

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

Listening Challenges con't

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► **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

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► **Attending**

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

Active Listening Improvement Strategies (continued)

Chapter 3

► Understanding

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

Active Listening Improvement Strategies (continued)

Chapter 3

▶ 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

Constructive Critique Elements

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

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]

Chapter 3

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

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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>