The Role of Listening Skills in Learning Process

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Abstract
Listening is considered as the most essential skill in the learning process. So this paper aimed at exposing some areas to be activated in English Language Teaching domain, especially at university level. The paper used the Descriptive Method for describing scientific facts. In addition to, the Deductive Method for taking information.
This paper depended on references, books and websites for data collection. It is divided into three chapters: Chapter one included listening skills, Chapter Two: Active Listening whereas Chapter Three conveys examples of listening activities.
The paper attained important results; some of them which are the following: Most people spend their time communicating, the majority of active listening activities are ignored in English Language Teaching in classroom, and barriers to listening affect on learning process.
For the recommendations suggested the necessity of students role in practising listening skills, teachers have to provide students opportunities by using visual aids by means of listening acquisition and library must be enriched with multi-media for developing listening skills, essentially for those who are specialized in English language.
المستخلص

تعتبر مهارة الاستماع أهم مهارة في عملية التعلم. لذلك تهدف هذه الورقة لإبراز الأماكن المهمة والتي يمكن تنشيطها في مجال تدريس اللغة الإنجليزية، وخاصةً في مرحلة التعليم الجامعي.

استخدمت هذه الورقة المنهج الوصفي لوصف الحقائق العلمية، بالإضافة إلى المنهج الاستنتاجي.

بجانب ذلك اعتمد الباحث على الكتب والمراجع والشبكة العنكبوتية لجمع البيانات. وقد تم تقسيم الأطر النظري إلى ثلاث مباحث كما يلي: المبحث الأول اشتمل على مهارة الاستماع. واحترى المبحث الثاني على الاستماع الفعال بينما تضمن المبحث الثالث أنواع أنشطة الاستماع. حيث توصلت الدراسة إلى نتائج منها: ان معظم أفراد المجتمع يقضون أوقاتهم في الإتصال. كما أن الغالبية العظمى من أنشطة الاستماع الفعال مهمة في الأنشطة الصفية في تدريس اللغة الإنجليزية. وأن محددات الاستماع تؤثر في عملية التعلم.

وتضمنت التوصيات: ضرورة تعزيز دور الطالب ليتدريب على مهارة الاستماع. كما ينبغي على الأساتذة إعطاء الطلاب فرصة باستخدام الوسائط المتعددة لإكسابهم مهارات الاستماع. وينبغي تذكير المكتبة بالوسائط المتعددة لتنمية مهارات الطلاب خاصة الذين تخصصوا في اللغة الإنجليزية.
Introduction
Communication process depends up on listening skill. So, Listening Skill takes a large part in learning process. Yet it’s important, but there is some neglecting occurs in teaching field, especially in English language in most Educational levels. So, this paper is an attempt for encouraging teachers and students to start practising listening skills using their available instruments and capacities.

Importance of the Topic
It conveys the importance of Listening skill and its great role in English Language Teaching.

Objectives of the Topic:
1- To support the readers for discovering information about listening skills.
2- To add new issues specifically in English Language Teaching domain.

Method of the Study:
The paper aimed at using the Descriptive Method for describing scientific facts, besides, the Deductive Method.

Previous studies:
Examples of abroad studies about listening skills as Alder, R.L. Rosenfeld and Proctor, R. (2001)

Problem of the Study
It solved the difficulties for practicing listening, which faced the readers and learners and teachers as well. In addition to, it facilitated simple techniques.

Framework:
Literature Review is divided into titles and sub-titles. Finally, there are conclusions, results, recommendations and references.
Chapter One

What’s listening?
Listening is defined as a receptive skill through it people extract meaning from the discourse they hear.

How do we listen?
We use our ears to listen. We listen when listening takes place. So when we listen to the news or take a part in conversation, we employ our previous knowledge.

What are the reasons for listening?
There are two broad categories:

1- Instrumental Listening: a large amount of listening takes place because it will help people to achieve some clear aim. When ring up a technical support company because they cannot make their computer or washing machine work, they listen to a customer advisor because they are desperate to know what to do next. In this listening takes place because they have some utilitarian or instrumental purpose in mind.

