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General Behaviours of Students with Poor Listening Skills or Who Do Not Listen To the Lectures According To the Teachers' Opinions

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There are four linguistic skills (listening, speaking, reading and writing). Among these, the most important and the most used one is listening. Listening is the primary way for education and learning as well as communication. Listening is a crucial skill in the academic success and education of the student. The teacher should be able to care about students that do not listen as well as those who do. The way to accomplish this lies in detecting which students have poor listening skills and whether they listen to the lecture or not. The purpose of this study is to reveal the general behaviours of students with poor listening skills or who do not listen to the lectures and to develop opinions and approaches to resolve the identified negative behaviours. For this purpose, the opinions of 53 different teachers and academicians from different levels of academic and branches from the city of Konya in Turkey during the 2013-2014 academic year. The data put forth by the participants was analyzed with content analysis technic and were classified into three categories. These are body language movements, verbal behaviours and material usage. The participants stated that the general behaviours of students with poor listening skills or who do not listen to the lectures can be understood 45% by body language movements, 34% by verbal behaviours and 21% by material usage. The effects of the gender factor were not observed in the study.

Introduction

Listening is the foundation of understanding. Listening is the process of clearly hearing the sounds and stimulants and their analysis, and it is an important skill in many areas of life. There is consciousness in listening. "Listening should be a conscious process of effort and the sounds caught by the ear should be attempted to be understood" (Özbay, 2009: 47). In listening, not the sole effect of the ear is considered. Although listening is done by the ear, it requires the connection between the ear and the brain and due analysis. Therefore, listening is primarily about the brain and requires an active mind work. Listening is "Selecting the heard information, arranging them, integrating what the speaker conveys with pre-possessed information and structuring all in the mind" (Güneş, 2007: 74). Listening also includes giving appropriate responses as well as understanding the incoming messages correctly. From this perspective, listening can be defined as "Flawless understanding of the message the speaker intends to convey and to react appropriately against this mentioned stimulant" (Demirel and Şahinel, 2006: 72).

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Learning begins with listening. The first learning for the baby inside her mother's womb is via listening. While initially began as hearing, listening evolves into a conscious effort in time. Thus, the individual begins to interpret what he/she hears. "The individual creates the information, feeling and thought universe accumulated via listening before enrolling in organized education (Temur, 2010: 305).

Education largely takes place in a classroom. While educating in the class environment, it is assumed that certain skills and talents of the students are already developed. A chief one among these is the listening skill. Students with underdeveloped listening skills show typical movements in the classroom. The teachers, who teach the course and also care about their students' behaviours, are the ones who observe these movements the best. "While the teacher tries to keep the natural flow of the lecture, he/she also tries to check the behaviours of the students at the same time" (Çelik, 2009:119). But besides the teacher's efforts, the student is responsible to listen to the lecture. Because the teacher is generally the speaker while the student is generally the listener during the intra-classroom communication. Especially in lectures with recital lecturing method, the student should prepare himself for listening.

> "Most of the teachers in our schools use the straight lecturing, or recital method. In these situations, the time allocated by students for listening increase greatly, and almost 83% of what they learn is obtained via listening. This means that a student with insufficiently listening skills will have an unproductive learning process despite not having weak cognitive capacities" (Çifçi, 2001: 169).

Students have the responsibility to listen to their lecturers the best way possible, therefore associating the productivity of the lesson solely with the lecturing is not right. Educational activities require the effective participation of both the student and the teacher, and communication is a critical point of this. Communication is "the process of information creation, conveying and interpretation" (Dökmen, 1998: 19). One of the two skills at the heart of communication is listening (the other one is talking). First of all, the student needs to accomplish effective listening in the lecture. This type of listening requires effort and labour. "A good listener is in a creative efficiency state, otherwise there is no complete communication" (Taşer, 2000: 207).

During listening, the brain of the listener shows more performance compared with the lecturer's brain. The lecturer focuses on the subject and what he will convey. On the other hand, the listener can think of other subjects besides the content to listen to. This may negatively affect listening. The researches show that a regular lecturer speaks at a rate of between 100 and 150 words a minute, while the perceptional capacity of the listener is between 500-600 words a minute. The listener needs to appropriately fill in this gap and manage his thoughts, internal conversations in a way that will develop and expand on what the lecturer is conveying. Under the light of these informations, the listener should suppress the internal conversations and should direct himself towards the lecturer and the subject. It is not possible to understand the words of the lecturer without stopping his internal dialogue first. Furthermore, while listening to the teacher, he should not catch just the words but also the core of the message being conveyed. Because "While listening, we do not spend time on each word but the holistic meaning of what is being said" (Aksan, 1995: 221).

