

Communication

Education



Communication How can teachers listen for feelings with an attitude of reflective listening? Reflective listening involves advocating to comprehend a speaker's idea then offering the idea back to the speaker to ensure the idea has been understood correctly. The technique involves taking into account a person's feelings so that the speaker can be at ease (Machado & Meyer-Botnarescue, 2009). Therefore, with an attitude of reflective listening teachers get to listen to students' feelings rather than the idea being conveyed; by listening to feelings teachers get to understand how to approach each student when faced with difficult situations.

2. How can you practice the art of listening?

The art of listening like any other art requires practice for one to grasp it properly. Cultivating on silence is the first step when one is practicing the art of listening. Listening to the silence is helpful because it assist one to listen beyond words and grasp on the feelings of the speaker. Therefore, getting comfortable with silence is a practice that will assist a person to learn the art of listening. The next step is slowing down to reflect. This involves listening to oneself being acquainted to the voice of your soul. Once we get to know and trust the voice of the soul, we find ourselves able to identify when we need to speak and when we need to listen. The art of " becoming present" is the last step when practicing the art of listening (Machado & Meyer-Botnarescue, 2009). The technique involves deep listening that is listening at the heart level. The technique is present when one feel connected to an individual or to a group of people. Through this method, we are able to communicate with people from diverse backgrounds and customs.

3. What are the 3 components of Reflective Listening?

Sensing, evaluating and responding are the three components of reflective

listening. Sensing involves the skill of receiving signals from the speaker and paying attention to them. the signals may include “ spoken words, nature of the sounds(tone or voice) and nonverbal cues”. Sensing can be enhanced by avoiding interruptions and maintaining interest (Machado & Meyer-Botnarescue, 2009).

4. Give 2 examples of how intercultural differences can evoke varying emotional cultural responses in nonverbal cues.

Diverse cultures have different forms of communicating nonverbally therefore, it is important for teachers to be conversant with these differences. For example in a class of diverse backgrounds, there are children who will not make direct eye contact when speaking to a teacher. This is so because according to their culture it shows lack of respect. Some students may also not smile to a teacher because according to their culture it is wrong to smile. For instance in Korean culture smiling signals shallowness and thoughtlessness. Therefore, teachers should be conversant the varying emotional cultural responses in nonverbal cues.

5. Explain the 4 steps based on the I-Message developed by Gordon and who is responsible for each step.

“ I feel like”-involves taking responsibility for one’s own feeling

“ I don’t like it when”- involves stating the behavior that is the problem

“ Because”- involves what it is about the behavior or its consequences that one objects to

“ Can we work this out together”- involves being open to working on a particular problem as a team

6. Why is encouragement usually a better option than the negative benefits praise can have?

Encouragement refers to positive acknowledgement feedback that concentrates on student efforts or specific aspect of work done (Machado & Meyer-Botnarescue, 2009). Unlike praise, encouragement does not put judgment on a student work or provide information regarding its value. In addition, encouragement tends to be specifics and allows the student to judge himself. Therefore, encouragement tends to be sincere and there is no comparison from one child to another.

References

Machado, J. M., & Meyer-Botnarescue, H. (2009). Student teaching: Early childhood practicum guide. Belmont, CA: Cengage Learning.