2- Pleasurable Listening: Listening takes place largely for pleasure. Thus, people listen to a Radio or comedy tapes or programmes.

Instrumental listening can be pleasurable too, going to history lectures or any other subject we are studying or which interests us may be done for fun as well as for some utilitarian purpose. (Harmer :p:199:2001)

What do we listen to?
We listen to different things such as:
- News, jokes, conversation, advice, songs, Quran, Radio programmes, music, parents, mother, tongue and lectures.

We often listen to mother tongue. But when confront a foreign language speaker, we feel unpleasant to share or help in conversation.
Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively, messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work. (Harmer: p:200:2001)

Many successful leaders and entrepreneurs credit their success to effective listening skills. Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin. Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success.

Good listening skills also have benefits in our personal lives, including:

A greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work and even better health and general well-being. Studies have shown that, whereas speaking raises blood pressure, listening brings it down. (Harmer: p:200:2001)

**Listening is not the same as Hearing**

Hearing refers to the sounds that you hear, whereas listening requires more than that, it requires focusing. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and
non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

*The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.*

Rachel Naomi Remen

**Time of Listening**

Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001).

Based on the research of: *Adler, R., Rosenfeld, L. and Proctor, R.* (2001)
Effective listening requires concentration and the use of your other senses - not just hearing the words spoken.

Listening is not the same as hearing and in order to listen effectively you need to use more than just your ears.

The 10 Principles of Listening
A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.
Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages.
For example, if someone tells you that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict, they maybe don't mean what they say.

1. Stop Talking
“If we were supposed to talk more than we listen, we would have two tongues and one ear.” Mark Twain. (Alder, R et al:2001) 9/3/2013.
Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

2. Prepare Yourself to Listen
Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what’s for lunch, what time do I need to leave to catch my train, is it going
to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

3. **Put the Speaker at Ease**
Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don’t stare – show you are listening and understanding what is being said.

4. **Remove Distractions**
Focus on what is being said: don’t doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

5. **Empathies**
Try to understand the other person’s point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathies with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. **Be Patient**
A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continues in his own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. **Avoid Personal Prejudice**
Try to be impartial. Don't become irritated and don't let the person’s habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some
have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

8. **Listen to the Tone**

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

9. **Listen for Ideas – Not Just Words**

You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. **Wait and Watch for Non-Verbal Communication**

Gestures, facial expressions, and eye-movements can all be important. We don’t just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

Do not jump to conclusions about what you see and hear. You should always seek clarification to ensure that your understanding is correct. (Alder, et al:2001)9/3/2013.

**Chapter Two**

**Active Listening**

Hear What People are Really Saying

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.
We listen for enjoyment.
We listen to learn.

Given all this listening we do, you would think we'd be good at it! In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!(Manktel:2011)5/10/2014.

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not? Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!(Manktel:2011)5/10/2014.

*Good communication skills require a high level of self-awareness. By understanding your personal style of communicating, you will go a long way towards creating good and lasting impressions with others.

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent. In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can
you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding. (Manktel:2011) 5/10/2014.

*If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well. (Manktel:2011) 5/10/2014.

**Becoming an Active Listener**

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what he says.

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1. Pay Attention
Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
   - Look at the speaker directly.
   - Put aside distracting thoughts.
   - Don't mentally prepare a rebuttal!
   - Avoid being distracted by environmental factors. For example, side conversations.

2. Show That You're Listening
Use your own body language and gestures to convey your attention.
   - Nod occasionally.
   - Smile and use other facial expressions.
   - Note your posture and make sure it is open and inviting.
   - Encourage the speaker to continue with small verbal comments like ,yes, and uh huh.

3. Provide Feedback
Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
   - Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
   - Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
   - Summarize the speaker's comments periodically. (Manktel:2011)5/10/2014.
*If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment
Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately
Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.
- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated. (Manktel: 2011) 5/10/2014.

Key Points
It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!
Start using active listening today to become a better communicator, improve your workplace productivity, and develop better relationships. (Manktel:2011) 5/10/2014.

**Active listening** is a technique used in counseling, training and conflict resolution, which requires the listener to feed back what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and moreover, to confirm the understanding of both parties.

**Comprehending:** Comprehension is "shared meaning between parties in a communication transaction". This is the first step in the listening process. The second challenge is being able to discern breaks between discernible words, or speech segmentation. This becomes significantly more difficult with an unfamiliar language because the speech sounds blend together into a continuous jumble. (Manktel:2011) 5/10/2014.

**Retaining:** This is the second step in the listening process. Memory is essential to the listening process because the information we retain when involved in the listening process is how we create meaning from words. We depend on our memory to fill in the blanks when we're listening. Because everyone has different memories, the speaker and the listener may attach different meanings to the same statement. However, our memories are fallible and we can't remember everything that we've ever listened to. There are many reasons why we forget some information that we've received. The first is cramming. When you cram there is a lot of information entered into your short term memory. Shortly after cramming, when you don't need the information anymore, it is purged from your brain before it can be transferred into your long term memory. The second reason is that you aren't paying attention when you receive the
information. Alternatively, when you receive the information you may not attach importance to it, so it loses its meaning. A fourth reason is at the time the information was received you lacked motivation to listen carefully to better remember it. Using information immediately after receiving it enhances information retention and lessens the forgetting curves (the rate at which we no longer retain information in our memory). Retention is lessened when we engage in mindless listening, where little effort is made to listen to a speaker's message. Mindful listening is active listening.

Responding: Listening is an interaction between the speaker and the listener. It adds action to a normally passive process.

Tactic: Active listening involves the listener observing the speaker's behavior and body language. Having the ability to interpret a person's body language lets the listener develop a more accurate understanding of the speaker's message. Having heard, the listener may then paraphrase the speaker's words. It is important to note that the listener is not necessarily agreeing with the speaker—simply stating what was said.

Individuals in conflict often contradict each other. Ambushing occurs when one listens to someone else's argument for its weaknesses and ignores its strengths. This may include a distortion of the speaker’s argument to gain a competitive advantage. On the other hand, if one finds that the other party understands, an atmosphere of cooperation can be created.

In the book *Leader Effectiveness Training*, Thomas Gordon, who coined the term "active listening," states "Active listening is certainly not complex. Listeners need only restate, in their own language, their impression of the expression of the sender. ... Still, learning to do Active Listening well is a rather difficult task ..."
Use: Persons, management, counseling and journalistic settings. In groups it may aid in reaching consensus. It may also be used in casual conversation or small talk to build understanding, though this can be interpreted as condescending.

A listener can use several degrees of active listening, each resulting in a different quality of communication.

The proper use of active listening results in getting people to open up, avoiding misunderstandings, resolving conflict, and building trust. In a medical context, benefits may include increased patient satisfaction, improved cross-cultural communication, improved outcomes, or decreased litigation.

Active listening can be lifted by the active listening observation scale.

**Barriers to Active Listening**

Such barriers include distractions, trigger words, vocabulary, and limited attention span.

Listening barriers may be psychological (e.g. emotions) or physical (e.g. noise and visual distraction).

**Shift response**

The first of these is the shift response which is the general tendency in a conversation to affix the attention to you. This is a type of conversational narcissism; the tendency of listeners to turn the topic of conversations to themselves without showing sustained interest in others listening. A support response is the opposite of a shift response; it is an attention giving method and a cooperative effort to focus the conversational attention on the other person. Instead of being me-oriented like shift response, it is we-oriented. It is the response most likely to be used by a competent communicator.

**Overcoming Listening Barriers**
To use the active listening technique to improve interpersonal communication, one puts personal emotions aside during the conversation, asks questions and paraphrases back to the speaker to clarify understanding, and one also tries to overcome all types of environment distractions. Judging or arguing prematurely is a result of holding onto a strict personal opinion. This hinders the ability to be able to listen closely to what is being said. Eye contact and appropriate body languages are seen as important components to active listening. The stress and intonation may also keep them active and away from distractions. (Lama:2012) 7/3/2013.

