

**To:** Donna Stasio, Instructor  
**From:** Mallory Newell, College Researcher  
Nergal Issaie, Student Assistant  
**Date:** 01/03/2013  
**Subject:** Listening Habits Survey, Fall 2012

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The Listening Habits Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 426 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 244 students responded to the online survey.

Important highlights include:

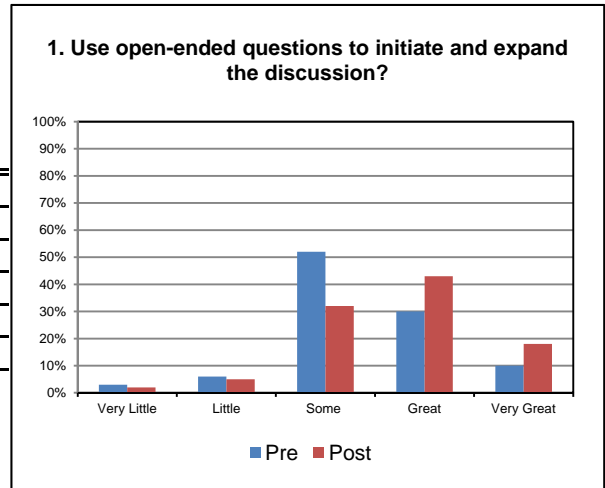
- 40% of respondents to the Pre-Listening Habits survey were “very great” or “great” in using open-ended questions to initiate and expand the discussion, while 61% of respondents to the Post-Listening Habits survey were “very great” or “great” in using open-ended questions to initiate and expand the discussion.
- 70% of respondents to the Pre-Listening Habits survey were “very great” or “great” in maintaining eye contact while the other person is speaking, while 76% of respondents to the Post-Listening Habits survey were “very great” or “great” in maintaining eye contact while the other person is speaking.
- 65% of respondents to the Pre-Listening Habits survey were “very great” or “great” in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 78% of respondents to the Post-Listening Habits survey were “very great” or “great” in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying.
- 47% of respondents to the Pre-Listening Habits survey were “very great” or “great” in avoiding turning the conversation away from the speaker onto themselves, while 65% of respondents to the Post-Listening Habits survey were “very great” or “great” in avoiding turning the conversation away from the speaker onto themselves.
- 45% of respondents to the Pre-Listening Habits survey were “very great” or “great” in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were “very great” or “great” in periodically check their understanding by restating in their own words what was said.

# Listening Habits Survey, Fall 2012

In conversations with others, to what extent do you:

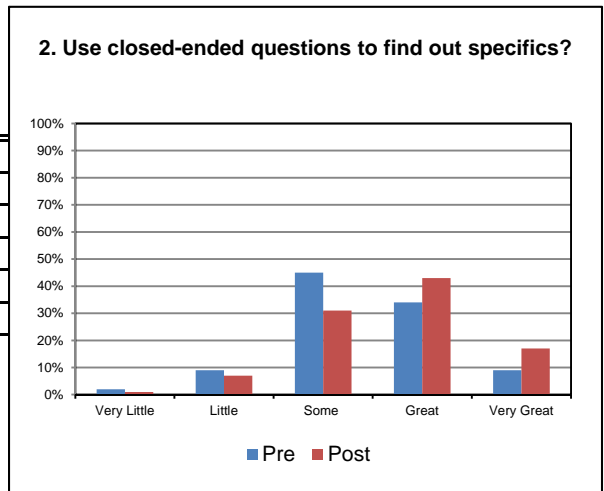
## 1. Use open-ended questions to initiate and expand the discussion?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 12         | 3%          | 6          | 2%          |
| Little       | 27         | 6%          | 11         | 5%          |
| Some         | 219        | 52%         | 78         | 32%         |
| Great        | 126        | 30%         | 104        | 43%         |
| Very Great   | 41         | 10%         | 45         | 18%         |
| <b>Total</b> | <b>425</b> | <b>100%</b> | <b>244</b> | <b>100%</b> |
| No response: | 1          |             | 0          |             |



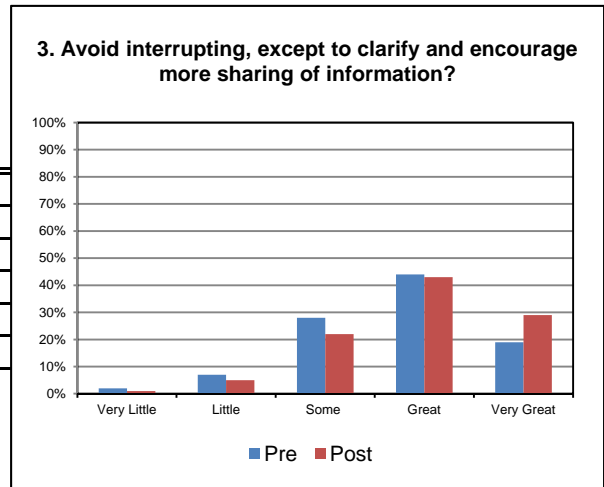
## 2. Use closed-ended questions to find out specifics?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 9          | 2%          | 3          | 1%          |
| Little       | 39         | 9%          | 18         | 7%          |
| Some         | 192        | 45%         | 76         | 31%         |
| Great        | 144        | 34%         | 106        | 43%         |
| Very Great   | 38         | 9%          | 41         | 17%         |
| <b>Total</b> | <b>422</b> | <b>100%</b> | <b>244</b> | <b>100%</b> |
| No response: | 4          |             | 0          |             |