Considering that the student spends a great deal of time listening to lectures in the classroom, it is important to keep in mind that his actions will affect both his classmates

and his teacher. The behaviours of a non-listening student will not interrupt just himself but his classmates as well and disrupt the flow of the course. The student not listening to the lecture and furthermore distracting his classmates fall into the category of undesired actions, as stated by the researchers (Bull and Solity, 1996). Furthermore, these undesired actions are shown to be problems in the teaching of the lesson. The students being involved in or reading things not related with the lesson, talking during the lecture, direction towards non-lecture related activities are considered to be problematic behaviours (Emmer, Evertson and Worsham, 2000).

For the individual to conduct listening in the desired manner, preparations are in order. A listener who prepares himself towards understanding the subject will be more successful than those listeners who are just present there and who benefit from the lecture within the extent of their interest. Learning how to listen is the core of learning. Listening is considered to be a dominant skill during the studentship years. The lectures greatly appeal to the listening skill.

> "In order to understand a course in the classroom, the student should be conscious about listening and should use this skill in the most appropriate way. Because when the student cannot listen and understand well during the lecture, he will need to spend a great more amount of time to repeat and understand the subject later. From this perspective, a student should apply listening strategies during the lectures and should practice effective listening in a silent, non-disturbing manner" (Emiroğlu, 2013: 275).

Aim of the Research

This research reveals the general behaviours of students with poor listening skills or who do not listen to the lectures from the perspective of the teachers.

Importance of the Research

The research is important from the perspective of identifying the general behaviours of students with poor listening skills or who do not listen to the lectures, the classification of these and devising appropriate solutions.

Method of the Research

This is a qualitative research. In the analysis of the data obtained from the research, content analysis technic was used. "Content analysis refers to a systematic, iterative technic in which a script is summarized in smaller categories of its words via codes based on certain rules" (Büyüköztürk, 2012: 240).

Data Collection and Analysis

The participants of the research are teachers that are working in the city of Konya in Turkey, in primary schools, middle schools, high schools and universities in different branches. Opinions of 53 teachers from 14 different schools (Minik İstikballer, Elele, Okyanus and Tıfıl Daycares and Selçuklu Primary School, Vali Necati Çetinkaya Middle School, Şehit Sadık Primary School, Cengiz Topel Primary and High School, Abdullah Aymaz Primary and High School, A. Hazım Uluşahin Religious Vocational High School, Muhittin Güzel Kılınç Anatolian High School, Özel Merve Güventaş Anatolian and Science High School, Konya High School and Mevlana University) were used during the research. The participating teachers were asked the open-ended question

"From which reactions do you detect students with poor listening skills or who do not listen to the lectures?" to obtain the opinions of them towards the reactions of students in the classroom setting during lectures. Experts in the field stated that in their opinions, this open-ended question is appropriate for the purpose of the research. The responses from 53 teachers provided the data of the research. These obtained data were analyzed using the content analysis technic. Certain codes were identified via the content analysis and these codes were aggregated via themes. Furthermore, to support these themes, the opinions stated by the teachers were included as well. These opinions were stated as codes as well (T.1: Teacher 1). During the analysis process, field experts were consulted to review whether the categories and teacher responses were stated correctly or not. The experts were asked whether the titles, sub-titles are suitable or not, and the agreed upon points were included in the analysis process, and the disputed points were excluded from said process. The field experts generally stated similar views and corrections were made in line with the suggestions from the experts.

Participants

A total of 53 teachers participated in the research, with 12 lecturing in the university, 14 in high schools, 17 in middle schools, 5 in primary schools and 5 in pre-schools. The branches of the teachers and the academicians are provided separately from each other. The distribution of the participants with respect to gender, branches and level of academic are presented in the table below.