**Misconceptions about Listening**

There are several misconceptions about listening. We have no control over what we hear. Listening on the other hand is an active process that constructs meaning from both verbal and nonverbal messages.

**Active listening in music**

Active Listening has been developed as a concept in music and technology by François Pachet, researcher at Sony Computer Science Laboratory, Paris. Active listening in music refers to the idea that listeners can be given some degree of control on the music they listen to, by means of technological applications mainly based on artificial intelligence and information theory techniques, by opposition to traditional listening, in which the musical media is played passively by some neutral device. http://en.wikipedia.org/w/pachet.(2016-09-30)

**Listening Skills Strategies**

The average college student spends about 14 hours per week in class listening (or perhaps one should say "hearing"--there is a difference!) to lectures. See if you can improve your listening skills by following some of the strategies below:
1- **Maintain eye contact with the instructor:** Of course you will need to look at your notebook to write your notes, but eye contact keeps you focused on the job at hand and keeps you involved in the lecture.

2- **Focus on content, not delivery:** Have you ever counted the number of times a teacher clears his/her throat in a fifteen minute period? If so, you weren't focusing on content.

3- **Avoid emotional involvement:** When you are too emotionally involved in listening, you tend to hear what you want to hear—not what is actually being said. Try to remain objective and open-minded.

4- **Avoid distractions:** Don't let your mind wander or be distracted by the person shuffling papers near you. If the classroom is too hot or too cold try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature.

5- **Treat listening as a challenging mental task:** Listening to an academic lecture is not a passive act—at least it shouldn't be. You need to concentrate on what is said so that you can process the information into your notes.

6- **Stay active by asking mental questions:** Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen. What key point is the professor making? How does this fit with what I know from previous lectures? How is this lecture organized?

7- **Use the gap between the rate of speech and your rate of thought:** You can think faster than the lecturer can talk. That's one reason your mind may tend to wander. All the above suggestions will help you keep your mind occupied and focused on what being said. You can actually begin to anticipate what the professor is going to say as a way to keep your mind from
straying. Your mind does have the capacity to listen, think, write and ponder at the same time, but it does take practice. http://en.wikipedia.org/wiki/30/9/216.

The Art of Active Listening

Active listening is all about building rapport, understanding, and trust. Do you want to be you a good listener?

1. **Restating**: To show you are listening, repeat every so often what you think the person said — not by parroting, but by paraphrasing what you heard in your own words. For example, “Let’s see if I’m clear about this...” and providing listening practice in authentic situations: those that learners

2. **Summarizing**: Bring together the facts and pieces of the problem to check understanding — for example, “So it sounds to me as if...”. Or, “Is that it?”

3. **Minimal encouragers**: Use brief, positive prompts to keep the conversation going and show you are listening — for example, “umm-hmmm,” “Oh?” “I understand,” “Then “And?”(Lee: 2003)10/11/2014.

4. **Reflecting**: Instead of just repeating, reflect the speaker’s words in terms of feelings — for example, “This seems really important to you.”

5. **Giving feedback**: Let the person know what your initial thoughts are on the situation. Share pertinent information, observations, insights, and experiences. Then listen carefully to confirm.

6. **Emotion labeling**: Putting feelings into words will often help a person to see things more objectively. To help the person begin, use “door openers” — for example, “I’m sensing that you’re feeling frustrated. . . worried. . . anxious. . . .”

7. **Probing**: Ask questions to draw the person out and get deeper and more meaningful information - for example, “What do you

8. **Validation:** Acknowledge the individual’s problems, issues, and feelings. Listen openly and with empathy, and respond in an interested way — for example, “I appreciate your willingness to talk about such a difficult issue. . .”

9. **Effective pause:** Deliberately pause at key points for emphasis. This will tell the person you are saying something that is very important to them.

10. **Silence:** Allow for comfortable silences to slow down the exchange. Give a person time to think as well as talk. Silence can also be very helpful in diffusing an unproductive interaction.