## 3. Avoid interrupting, except to clarify and encourage more sharing of information?

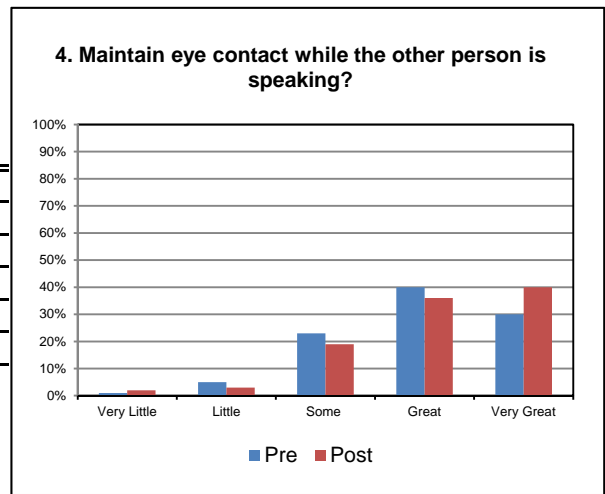
| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 8          | 2%          | 3          | 1%          |
| Little       | 29         | 7%          | 11         | 5%          |
| Some         | 121        | 28%         | 54         | 22%         |
| Great        | 188        | 44%         | 104        | 43%         |
| Very Great   | 80         | 19%         | 70         | 29%         |
| <b>Total</b> | <b>426</b> | <b>100%</b> | <b>242</b> | <b>100%</b> |
| No response: | 0          |             | 2          |             |



# Listening Habits Survey, Fall 2012

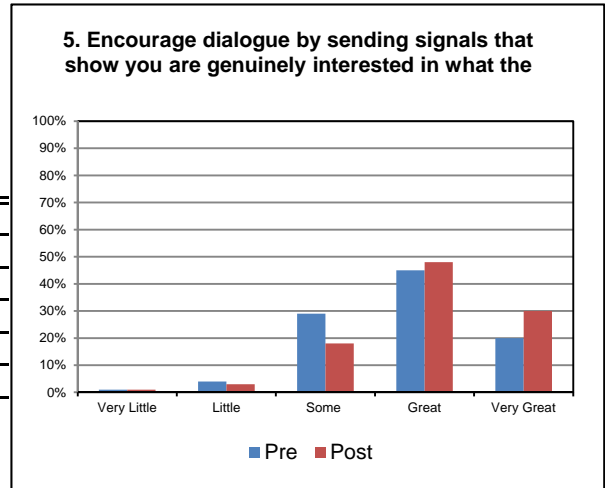
## 4. Maintain eye contact while the other person is speaking?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 5          | 1%          | 4          | 2%          |
| Little       | 23         | 5%          | 8          | 3%          |
| Some         | 96         | 23%         | 45         | 19%         |
| Great        | 171        | 40%         | 87         | 36%         |
| Very Great   | 128        | 30%         | 97         | 40%         |
| <b>Total</b> | <b>423</b> | <b>100%</b> | <b>241</b> | <b>100%</b> |
| No response: | 3          |             | 3          |             |



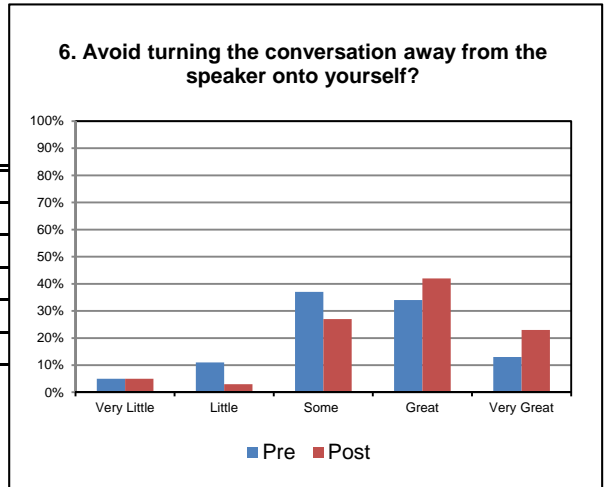
## 5. Encourage dialogue by sending signals that show you are genuinely interested in what the other person is saying?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 5          | 1%          | 2          | 1%          |
| Little       | 18         | 4%          | 8          | 3%          |
| Some         | 123        | 29%         | 44         | 18%         |
| Great        | 186        | 45%         | 116        | 48%         |
| Very Great   | 85         | 20%         | 74         | 30%         |
| <b>Total</b> | <b>417</b> | <b>100%</b> | <b>244</b> | <b>100%</b> |
| No response: | 9          |             | 0          |             |