Table 1. Distribution of the participants with respect to gender, branches and level of academic

Branches	**Level of Academic**	**Gender**		**Total**
		Female	**Male**	**(f)**
Pre-school teacher	Pre-school	5		**6**
	University	1		
Primary school teacher	Primary School	2	3	**5**
Turkish/Turkish literature teacher	Middle School	8	8	**24**
	High School	2	2	
	University	1	3	
History teacher	High School	1	2	**3**
Mathematics teacher	High School	1		**2**
	University		1	
Visual arts teacher	High School	1		**1**
Philosophy teacher	High School		2	**2**
Guidance and psychological counselling teacher	Middle School	1		**3**
	High School	1		
	University		1	
Nutrition and dietician teacher	University	1		**1**
Education sciences teacher	University	1	1	**2**
Biology teacher	High School	1		**1**

Geography teacher	High School		1	**1**
Computer Sciences teacher	University		2	**2**
Total (f)		**27**	**26**	**53**
Total %		**% 51**	**% 49**	**100**

When Table 1. is reviewed, 27 of the participating 53 teachers is female while 26 are male. 51% of the participants are female, while 49% are male. It can be seen that the percentage of female and male teachers are very close to each other.

Findings

In this section, the opinions of the participating teachers on the open-ended question "From which reactions do you detect students with poor listening skills or who do not listen to the lectures?" were handled. The findings are presented with the themes created based on the teacher opinions and sample teacher opinions that support these themes. The frequency and percentage for teacher opinions for each theme is presented as well. All of the teachers presented multiple opinions. It was observed that teacher suggestions are generally similar, but different opinions were presented based on the level of academic.

According to the teacher opinions, behaviours of the students with poor listening skills or who do not listen to the lectures are handled under three main titles which are body language movements, verbal behaviours and material usage. These mentioned behaviours are developed with the explanations that include sample teacher opinions.

An effective and productive teaching takes place in an environment with reciprocal actions from both the teacher and the student. In situations where the teacher is the lecturer and the student is the listener, it's the students' responsibility to listen. In order to fulfill this responsibility, the student should have a developed listening skill and should be benefiting from listening. But certain students do not show this expected behaviours. The teachers should win back the students that they identify as non-listeners, should handle their listening issues and should be able to attract the attention of those students who for some reason lost touch with the lecture via different methods and technics.

1. Body Language Movements

Students with poor listening skills or who do not listen to the lectures show certain behaviours as they do not productively listen to the lecture. The leading behaviours among these is the body language movements shown in the class environment. Based on teacher opinions, the general behaviours of students with poor listening skills or who do not listen to the lectures will first be explained with body language movements. These body language movements are listed in the table below.

Table 2. Teacher opinions, frequencies and percentages regarding body language movements

Body Language Movements	**(f)**	**%**
Student watching outside	13	% 8
Putting the head on desk, dozing off or sleeping	20	%12
Trying to listen to the lecture with the head on his hand	5	% 3
Constant shaking of the legs or feet	4	% 2

Looking with empty, expressionless or distracted eyes	11	% 6
No eye contact with the teacher, avoiding the eyes	8	% 5
Not giving any sign of agreement with his head or any other part of the body	8	% 5
Constant movement in the spot, trying to get up	10	% 6
Not facing the teacher, turning his back or side	15	% 9
Constant bowing of the head or throwing the head backwards	5	% 3
Hiding behind the classmate in front of him	2	% 1
Grimacing	1	% 1
Constantly sitting in a cross-armed position	2	% 1
Very frequent or rare usage of gestures and mimics	6	% 3
Showing unexpected moves such as surprise, sorrow	2	% 1
Constant playing with the hair	3	% 2
Acting like he's sick	3	% 2
Too much playing with the hands, fingers and cracking of the fingers	2	% 1
Constant playing with the nails	3	% 2
Showing delayed reactions	2	% 1
Sitting in the back of the class or withdrawing to the corners	9	% 5
Easily being distracted by the stimulants (sounds, lights, movement, color and shapes) in the environment	5	% 3
Paying attention to the clothes of the lecturer	2	% 1
Too much scratching or petting of certain parts of the body (Nose, ears, forehead, cheeks, neck, elbow, arm, chest, legs etc.) in a manner that attracts attention	7	% 4
Frequent yawning	14	% 8
Frequent stretching	2	% 1
Frequently going up to the trash bin to dispose things	3	% 2
Knocking of the fingers on the desk, table etc. in a manner that attracts attention	5	% 3
Total	**172**	**% 100**

When Table 2. is observed, a total of 172 opinions were stated by the teachers regarding how they understand via body language movements that when there are students with poor listening skills or who do not listen to the lectures. The percentage values of these opinions are presented on the right hand side of the table. When the opinions are classified within themselves, the body language movements that are on top 5 are as follow:

The students:

1. Putting their heads on desk, dozing off or sleeping (%12)
2. Not facing the teacher, turning their backs or sides (% 9)
3. Frequently yawning (% 8)
4. Watching outside (% 8)
5. Looking with empty, expressionless or distracted eyes (% 6)

Some of the opinions of the teachers under this title are listed below:

T. 13: When a student is not facing the teacher, I understand that they are not listening to my lecture.

T. 6: Students with poor listening skills listen to the teacher with empty eyes.

T. 45: The slightest movement in the classroom distracts the attention of students who cannot listen effectively.

T. 37: They can be tired or there may be other reasons, but yawning shows that the student does not listen to the lecture.

T. 50: Students with poor listening skills knock their fingers on the desks and tables.

2. Verbal Behaviours

Another important indicator that students listen to their teachers and the lecture is their verbal reactions. The teacher can assess the feedback from the student to speculate on whether he is listening or not. Again, the verbal reactions of the students between themselves or within themselves show whether they are listening or not. The research deals with verbal behaviours as the second top title. Based on teacher opinions, the general behaviours of students with poor listening skills or who do not listen to the lectures will first be explained with verbal behaviours. These verbal behaviours are listed in the table below.

Table 3. Teacher opinions, frequencies and percentages regarding verbal behaviours

Verbal Behaviours	**(f)**	**%**
Not asking questions on parts that are not understood	3	% 2
Whispering and talking with the classmates around	38	% 29
Providing general answers to asked questions, failing to provide the desired answer	24	% 19
Unnecessary or extreme jokes, using humor on most of what is being said	9	% 7
Giving exaggerated approval expressions (wow! really! I am really surprised! etc.)	4	% 3
Saying things like “Argh, enough, let it end, can’t listen anymore”	28	% 22
Asking questions to the teacher or classmates such as the time, when it will end, when is the break	10	% 8
Responding to questions in a dull tone	4	% 3
Frequently asking for permission to go outside for various reasons (toilet break, telephone call etc.)	3	% 3
Making comments or evaluations on the words chosen by the teacher or by the physical appearance of the teacher rather than the content of the lecture	6	% 5
Total	**129**	**% 100**

When Table 3. is observed, a total of 129 opinions were stated by the teachers regarding how they understand via verbal behaviours that when there are students with poor listening skills or who do not listen to the lectures. The percentage values of these opinions are presented on the right hand side of the table. When the opinions are classified within themselves, the verbal behaviours that are on top 5 are as follow:

The students:

1. Whispering and talking with the classmates around (% 29)
2. Saying things like “Argh, enough, let it end, can’t listen any more” (% 22)

3. Providing general answers to asked questions, failing to provide the desired answer (% 19)
4. Asking questions to the teacher or classmates such as the time, when it will end, when is the break (% 8)
5. Unnecessary or extreme jokes, using humour on most of what is being said (% 7)

Some of the opinions of the teachers under this title are listed below:

T. 18: Students with poor listening skills constantly whisper to their nearby classmates during the lectures.
T. 2: Students asking for the time during lectures show that they are not listening well.
T. 25: Students that make various sounds and show their boredom through certain sounds without their control have poor listening skills.
T. 51: Students that makes a joke of what is being said right away are not listening to the lecture very well.
T. 33: I know that when a student provides a distant and unnecessary answer to a question I ask during my lecture, he is not listening to my lecture.

3. Material Usage

While listening to the lectures, the students can also use certain materials. Notepads, books, pens, tablet PCs, computers, paper, pictures, banners etc. can help them listen more effectively, yet they may also prevent obtaining the due productivity because of these tools and materials. The students need to be careful at this point, and prevent the materials at hand from negatively affecting their listening to the lecture. In this research, the third top title was chosen as material usage. The research deals with verbal behaviours as the second top title. Based on teacher opinions, the general behaviours of students with poor listening skills or who do not listen to the lectures will first be explained with material usage. These material usages are listed in the table below.

