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### Class Exercise5: Active Listening

*What sound sources do you identify in the environment? Consider sound cues that play once (e.g. a car horn) or repeat (e.g. Periodic sounds like the sound of a car tire passing over seams in the pavement) as well as more ambient, evolving sources (e.g. as wind increases in strength, the sound changes).*

This sound environment involves a murmur and the sound of an electric device getting used. We can hear students talking about assignments and laughing. Also, there's a repeated typing sound in the background. Occasionally, we can hear some people coughing.

*How were you able to identify these sound sources? What sources presented themselves to you first, and which required more careful background listening? Consider your own process of making sense of the sound, including listening for the absence of certain sounds.*

The foreground consists of students chatting ambiguously. It was easy to recognize girls laughing because of the high pitch, which reminds me of when I was in middle school at lunchtime. Everyone was talking, but it was ambiguous because each different pitch of sounds is making harmony. After listening to students chatting, I focused on small sounds. I realized there was a typing sound going on repeatedly. Listening carefully and repeatedly, I can predict that the person next to me is writing an essay. I checked out, and I was correct!

*What do these sound sources tell you about what is happening in the environment? Do they have a positive, negative or neutral meaning in context? (e.g. A lion's roar may not be threatening in a zoo, but would be in the jungle)*

The sounds of people chatting can tell that this is a public area where many people are in. Also, the

sounds of the keyboard can tell this is a common library area. However, the high pitch of the laughing sound can be identified that this is a non-quiet-zone in the library.

*How could these sound sources (or environment) vary to give you different information? Consider frequency (pitch) information and location information that may vary in these sources.*

In general, people involved in this sound environment seem to be chatting, laughing, and studying. Students in the background are having a conversation and laughing, while students working in their environment didn't seem to care about others talking and focus on their stuff. According to this information, I can realize that students are chatting and concentrating on their work without caring about background sounds.