

Listening - Take it steady!

Think about how and when you might:

Stop/avoid:

- Making lessons aural deserts
- Interrupting learning
- Thinking good listeners are silent
- Insisting 'Will you listen ...'
- Assuming that to hear means to listen
- Presenting ideas at length
- Believing that instruction secures understanding.

Experiment with:

- Listening in different ways
- Using listening frameworks
- Peer-assessing students' listening skills
- Enabling students to set their own listening targets.

Start/do more of:

- Being aware of what you can hear yourself
- Showing a real interest in what students are saying
- Modelling active listening techniques
- Providing varied aural experiences.

Start slowly:

- Training yourself to listen better
- Asking students to define the habits of a good listener
- Planning for listening in lessons
- Developing listening habits and skills
- Making greater use of group-work in lessons.