

Lesson 1: Overview and Self-Evaluation

Learning to Listen

Did you know that a major portion of your school time is spent on school assignments that require good listening skills? *Listening and Participating in Class* is designed to help you develop your listening and speaking skills and to help you become an effective participant in class discussions and activities. You must be a good listener if you want to become a good student. As you study this workbook, you will learn the meaning and value of active listening, and you will study ways to avoid distractions that hinder your listening skills. You will also practice listening comprehension and notetaking in different situations, and you will study how to learn through effective class participation.

This study will help you achieve the following goals:

- To apply Bible principles of listening and speaking.
- To develop class participation skills.
- To become an active listener.
- To develop listening comprehension skills.
- To become adept at taking notes on lectures.
- To become skilled at listening for enjoyment.

There are many purposes for listening, among which include enjoyment, basic information, motivation, directions, and conversation.

We spend approximately 70 percent of our waking hours communicating. Of this 70 percent, 45 percent of the time consists of listening activities, 30 percent involves speaking, 16 percent involves reading, and 9 percent involves writing.

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Listening enables you to expand your learning, and speaking allows you to articulate your thoughts. Both skills are essential to effective communication. That is why listening and speaking skills are so important.

Listening Defined

Listening and speaking are two of the four basic communications skills. Just as reading and writing work together, so listening and speaking work together. For there to be a listener, there must be a speaker.

Listening can be defined as transforming spoken words into understandable knowledge. Listening is much more than "hearing." You may "hear" what a teacher says without having the slightest idea of what is really being said. Paying attention in itself is not listening. For effective listening to occur, you must understand what the teacher is intending to communicate.

The Gift of Speech

God created mankind with the ability to hear, to speak, and to think rationally. Since these wonderful gifts were given for you to communicate with God and to talk with your friends, teachers, and parents, speech should be used as it was designed by God to be used.

The Bible says much about listening, including listening rules that are as applicable today as they were when they were penned centuries ago. Since God created us with the ability to communicate, He also established guidelines for us to follow. We are told in Colossians 3:16 to teach and admonish one another in psalms and hymns and spiritual songs.

Without good listening and speaking skills, you will have difficulty being the Christian leader God wants you to be—at home, at church, at school, and, when you are older, at work. The concepts presented in this workbook will help you to develop your spiritual, social, and academic listening skills and to improve your class participation abilities.

"God still speaks to those who take the time to listen."

—Anonymous

Self-Evaluation

Directions: Before you begin the activities in this workbook, take time to think about your class participation skills—preparing for class, listening, speaking, notetaking, and working in groups. Read each of the following questions silently, and then answer each question as it best applies to you. Be prepared to discuss your answers with your classmates. The questions do not necessarily have a right or wrong answer; they just point out different ideas that students have about class participation.

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. I come to class ready to listen. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. I listen for key words when my teachers lecture or give oral directions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. I take my notebook to every class. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I look at the person who is speaking, whether it is my pastor, teacher, classmate, or guest speaker. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. I try to focus more on what a speaker says than on how he or she says it. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. I take notes on what my teachers say in class. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. I often doodle during class discussions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I can ignore distractions when someone is speaking. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. If I do not understand part of the lesson, I wait until after class to ask my teacher to explain what I do not understand. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. I adjust the way I listen according to my listening purpose. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. I read my assignments before class so that I can better participate in class discussions and in answering questions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. When a teacher repeats something in class, I write it in my notebook because I know that the teacher considers it important. |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. I adjust my listening level to correspond to my listening purpose. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. I listen for what is <i>not</i> said by a teacher, as well as what is said. |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. I try to sit where I can hear and see clearly, usually toward the front of the room. |



What I want to accomplish.

My personal goal for listening and other class-participation skills:
