

1. Be non-evaluate about the speaker:

Verbal and non-verbal behavior of a good listener will suggest the speaker that he is being properly heard and understood. It should not indicate what the listener thinks about that person. The purpose is to communicate overlooking the attitude and values of the speaker. A good listener does not evaluate the speaker.

2. Ask Questions:

A good listener doesn't hesitate to ask questions. Speakers appreciate being questioned as it shows interest on the part of listener. But the questions should be to seek clarification but not to evaluate, criticize or make fun of the speaker. Asking too many questions while the speaker is still talking may interrupt speaker's flow, resulting in ineffective speech.

3. Paraphrasing:

To clarify a point, a good listener paraphrase what the speaker said and enquire from the speaker if he/she has heard accurately. One can use the following phrases to ensure that you have paraphrased correctly- "As I gather, you want to tell...." "So you mean to say that...." "Do you mean that...." etc.

He/She goes beyond the words of the speaker indicating appreciation for ideas at may help the speaker in further extension or elaboration of ideas.

One may use phrases like; “So this might lead to a result which...”, “So you are suggesting that we might...” etc.

4. Reflecting Implications:

A good listener checks the authenticity of facts and evidences narrated by the speaker. This either supports or weakens the arguments of the speaker, which can be pointed out at the end of the speech.

5. Responding non-verbally:

A good listener shows his/her interest in what the speaker says through certain postures and sending non-verbal signals. It includes eye contact, body language, head nods and a slightly titled head. A good listener reflects learners and zest by nodding or through verbal means thereby going positive feedback.

6. Reflecting Hidden Feelings:

Communication flows at two levels. At superficial level, the verbal messages pass from sender to receiver. At second level, the intentions, feelings and emotions of the sender also pass along with message. A good listener not only listener to the verbal message, but also understands these intentions, feelings and expressions, listening to this second level message along with verbal message gives, the right meaning of the words.

7. Inviting Further Contribution:

In a situation where the listener has not heard or understood enough, yet to respond with empathy and understanding, promote the speaker to give more information.

Works Cited;

1. Rost M. (1990). Listening in language learning. London: Longman.
2. Underwood M. (1989). Teaching listening. London: Longman.
3. Omaggio Hadley A. (1993). Teaching language in context (2nd ed.)
4. Boston: Heinle&Heinle Brooks, N. (1960). Language and language learning: Theory and practice. New York: Harcourt, Brace and World.