## 6. Avoid turning the conversation away from the speaker onto yourself?

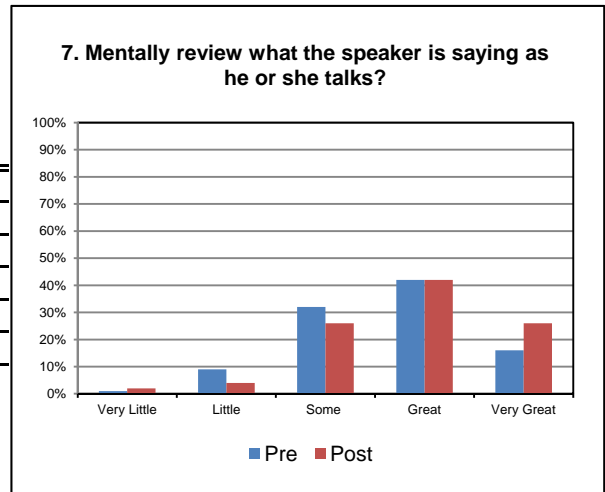
| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 19         | 5%          | 13         | 5%          |
| Little       | 47         | 11%         | 8          | 3%          |
| Some         | 155        | 37%         | 66         | 27%         |
| Great        | 144        | 34%         | 102        | 42%         |
| Very Great   | 56         | 13%         | 55         | 23%         |
| <b>Total</b> | <b>421</b> | <b>100%</b> | <b>244</b> | <b>100%</b> |
| No response: | 5          |             | 0          |             |



# Listening Habits Survey, Fall 2012

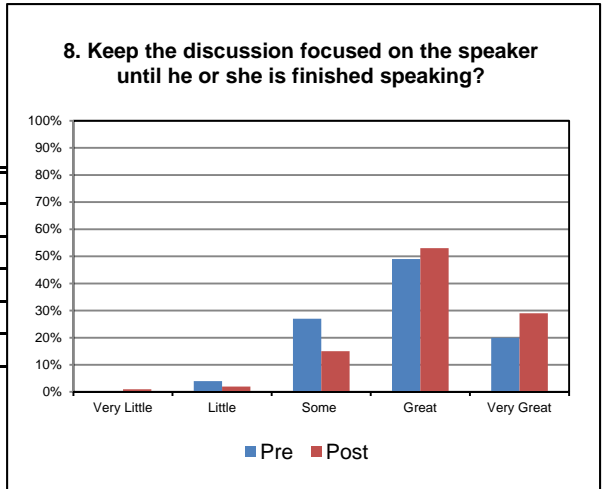
## 7. Mentally review what the speaker is saying as he or she talks?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 6          | 1%          | 5          | 2%          |
| Little       | 36         | 9%          | 10         | 4%          |
| Some         | 136        | 32%         | 64         | 26%         |
| Great        | 179        | 42%         | 101        | 42%         |
| Very Great   | 66         | 16%         | 63         | 26%         |
| <b>Total</b> | <b>423</b> | <b>100%</b> | <b>243</b> | <b>100%</b> |
| No response: | 3          |             | 1          |             |



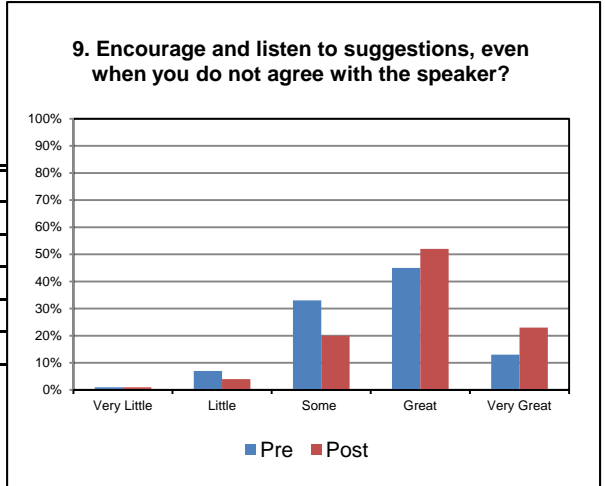
## 8. Keep the discussion focused on the speaker until he or she is finished speaking?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 2          | 0%          | 3          | 1%          |
| Little       | 15         | 4%          | 5          | 2%          |
| Some         | 112        | 27%         | 36         | 15%         |
| Great        | 205        | 49%         | 127        | 53%         |
| Very Great   | 86         | 20%         | 70         | 29%         |
| <b>Total</b> | <b>420</b> | <b>100%</b> | <b>241</b> | <b>100%</b> |
| No response: | 6          |             | 3          |             |