Table 4. Teacher opinions, frequencies and percentages regarding material usage

Material Usage	**(f)**	**%**
Not taking notes, not writing down the important points	16	% 20
Doodling stuff that are not associated with the lecture, drawing pictures or shapes	21	% 26
Getting busy with technological tools (cellphones, computers, tablet PCs etc.) in a manner that is not relevant with the lecture	24	% 29
Reading books or publications that are not relevant with the lecture	9	% 11
Playing with watches, pencils, books, papers, accessories, personal properties, clothes etc.	9	% 11
Exchanging letters with the classmates during the lecture	3	% 4
Total	**82**	**% 100**

When Table 4. is observed, a total of 82 opinions were stated by the teachers regarding how they understand via material usage that when there are students with poor listening skills or who do not listen to the lectures. The percentage values of these opinions are presented on the right hand side of the table. When the opinions are classified within themselves, the material usages that are on top 5 are as follow:

The students:

1. Getting busy with technological tools (cell phones, computers, tablet PCs etc.) in a manner that is not relevant with the lecture (% 29)
2. Doodling stuff that are not associated with the lecture, drawing pictures or shapes (% 26)
3. Not taking notes, not writing down the important points (% 20)
4. Reading books or publications which are not relevant with the lecture (% 11)
5. Playing with watches, pencils, books, papers, accessories, personal properties, clothes etc. (% 11)

Some of the opinions of the teachers under this title are listed below:

T. 46: Students who are not taking notes cannot accomplish efficient listening.

T. 7: A student who checks his watch and constantly looks at the time clearly does not listen to the lecture well.

T. 28: While students with poor listening skills are taking notes, they draw pictures or shapes that are not relevant with the lecture and are swayed off.

T. 20: Students who use the computers and the Internet to check out things not relevant with the lecture instead of reaching relevant information are those who do not listen to the lecture very well.

T. 36: Books of other classes or popular books are not read during the lectures. Students acting so fail to listen to the lecture well.

When the opinions provided by the teachers regarding the general behaviours of students with poor listening skills or who do not listen to the lectures are reviewed in general, the table provided below appears:

Table 5. The opinions of the participants in general, their frequencies and percentages

Opinions	Total	
	(f)	%
Body language movements	172	% 45
Verbal behaviours	129	% 34
Material usages	82	% 21
Total	**383**	**% 100**

When Table 5. is observed, a total of 383 teacher opinions can be seen. 45% of these are about body language movements, 34% are about verbal behaviours and 21% are about material usage. It is being understood that the general behaviours of students with poor listening skills or who do not listen to the lectures dominantly emerge as body language movements.

Conclusion, Discussion and Suggestions

In this research where 53 teachers from different levels of the academic, schools and branches stated their opinions regarding the general behaviours of students with poor listening skills or who do not listen to the lectures, and these opinions were categorized under certain titles. It was observed that all of the participants declared multiple opinions. This introduced a width to the research. 53 teachers stated a total of 383 opinions. The research was not affected by the gender factor, and the categorized behaviours were supported by sample teacher opinions.

In line with the teachers' opinions, the general behaviours of students with poor listening skills or who do not listen to the lectures were separated into three categories.

These are body language movements, verbal behaviours and material usage. Within these behaviours, body language movements were observed to be the dominant behaviours. A total of 172 opinions under the body language movements title were consolidated under 28 lines. Following body language movements, the second title that showed lack of listening to the lecture by students was determined to be verbal behaviours. 129 opinions were consolidated under 10 lines under this title. Last title is the material usage of students during lectures. 82 total opinions were consolidated under 6 lines here.

Under the body language movements title, putting their heads on desk, dozing off or sleeping, not facing the teacher, turning their backs or sides, frequently yawning, watching outside, looking with empty, expressionless or distracted eyes emerged as dominant behaviours. Most of the teachers agree that these behaviours are observed often.

Usually the body movements of the students reveal that their listening skills are not developed or they are not listening to the lecture. Body language also has more of an effect than voice and words in inter-personal relations, and it is also a very important measure that reflects the degree of success in listening. Someone can speculate whether a person is an effective listener or not by observing the body language movements of that person. A listener that constantly moves at his place, who fails to establish eye contact, cannot sit upright, shows defensive movements, that fails to show positive and lively body reactions, that channels his attention to himself or the body or accessories of the talking person instead of the talk itself is clearly not a good listener. Therefore, primarily, in order to understand whether the students listen to the lecture or not, their body reactions and the behaviours shown via body language should be observed.