11. **“I” messages:** By using “I” in your statements, you focus on the problem not the person. An I-message lets the person know what you feel and why — for example, “I know you have a lot to say, but I need to. . .”

12. **Redirecting:** If someone is showing signs of being overly aggressive, agitated, or angry, this is the time to shift the discussion to another topic.

13. **Consequences:** Part of the feedback may involve talking about the possible consequences of inaction. Take your cues from what the person is saying — for example, “What happened the last time you stopped taking the medicine your doctor prescribed?”(Lee:2003)10/11/2014.

**Communication Blockers**

These roadblocks to communication can stop communication dead in its tracks: “Why” questions. They tend to make people defensive. Quick reassurance, saying things like, “Don’t worry about that.” Advising — “I think the best thing for you is to move to assisted living.”

Digging for information and forcing someone to talk about
something they would rather not talk about. Patronizing — “You poor thing, I know just how you feel.” Preaching — “You should. . .” Or, “You shouldn’t. . .” Interrupting — Shows you aren’t interested in what someone is saying.

Simple Conversation Courtesies

The Art of Questioning
The four main types of questions are:

Leading
For example, “Would you like to talk about it?” “What happened then?” Could you tell me more?”

Open-ended
Use open-ended questions to expand the discussion — for example, lead with: “How? What? Where? Who? Which?”

Closed-ended

Reflective
Can help people understand more about what they said — for example, someone tells you ,“I’m worried I won’t remember. . .” Reflective Q: “It sounds like you would like some help remembering?”(Lee: 2003)10/11/2014.

Chapter Three:
Example of Listening Activities:
Listening is also something people usually do as an individual activity. Comprehension tasks or questions help students understand better, but doing
such tasks alone can make them feel isolated, especially when they don’t understand the content of the conversation too well. http://www.mindtools.com/

A typical listening exercise may be done in class in several stages. Some are student-centered, and some not.

1. Students look at the questions and try to guess some of the answers, maybe penciling them in.
2. Students listen to the recording and write in the answers.
3. In pairs, students compare their answers. Some they’ll agree on.

Some neither of them will get. Some answers they’ll disagree about and a short discussion may ensue where they try to convince one another.

4. To settle the arguments and give everyone a chance to get the answers they missed, we play the recording again.
5. Again, students compare answers. Further discussion may ensue.

6. Arguments started in step 5 may make it necessary to play the recording yet again.

7. The whole class discusses the answers – and we deal with any questions that come up.
8. If there’s time, we play the recording for the last time. Students listen, alone with eyes closed to shut out distractions, feeling pleased that they now understand most or even all of the conversation.

9. Question &Answer:
If anyone has any questions, there may be issues raised in the conversation that lead to a discussion activity. In the following example, the students have listened to three people talking about their vacations:
Pair work Discuss these questions:
• Have you had a vacation like Charlie’s, Julia’s, or Michael’s? What happened?
• What did you do on your last vacation?
• What’s the best vacation you’ve ever had?

Teaching Listening
Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.(S.Ana:1998)
Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.(S.Ana:1998)
Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of
vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. (S. Ana:1998)

**Conclusions**
This paper tackled listening skills as an important part of learning process. Hence, the readers will benefit from information included. Eventually, there are some results represented by the following:
1- Most people spend their time communicating.
2- The majority of active listening activities are ignored in English language teaching in classroom.
3- Barriers to listening affected on learning process.
4- Instruments and tools are used rarely in English Language Teaching, in Sudan.

**Recommendations:**
1- Libraries must be supplied with references and books which include listening skills.
2- Teachers have to encourage the learners practicing listening skills.
3- The necessity for reinforcing the role of students to practice listening skill adequately.
4- Teachers have to provide students opportunities by using visual aids.
Library must be enriched with electronic materials for developing listening skills, essentially for those who specialized in English language.

References
6- http://www.people-communicating.com/barriers-to-active"Top_3_Barr...012.
7- http://www.skillsyou need.com/tips/ineffective listening.htm/.
(Alder, R. et al. 2001)