

Listening

3



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What is Listening? Chapter 3

- ▶ **Hearing** – a physiological process
- ▶ **Listening** – the process of receiving, attending to, constructing meaning from, and responding to spoken or nonverbal messages.*
 - A cognitive process

*International Listening Association, 1996,
@[http://www .listen.org/](http://www.listen.org/) (accessed March 2, 2007).

- ▶ **Apprehension**
- ▶ **Style**
 - Content-oriented
 - People-oriented
 - Action-oriented
 - Time-oriented

▶ **Processing approach**

- **Passive** – habitual and unconscious process of receiving messages
- **Active** – deliberate and conscious process of attending to, understanding, remembering, evaluating, and responding to messages

Active Listening Improvement Strategies

Chapter 3

▶ **Attending**

- Getting physically ready to listen
- Resist mental distractions
- Hear the speaker out
- Find personal relevance

Active Listening Improvement Strategies

Chapter 3

(continued)

▶ **Understanding**

- Identify the goal and main points
- Ask questions
- Paraphrase silently
- Observe nonverbal cues

Active Listening Improvement Strategies

Chapter 3

(continued)

▶ Remembering

- Repeat the information
- Construct mnemonics
- Take notes

▶ Evaluating

- Facts
- Inferences

▶ Responding

Constructive Critiques

Chapter 3

- ▶ **Constructive critique statements**
 - Specific
 - Begin with observations about what was done well
 - Explain how and why observed behavior affected the speech
 - Phrased as personal perceptions

- ▶ **Statements about the content, structure and delivery of a speech**
 - Content critique statements focus on goal, main points, and supporting material
 - Structure critique statements focus on macrostructure and microstructure
 - Delivery critique statements focus on use of voice and body

Effective and Ineffective Listening Behaviors

Chapter 3

Exhibit 3.1 Effective and ineffective listening behaviors

	Effective listening behavior	Ineffective listening behavior
Attending to the speech	<p>Physically and mentally focusing on what is being said, even when information doesn't seem relevant</p> <p>Adjusting listening behavior to the specific requirements of the situation</p>	<p>Seeming to listen but looking out the window and letting your mind wander</p> <p>Listening the same way regardless of type of material</p>
Understanding/ remembering speech information	<p>Determining organization by identifying goals, main points, and supporting information</p> <p>Asking yourself questions to help you identify key aspects of the speech</p> <p>Silently paraphrasing to solidify understanding</p> <p>Seeking out subtle meanings based on nonverbal cues</p> <p>Taking good notes</p>	<p>Listening to individual bits of information without regard for structure</p> <p>Seldom or never reconsidering what was said</p> <p>Seldom or never paraphrasing</p> <p>Ignoring nonverbal cues</p>
Evaluating and Responding	<p>Assessing quality of content, structure, and delivery</p>	<p>Relying on memory alone</p> <p>Relying on gut reactions</p>

General Criteria for a Constructive Critique

Chapter 3

Exhibit 3.5 General criteria for a constructive critique

1. Content of the speech

- Does the speaker establish common ground and adapt the content to the audience's interests, knowledge, and attitudes?
- Does the speaker seem to have expertise in the subject areas?
- Does the speaker have high-quality sources for the information given in the speech?
- Does the speaker reveal the sources of the information?
- Are the sources relevant? recent? varied? distributed throughout the speech?
- Does the information presented explain or support each of the main points?
- Are presentational aids appropriate and well used?
- Is each main point supported with breadth? depth? listener relevance?

General Criteria for a Constructive Critique (con't)

Chapter 3

Exhibit 3.5 General criteria for a constructive critique

2. Structure of the speech

- Does the introduction of the speech get attention, build, and lead into the topic?
- Has the speaker stated a clear goal for the speech?
- Are the main points of the speech clearly stated, parallel, and meaningful?
- Do transitions lead smoothly from one point to another?
- Does the information presented explain or support each of the main points?
- Does the speaker use language that is accurate, clear, vivid, and appropriate?
- Does the speaker use a compelling style?
- Does the conclusion summarize the main points and end the speech on a high note?

General Criteria for a Constructive Critique [con't]

Exhibit 3.5 General criteria for a constructive critique

3. Delivery of the speech

- Does the speaker sound intelligible? conversational? expressive?
- Is the presentation fluent?
- Does the speaker look at the audience?
- Does the speaker use appropriate facial expressions?
- Were the pronunciation and articulation acceptable?
- Does the speaker have good posture?
- Does the speaker have sufficient poise?

Do a Constructive Critique



See demonstrations in the videos above.

- ▶ Listening process

<http://www.slideshare.net/onlyursarif/process-of-listening-4683092>

- ▶ Speaker and Listener etiquette

<http://www.nvcc.edu/home/npeck/spd100/etiquette.htm>