Under the verbal behaviours, whispering and talking with the classmates around, saying things like “Argh, enough, let it end, can’t listen any more”, providing general answers to asked questions, failing to provide the desired answer, asking questions to the teacher or classmates such as the time, when it will end, when is the break, unnecessary or extreme jokes, using humor on most of what is being said emerge as the dominant behaviours. Most of the participating teachers stated that these are pretty common among students. Although not as much as the body language movements, verbal behaviours reveal whether students listen to the lecture or not as well. The questions directed by the teacher to students or vice versa, talking among the students, the sounds they make, their dialogues, comments, the toning and intonation in the voice of the students are measures that reveal whether their listening skills are developed or whether the lecture is being listened to or not. The teacher should carefully analyze the responses reflecting from the students, should identify the students with poor listening skills or who do not listen to the lectures and do his/her best to earn them into the lecture.

Under the material usage, getting busy with technological tools (cell phones, computers, tablet PCs etc.) in a manner that is not relevant with the lecture, doodling stuff that are not associated with the lecture, drawing pictures or shapes, not taking notes, not writing down the important points, reading books or publications that are not relevant with the lecture and playing with watches, pencils, books, papers, accessories, personal properties, clothes etc. emerge as the dominant behaviours. The teachers state that these are among the behaviours of students with poor listening skills or who do not listen to the lectures.

Such as body language movements and verbal behaviours, another measure that reveal whether the students' listening skills are developed or whether the lecture is being listened to or not is the material usage of the student during the lecture. The student should not let the materials used prevent him from listening to the lecture. The student should take notes appropriately and should prevent the materials around from distracting him. He should know that electronic devices are tools as well, just like pencils, books and notebooks, and should use these materials accordingly in a manner that will positively affect the listening. From this perspective, material usage is important and teachers should pay attention to these.

A student who does not listen will not just keep himself but others around him from benefiting from the lecture. Therefore, the students showing these behaviours should be attracted back into the flow of the lecture accordingly, and negative behaviours should be driven away. Otherwise, moving forth from the fact that these behaviours are contagious, the other students in the classroom will be affected by these students who fail to listen sufficiently or not listen at all. For example, a student who frequently yawns may negatively affect other students who want to listen to the lecture with this infectious behaviours and may cause them to yawn and distract them from the lecture. From this perspective, the teacher should be careful, and the moment he/she understands that a student is drifting away from listening to the lecture, make due interventions to invigorate the students. These interventions may range in a wide variety of actions, from calling out to the student with his name to changing how the lecture is being taught.

There are many factors that affect listening. One of them is age. In accordance with the age of the individual, the listening time and quality increase. The research done show that listening problems become less frequent from the university to all the way back to pre-school. Yet, listening problems differentiated as well as decreasing. For example, behaviours such as frequently asking for permission to go outside for various reasons (toilet break, telephone call etc.), frequently going up to the trash bin to dispose things, watching outside, constant movement in the spot, trying to get up, exchanging letters with classmates during the lecture that are observed in pre-school and primary school students change into behaviours such as looking with empty, expressionless or distracted eyes, sitting in the back of the class or withdrawing to the corners, making comments or evaluations on the words chosen by the teacher or by the physical appearance of the teacher rather than the content of the lecture, not taking notes, not writing down the important points during the high school and university years. From this perspective, an outcome showing that the behaviours of the students who fail to listen to the lecture change with respect to the level of academic.

It is thought that the students know how to listen, and they are not provided with any education or guidance on this subject. The findings of this research show which student behaviours reflect that the students are not listening to the lecture or when they have undeveloped listening skills. These findings should be considered in assisting the students and to decrease the negative behaviours of the students that have issues in listening. When the teacher realizes that listening is not accomplished in the classroom, he/she can allocate a certain part of the lecture to remove the negative listening behaviours.

The general tendency of teachers to face the students who are listening to the lecture while lecturing will work to the advantage of the students with non-developed listening

skills or who do not listen to the lecture, and those students will be glad. The interest of the teacher is relevant with the student's interest as well. A teacher whose students do not pay attention to the lecture cannot perform well, cannot provide the lecture in a productive and effective way.

In order to overcome the listening problems in the classroom, the listening duration should be increased and the negative listening behaviours should be eliminated. Only through doing these, the class altogether can obtain sufficient productivity from the lectures. As in every other period of time, listening preserves its crucial importance in the age of technology. Effective listening is required especially in the educational environments. It is known that a person learns two thirds of all that is taught in the schools via learning. A teacher who pays attention to the data obtained from the research will be able to take the necessary precautions to ensure that the lectures are listened to in an improved way.

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