## 9. Encourage and listen to suggestions, even when you do not agree with the speaker?

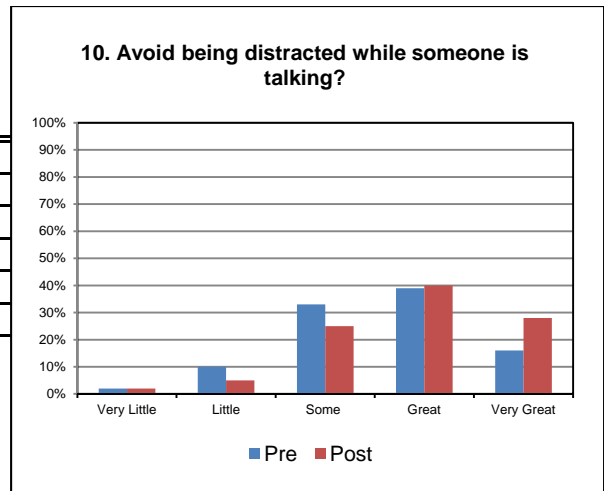
| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 4          | 1%          | 2          | 1%          |
| Little       | 30         | 7%          | 9          | 4%          |
| Some         | 141        | 33%         | 49         | 20%         |
| Great        | 192        | 45%         | 127        | 52%         |
| Very Great   | 57         | 13%         | 56         | 23%         |
| <b>Total</b> | <b>424</b> | <b>100%</b> | <b>243</b> | <b>100%</b> |
| No response: | 2          |             | 1          |             |



# Listening Habits Survey, Fall 2012

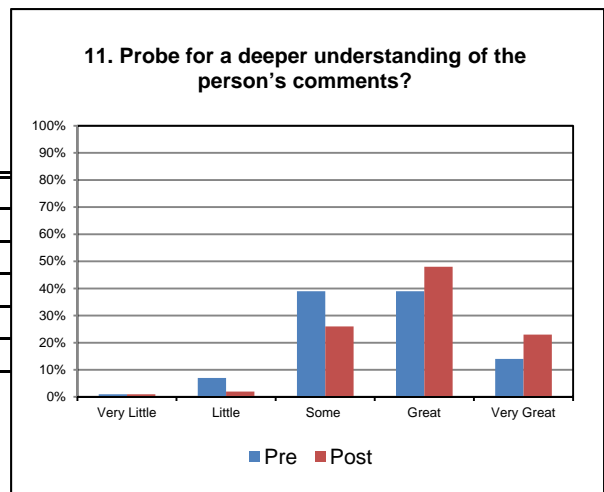
## 10. Avoid being distracted while someone is talking?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 9          | 2%          | 5          | 2%          |
| Little       | 41         | 10%         | 12         | 5%          |
| Some         | 140        | 33%         | 61         | 25%         |
| Great        | 163        | 39%         | 97         | 40%         |
| Very Great   | 67         | 16%         | 67         | 28%         |
| <b>Total</b> | <b>420</b> | <b>100%</b> | <b>242</b> | <b>100%</b> |
| No response: | 6          |             | 2          |             |



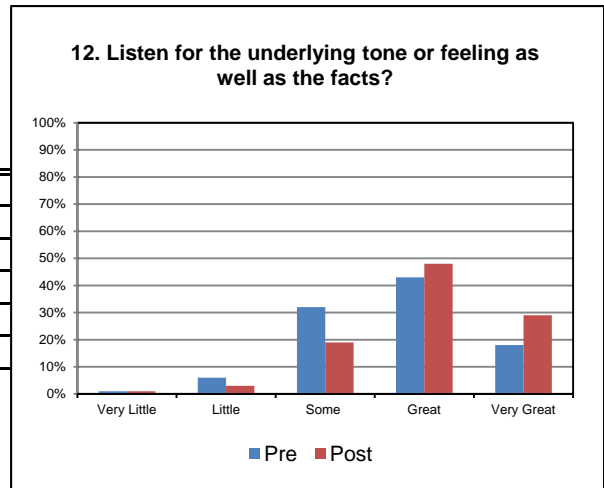
## 11. Probe for a deeper understanding of the person's comments?

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 4          | 1%          | 3          | 1%          |
| Little       | 29         | 7%          | 5          | 2%          |
| Some         | 164        | 39%         | 62         | 26%         |
| Great        | 165        | 39%         | 117        | 48%         |
| Very Great   | 60         | 14%         | 56         | 23%         |
| <b>Total</b> | <b>422</b> | <b>100%</b> | <b>243</b> | <b>100%</b> |
| No response: | 4          |             | 1          |             |



