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## Developing the Listening Ability of Students

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### Abstract

The aim of this paper is to point out the benefits of being a good listener, while clarifying the distinction between listening and hearing and analyzing the benefits of being a good listener. Listening skills developed by students can improve their school results and can help them achieve their goals easier, as it will be shown according to the latest research. The paper is structured as follows: it starts with an introduction, followed by materials and methods. There is a discussion about the results in the results and discussion section and the final statements are made in the conclusions section.

**Keywords:** Listening skills; language learners; listening practice.

### 1. Introduction

The concept of listening has been studied in the context of communication since 1920 and there have been various attempts to define this concept and divide it into several components. Several definitions of the concept have developed several tests that measure how people listen. The concept of listening is recognized as an essential component of effective communication by many disciplines. Listening has always been considered a crucial component of communication, and its benefits have been documented in the literature. Listening is a deliberate act requiring a conscious commitment from the listener [1].

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Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the key to all effective communications. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication is decomposed, and the sender of the message may become frustrated or irritated.

## 2. Materials and methods

Research articles have been selected and analysed in order to detect the importance of listening skills. Data also comes from interactions between students and teachers, observation and analysis of the student's results..

## 3. Results and conclusions

Human beings are not passive, predictable objects who always interpret meanings and react as they are 'supposed to'. Neither is communication a passive, predictable, one way event. Rather, communication can be viewed as an active process, influenced by all the complexities and ambiguities of human behaviour. It is also fraught with potential points of breakdown. As Clapitt notes, 'We actively construct meanings within a unique vortex that includes the words used, the context of the utterances, and the people involved. [2].

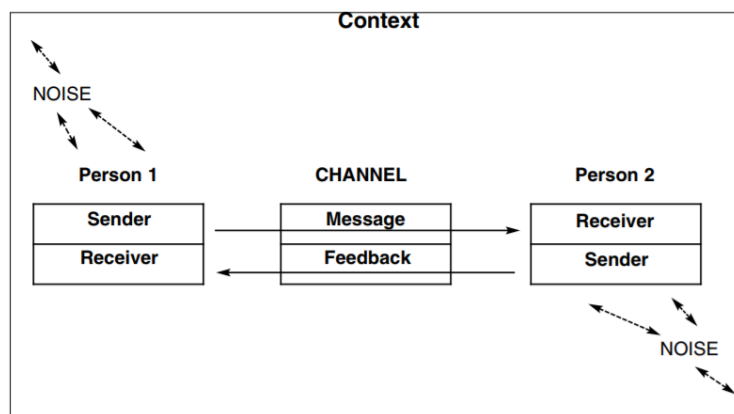


Figure 1: Typical Communication Model

Source: [2].

A more accurate way of looking at the process of communication is probably as a dynamic, circuitous process in which elements such as non-verbal behaviour and individual styles of interpreting and ascribing meaning to events have significant influence. Strategies such as constructing a clear, unambiguous message can encourage effective communication, but so too can seeking to understand meanings imposed by the listener via processes such as actively listening to feedback, as we shall see. Many models have been developed to simplify and summarise the complex reality of the communication process and to aid our understanding. Some of these are more helpful than others, but all have their shortcomings. The 'Typical Communication Model' developed by Clapitt (2005) demonstrates a number of key elements in the communication process. The Semiotologist Roland Barthes was the one who characterized the distinction between listening and hearing, namely that hearing is a physiological phenomenon, and listening is a psychological act. A definition that seemed to me to be

appropriate and fairly clear is that of Sheila Steinberg: "Listening is more complex than simply hearing. It is a process that consists of four stages: feeling and participation, understanding and interpretation, memory, and response. Stages appear in order, but we generally do not know them "[3]. Hearing refers to the sounds that come in your ears. It is a physical process that, if you have no hearing problems, happens automatically. Listening, however, requires more than that: requires concentrated attention and effort, both mentally and sometimes physically. Obedience means paying attention not only to the story, but also to the way it is spoken, to the use of language and voice, and to the way the other person uses his body. In other words, it means being conscious of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree you perceive and understand these messages.

There are four elements of good listening:

- Focus attention on visual and verbal stimuli
- Hearing - the physiological act of "opening the gates to the ears"
- Understanding-assigning the meaning of received messages
- Recall - Storing Significant Information [1].

In addition to the four elements, there are four levels of listening: recognition, sympathy, paraphrase, and empathy. The four levels of listening vary from passive to interactive when considered separately. However, the most effective listeners can design all four levels at the same time. This means that they demonstrate that they pay attention and strive to understand and evaluate what they have heard and complete the process by demonstrating through their answers their level of understanding and interest in what the speaker says [4]. Listening is not a passive process. In fact, the listener can and should be at least as involved in the process as the speaker. The term "active listening" is used to describe this process of full engagement. Adults spend an average of 70% of their time engaged in a kind of communication. From this, research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% written[5].

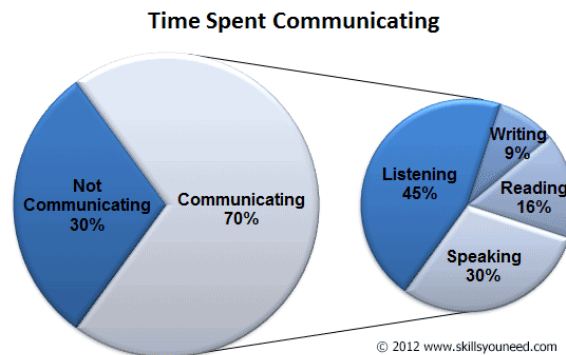


Figure 2: Time spent listening

Source: www.skillsyouneed.com

Listening skills have an enormous impact on the ability to learn a new language. Listening tells us about so many things, including what we say, what other people say and what they really want to say. Our general listening abilities depend on our own interests. If we are not really interested in anything, then it is unlikely that we will be listening to someone talking about this topic [1].

Being an effective listener means not only hearing what is being said, but understanding what is happening. listen. Real listening is a process of hearing something, understanding what is said, and determining if it makes sense for you. Here are some reasons why listening skills are worth developing:

1. • Building better teamwork at work or at school.
2. • Easier solving any problems or issues that may arise.
3. • A better understanding of what you are asked to do.
4. • The ability to determine if there are underlying messages in what is said and a better understanding of them[6].
5. • Improving relationships, including those with family, friends, colleagues, etc.
6. • The ability to contribute to career advancement through educing the number of mistakes, misinterpretations and lost time
7. • Greater comprehension at school as well as any speeches or conferences [7].

Recent research [8]. suggests that children's listening skills have deteriorated in recent years. Many studies suggest that today's children suffer from low attention in television and computer games used in non-constructive ways. Peter Jensen of the National Institute of Mental Health concludes: *Extensive exposure to television and video games can promote the development of brain systems that scans and directs attention to those who focus their attention.*

#### **4. Conclusions**

Children spend most of their time at school, where listening should be a fairly valuable skill. To teach children to be good listeners, teachers should also know how to be good listeners. They are accustomed to speaking in the greater part of time, so there is an imbalance between the time they devote to the transmission of messages and the time of listening, so students have to stay well and be careful, supposing they are listening. They thus learn to associate obedience with the idea of staying well and not interrupting, making noise, not speaking. They basically can not consciously listen, so they just hear what is being communicated to them. An idea of improving this imbalance, in my view, would be to ask students to summarize what was said. Another important aspect is that the lesson is not boring, and to improve this, new technologies have been developed that can help teachers create interesting, interactive lessons in which students are actively involved, not just passive. As Hayakawa states, a good listener does not silence, he questions questions that are clearly motivated by curiosity about the perceptions of the speaker [8]. Activities that enhance listening skills: this can be achieved through active exercises where the teacher facilitates the listening attentiveness of students through specific exercises, according to the curriculum of each school.

## **5. Recommendations**

Society nowadays relies very much on technology so it must teachers create interesting, interactive lessons in which students are actively involved, not just passive. , a good listener does not silence, ask questions that are clearly motivated by curiosity about the perceptions of the speaker.

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