

компенсуючи гендерні відмінності своєю складною, довгою промовою з вживанням політично забарвленої лексики.

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PRINCIPLES OF ACTIVE LISTENING IN LANGUAGE LEARNING

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A large number of studies emphasize the importance of listening as an interpersonal communication skill (Maslova, 2017). They say that of all the time that adults are communicating, an average of 45% is spent on listening in contrast to 30% speaking, 16% reading and 9% writing (Bernard, 2017). It is, thus, well worth having some practice to ensure that we are able to listen effectively. It is especially true for the development of foreign language listening skills in the realm of English for specific purposes (ESP), where learners are expected to demonstrate their full understanding of specialist talks, such as business meetings, telephone messages, academic lectures, content-based discussions. Most ESP coursebooks offer listening tasks where learners can hear a model of professional communication situations, and the most typical activities involve listening for general or specific information. But does it really help to become an active listener?

As a matter of fact, effective listening means engagement and the use of all the senses rather than just hearing the words spoken. Listening is by no means the same as hearing, which is a physical process that happens automatically, and refers to the sounds that enter the ears. It requires being focused and making concentrated mental and sometimes even physical effort to give full attention to the speaker's intonation, body language etc. and to the details of what is being said (Listening skills, 2019).

In the ESP practice active listening suggests being involved in the interaction with the speaker, and participating in a two-way process of real life communication situations rather than acting as a passive listener of the coursebook recordings. Most importantly, active listening does not take place in isolation (Tennant, 2019) and requires applying other skills, especially speaking and writing.

According to psychologists, the four active listening techniques, which could be borrowed by ESP practitioners, include paraphrasing, summarizing, clarifying and reflecting. When one paraphrases, that is restates the message in their own words, it can help to focus on the content of what has been heard and lead to a better listening comprehension. Summarizing involves highlighting the key ideas of the message, putting them together into logical order, which in turn enables the listener to get to grips with the subject matter of the discussion and come up with an adequate response. Asking for clarification is often needed to check the accuracy of the information delivered, and reflecting provides room for interpretation of speaker's feelings and thoughts, and thus paying attention to the meanings implied (Issa, 2019). The techniques can be incorporated at different stages of the listening activity, e.g. by encouraging learners to predict the content of the text to listen, take notes while listening and then go beyond it and interpret the situation in speaking and/or writing.

In summary, an active listener is supposed to concentrate, understand, and respond to the message conveyed. In language learning this implies getting actively engaged in the interaction, making conscious decisions to listen, and having other skills integrated into the communication, just like it happens in a real life.

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