## 12. Listen for the underlying tone or feeling as well as the facts?

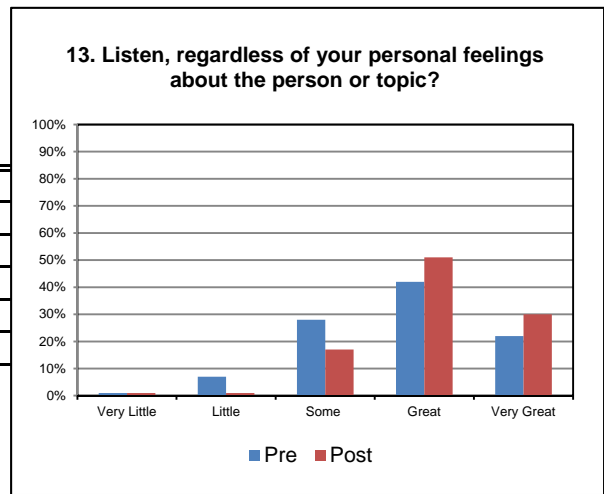
| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 4          | 1%          | 2          | 1%          |
| Little       | 25         | 6%          | 7          | 3%          |
| Some         | 134        | 32%         | 45         | 19%         |
| Great        | 181        | 43%         | 116        | 48%         |
| Very Great   | 75         | 18%         | 71         | 29%         |
| <b>Total</b> | <b>419</b> | <b>100%</b> | <b>241</b> | <b>100%</b> |
| No response: | 7          |             | 3          |             |



## Listening Habits Survey, Fall 2012

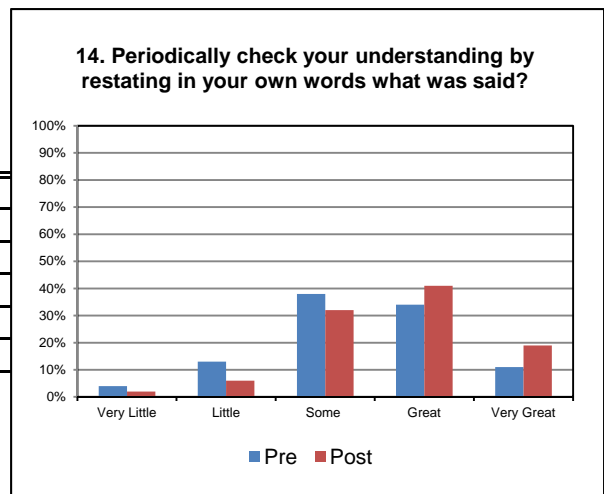
**13. Listen, regardless of your personal feelings about the person or topic?**

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 4          | 1%          | 3          | 1%          |
| Little       | 31         | 7%          | 3          | 1%          |
| Some         | 117        | 28%         | 41         | 17%         |
| Great        | 178        | 42%         | 124        | 51%         |
| Very Great   | 91         | 22%         | 72         | 30%         |
| <b>Total</b> | <b>421</b> | <b>100%</b> | <b>243</b> | <b>100%</b> |
| No response: | 5          |             | 1          |             |



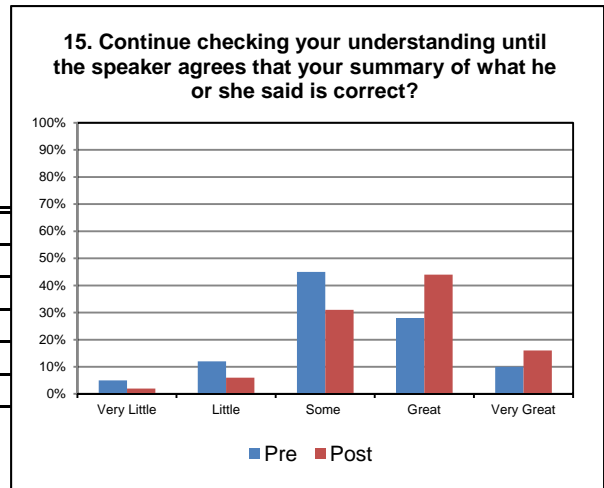
**14. Periodically check your understanding by restating in your own words what was said?**

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 17         | 4%          | 5          | 2%          |
| Little       | 55         | 13%         | 14         | 6%          |
| Some         | 163        | 38%         | 77         | 32%         |
| Great        | 143        | 34%         | 101        | 41%         |
| Very Great   | 46         | 11%         | 47         | 19%         |
| <b>Total</b> | <b>424</b> | <b>100%</b> | <b>244</b> | <b>100%</b> |
| No response: | 2          |             | 0          |             |



**15. Continue checking your understanding until the speaker agrees that your summary of what he or she said is correct?**

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 23         | 5%          | 6          | 2%          |
| Little       | 52         | 12%         | 15         | 6%          |
| Some         | 188        | 45%         | 76         | 31%         |
| Great        | 117        | 28%         | 106        | 44%         |
| Very Great   | 40         | 10%         | 40         | 16%         |
| <b>Total</b> | <b>420</b> | <b>100%</b> | <b>243</b> | <b>100%</b> |
| No response: | 6          |             | 1          |             |

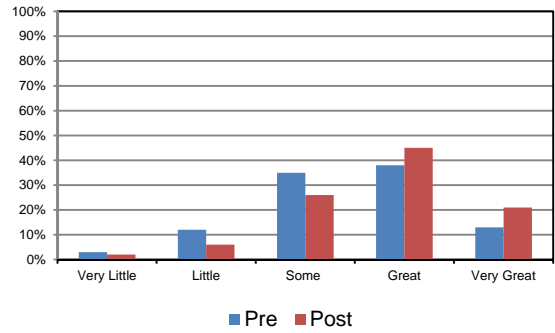


## Listening Habits Survey, Fall 2012

**16. Summarize and close the conversation so the other person feels that you have appreciated and understood his or her comments?**

| Response     | Pre        |             | Post       |             |
|--------------|------------|-------------|------------|-------------|
|              | N          | %           | N          | %           |
| Very Little  | 12         | 3%          | 6          | 2%          |
| Little       | 49         | 12%         | 14         | 6%          |
| Some         | 147        | 35%         | 62         | 26%         |
| Great        | 160        | 38%         | 109        | 45%         |
| Very Great   | 57         | 13%         | 50         | 21%         |
| <b>Total</b> | <b>425</b> | <b>100%</b> | <b>241</b> | <b>100%</b> |
| No response: | 1          |             | 3          |             |

**16. Summarize and close the conversation so the other person feels that you have appreciated and understood his or her comments?**



## Listening Habits Survey, Fall 2012

### 17. What activities/assignments etc. during this quarter helped you to improve as a listener?

#### Comments

"Critical Listening" in-class activities

1. Hearing others give their speeches. 2. understanding and learning the obstacles towards hearing/listening.

A lot. Speeches.

All of the listening to speeches. Having to write down my commentary helped immensely

All of the speeches, especially the ones where we had to critique the speaker

All of them because we had to listen all of the speeches

all speech's activities helped me to improve

All speeches and comments we have to make after everyone speeches.

All the speeches and peer review as well as group discussions

All the speeches except the impromptu.

all the speeches helped, in order to write feedback i had to know what they were about

all the speeches, work in groups and fun classes - one when we had to act

Almost every in class assignment that entailed public speaking within a group or class setting.

As a audience during the speech

Attending all of the lectures and listening to my fellow classmates speeches as well as practicing listening to my friends, family and significant other talk.

Being an active participant in group discussions

Being an audience member and the group lead facilitator helped to improve me as a listener during this quarter.

Being an audience to my classmates while they are giving speeches

Being interactive with other classmates helped me to achieve these skills as a listener.

By listening to all the speeches helped me improve as a listener.

By picking students at random to comment on a speakers speech it forced me to listen and analyze the speaker on multiple levels: topic, tone, facts, credibility, organization, what they did positively and negatively.

By writing down our responses on what we thought about the person who was presenting.

C.A.N., L.I.G.H.T., Newsletter Project

Chapters 5-10 in the communicate! text book really helped me learn more about communicating in groups as well as other cultures and not just personal talks, although it discussed that as well. The activity that helped was the one that involved passive and aggressive behavior.

class conversations

Class discussion about topics I usually don't talk about.

Commenting on classmate's speeches

Debating within my group helped me stay open to many ideas especially when I disagree with some of them.

demonstration speech.

Discussing about the topics for the speeches in class

discussions in all my english classes

Doing the reading on how to be an ethical listener

during the informative, one speech was about the origin of halloween and i learned a lot from not only what was being said, but from the tone of speech as well

During this quarter so far, i have learned to be a better listener through teachings and suggestions from my language, reading and speech classes on how to be a better listener. Practicing these methods with classmates, instructors and friends on a daily basis allowed me to progress fast in my listening skills. On a side note my listening skills weren't that bad to begin with. Other quarters and experiences have instilled a lot of good listening skills in me before this quarter.

effectly listening to the presentors for every speech that was done in class

everyone else's speeches

Feedback for speeches

Feedback group

Filling out the peer critiques, participating in the question/answere portion of speeches

Giving comments to speakers and presenting.

giving feed back on everyones speech help improve my listening skills

Giving feedback after speeches and working in groups.

Group activity



## Listening Habits Survey, Fall 2012

Group conversations helped a lot, because we had 5 people in the group and everyone had to get a chance to speak and be heard

Group discussion, question section after informative, and persuasive speech gave me more chances to improve listening skills.

group summaries

group works/discussions

Having to evaluate students on their speeches was a good help on improving as a listener.

I am still working on improving my listening skills. Reading the first couple chapters had the greatest impact on my realizing what is required to have good listening skills.

I don't know how I really improved but being student of this class helped myself to improve as a listener. I loved group working because it is finished by the group not only myself. I always get helped by others. So that is one thing which improved myself to be good listener.

I felt that the soap box speech and the improv speech gave us a wider range of understanding and listening.

I had this ability, but listening to speeches in the class has improved it more.

I have listened to other people's speeches even though I don't necessarily agree with the topic

I think doing the peer evaluation sheets helped because it encourages me to pay more attention to the speaker to see if the speaker hit all the points on the sheet or not.

I think the parts of the different activities that helped me be a better listener were the audience attention grabbers that my classmates did during their speeches. As well as my professor not letting us have our cell phones out in class.

I wanted to give the same respect that I want to be given when I am giving a speech.

I wanted to give the speakers in class the same undivided attention that they gave me so that was something that helped me be a better listener.

I was brought up by my parents to be a good listener, and I have made it a point throughout my life to continue this skill. This class helped reinforce what I already practice in my life. One thing I did learn to do more was to stay focused on a topic or person that I may not agree with or do not care for. The activity that helped with that was the group presentation assignment.(during the evaluation process)

I was never a great listener, but after this class, I learned how important it was to listen well. In many of our response papers at least one question consisted of if and how we listened. I think this reminded us how important it was to listen well to the other person.

impromptus

In class group work was helpful when we would practice asking the other person, "would you rather..."

Informative speech was a tough task.

interesting and fun activities like impromptu and improv and q&a helps me pay more attention

interesting topics, now that something that i already know

Introduction Speech, In-Class Debate, Persuasive Speech, Pic-Me Speech

issue discussion

just after reading about what can cause distractions, when people gave their speeches i did as much as i could to listen and focus to what they were saying

Just by having to do feedback on the speaker, that helped me maintain focus on what the person is talking about in detail.

Just by listening to speeches from my classmates throughout the quarter, my listening skills have definitely improved. Although I didn't agree with quite a few speeches, I still listened to what the speakers had to say.

just to focus on the person speaking and try not to distract the speaker

kinds of speeches.

Learning about different types of listening.

learning and practicing paraphrasing, eye contact, and nonverbals.

Learning from my group members as well as my teacher helped improve me as a listener

Lecture, listening others' speeches

Lectures, discussions

Listen to all the speeches from classmates' different topics

listening and responding to fellow student's speeches

Listening and reviewing others speeches.

Listening the everyone's speeches and basically finding out how hard it is to stand in front of some people and give a speech.

Listening to all of the other students speeches.

## Listening Habits Survey, Fall 2012

Listening to all the speeches in class. Reading about the ways one can be a better listener.

Listening to many speeches

listening to my classmates give speeches helped me improve my skills.

listening to my own recorded speech, and my class mates speeches.

Listening to other speeches

listening to others speeches

Listening to some of my classmate's speeches in the beginning were hard for me because I didnt have the same feelings as them. Throughout the course, the practice of listening to my classmates helped me not tune them out when I disagreed with them.

Listening to speeches

Listening to speeches and attempting to ask questions at the end

listening to speeches impromptus

listening to speeches in class

Listening to speeches outside of class and critiquing what they do.

Listening to speeches, giving feedback after classmates is finished with their speech and doing group project have helped me improve myself as a listener.

Listening to the speeches at Public Speaking class and asking questions.

listen to speech of my classmates

Looking over each others' speeches as a group, group impromptus

Mainly from the Group Presentation.

making new friends

Making us give feedback after every speech definitely made me a better listener since you or the speaker could call on me anytime after the speech was done.

Mandatory feedback-giving

Mostly just the frequency of needing these skills is what helped me improve.

Mostly listening to Karl talk. He has done a good job of embodying what he is teaching. To be honest, he is often more interesting to observe than what he is teaching.

My oral communications class has taught me valuable insight on how to use listening skills effectively

none actually, I am a good listener due to time and being told by elders to listen and learn because you dont know everything like you think you do

One on one discussions with my peers.

Our first speech was an introduction speech in which we talked about ourselves and who we are to a group of about 3-4 others who would ask questions after you finished. We also did a group speech project which heavily encouraged interpersonal communication and applying the concepts discussed in class.

Our group planing before our presentations/ Speeches

our group speech.

Participating in all of the class speeches, whether it was entertaining, informative, or persuasive.

Peer critique

Peer edits and giving our fellow classmates verbal and written feedback. Also, the final debate where we had to listen and analyze each persons argument and decide what we believed was the stronger argument, then giving them feedback as well.

peer reviews.

Personal experience as well as some of the in-class discussions.

personal project speech

persuasive informative speeches

Persuasive Speech and the Q&A session after it.

persuasive speeches

presentation and the acting activity

public speaking, listening assignment

Public Speaking. When people give feedback on my speeches.

Putting our phones away and turning them off during speeches definitely helped me focus more on speeches and the speaker.

Q&a after the pursuasive speech.

Reading the book about being an active listener.

Reading the book. And doing some other exercises that Hong suggested.

relationship interview & dear abby

## Listening Habits Survey, Fall 2012

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several speeches

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short impromptu/extemporaneous during class

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Sitting through the speeches.

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Skills Labs, Speech 1- James Ahern

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small group discussion

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Speech class helped me to improve as a listener, especially when we have to present our persuasive speech where we must persuade others with our idea

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Speech presentations, being a member of the audience listening to the presentations, and online group discussions.

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Speeches which my classmates presented.

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Switch table every week

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take note, and listen carefully, pass if i miss something, not too focus on 1 problem

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Talking as groups about ourselves helped develop an understanding of others and see deeper into their feelings. Also, having a partner to criticize our speeches so we could see how our messages were received and to analyze others speeches.

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talking in our groups about planning our speeches

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Talking with friends, Communicating with teachers, Lectures in all classes, Speech topics given by classmates in Speech class.

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That is personal presentations of classmates, as well as discussing with members in group for a project

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The activities in class and listening to all the speeches that were given really helped me with this.

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The comment and discussion.

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The commenting that was done by individual classmates, myself included, really helped me with taking criticism and giving it in a constructive way. Just being an audience member was a good learning experience.

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the debates

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The demo speech really helped me show people my interest of what I like

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the discussions done in the group ad the World Cafe style of debating helped me improve these skills.

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the engagement practice and through the communication with classmates

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The evaluation sheets helped. i was able to take notes on key points that the speakers said. This way I would not forget.

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The evaluation sheets, and calling on us.

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The evaluation that we gave to each speech and the times that I participate in the class by doing comment on the speeches of my class mates

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the exam paper where we summerised parts of the articles in a persuasive essay and we explain the article to our group

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the first activity where we talked about our lives

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The group project and the comments givent to each speaker at the end of the speech.

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The group project helped me improve as a listener, and so did the persuasive speech. When I had to listen to my challenger give feedback.

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The group project helped the most to improve my listening skills.

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The group project helped with being more confortable to communicate with other classmates.

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The group project made me a better listener because i had to learn to listen to everyone in the group and understand what they were trying to say.

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the group project taught me alot about working with others.

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The impromptu speech because we had to listen intently and think fast in order to answer to our opposing team-mate.

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The impromtu helped me because it made me go up unprepared and test my ability as a public speaker. Also giving constructive critism to my fellow classmates because it made me listen and it made them listen to me

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The in class speeches throughout the quarter

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The in-class discussions have made me a better listener. i have learnt how to respect and understand not only mine but my peers' concerns as well.

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The informative speech.

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The introduction speech as to any other speech, but also the lectures that point out what makes us a better listener.

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The Listening Writing Assignment where I chose to write about empathic listening.

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The peer feedback.

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The question portion at the end of the persuasive speeches

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## Listening Habits Survey, Fall 2012

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the reader

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The readings and the actual speeches.

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The relationship interview assignment is a useful and helpful exercise to me. I can paraphrase what the speaker say by the informal language.

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The reflecting exercise in the beginning of the quarter

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The reflection essays

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the small class activities helped

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to find out the points there are in a certain speech

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To me, I think the relationship interview in my SPCH 10 class help me alot in listening skill. I learned that listen the interviewer word by word by using my active listening skill

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watching the speech conventions

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We did this activity where different groups approached the setting of a house in different ways, for example, someone would approach it as a burglar, others would approach it as a real estate agent.

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we had listening aasignment , and we practice in class.

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We practiced a lot of active listening in our in-class group work. We determined many forms of active listening based on how we respond back to the speaker. We are currently using listening styles to avoid in our newsletter presentations.

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We really observed and practiced the world cafe as well as the impromptu speech

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Well after every speech we would get called on randomly to give feedback to the speaker. Not only on their delivery but as well as their content. So it trained us to really listen to what the speakers had to say.

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When I had to comment and critique the speech, I had to listen and understand what the speaker was saying and what things to look for.

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When we had a group project and basically when everyone else in the class spoke and I listened.

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When we had to give feedback, that really forced me to dial in on the speakers words, and it helped me to be a better listener.

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When we started giving evaluations during speeches, I began listening effectively, writing down in the comments, everything I thought would positively help them improve their speaking skills.

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While listening to speakers we would have to be ready to give comments, and peer evaluations as well.

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While other classmates speaking, that helps me to improve listening and some group works' conversation.

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Working in groups to develop arguments.

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Working with others in the class has helped me to improve as listener.

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World cafe

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World cafe style, in-class activities, and peer reviews.

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writing feedback!

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You telling me to improve as a listener helped me

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# Listening Habits

This survey is used for research purposes only.  
All responses will remain confidential.  
You may choose not to answer any of the questions.  
Thank you for your time and feedback.

Please select the response that most accurately describes your listening habits.

**In conversations with others, to what extent do you:**

|   | Very Little              | Little                   | Some                     | Great                    | Very Great               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Use open-ended questions to initiate and expand the discussion?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Use closed-ended questions to find out specifics?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Avoid interrupting, except to clarify and encourage more sharing of information?                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Maintain eye contact while the other person is speaking?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Encourage dialogue by sending signals that show you are genuinely interested in what the other person is saying? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Avoid turning the conversation away from the speaker onto yourself?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Mentally review what the speaker is saying as he or she talks?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Keep the discussion focused on the speaker until he or she is finished speaking?                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Encourage and listen to suggestions, even when you do not agree with the speaker?                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Avoid being distracted while someone is talking?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Probe for a deeper understanding of the person's comments?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Listen for the underlying tone or feeling as well as the facts?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**13. Listen, regardless of your personal feelings about the person or topic?**

**14. Periodically check your understanding by restating in your own words what was said?**

**15. Continue checking your understanding until the speaker agrees that your summary of what he or she said is correct?**

**16. Summarize and close the conversation so the other person feels that you have appreciated and understood his or her comments?**

**17. What activities/assignments etc. during this quarter helped you to improve as a listener?**

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