Audience Analysis for Demonstration Speech on Active Listening/Pretending to Care

I began my survey with my closed ended (Y/N) questions. I started by asking my audience if they had “ever consciously pretended to care during a conversation/presentation/speech.” The responses were unanimous; everyone, all 14 students, reported that they had. This question helps solidify that this speech topic is valid and applicable for the entire audience in some way, shape, or form.

My second and final closed ended question was if my classmates had ever heard of the active listening style, S.L.A.N.T. I will be discussing the tool prominently in my speech so I included the question to see how much of my audience was already familiar with this style. Only 2 of the 14 responders had heard of S.L.A.N.T. prior to my presentation. This statistic helped me to decide how in depth I should explain this style.

My third question was a Likert Scale style. I asked participants on a scale of 1 to 5, 1 indicating low/zero and 5 indicating highest, how interested they were in “learning better/different ways to demonstrate active listening, even when [they don’t] particularly care.” The results were definitely skewed in favor of my topic selection. 50% of responders specified that they would be highly interested in learning new active listening skills and not one person reported they would be not at all interested in learning more. This supports the need for my demonstration speech.

My fourth question was also Likert with the same scale as previously used. (1 for low, 5 for highest, etc.) This time I asked my classmates to rate their own personal active listening skill level. This was a statistic that I referenced directly in my speech due to the large number of students indicated such high levels. Five students reported having highest ability, a ‘5’. Five students also selected the rating ‘4’, for high. Two students reported moderate ability, a ‘3’. The remaining two student responses were both a ‘2’. No students indicated having no active listening skills – which we’d generally hope.

My two final questions were short answer. The goal of these questions was mostly for the students to reflect on their own experiences and their own struggles. I don’t reference this data or use it really within my presentation. The fifth question refers to the students’ biggest struggle when it comes to active listening/pretending to care. Most students wrote similar responses; facial expressions, focusing, and staying involved/active in the conversation.

My final question was just for student retrospect on personal experiences with listening and to get students more comfortable with evaluating their own skills or struggles in the past and moving forward/growing from them. Most seemed to be classroom related.

References

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