Keys to Good Listening: The TQLR Process

**Tune In** Right as the lecture begins, determine the speaker’s topic and recall what you may already know about the topic.

**Question** Early in the lecture, continue the listening process by asking questions in your mind such as: “What point is the speaker making?”, “What devices for support is he/she using?”, “What do I need to specifically remember?” This process, if continued throughout the entire lecture, helps lead to an understanding of main ideas, the speaker’s organization of the material being covered, and supporting details.

**Listen** This part of the process includes determining the basic message and answering the questions being raised during the total process. In order to accomplish this, you must anticipate what will be said, and take in what is said. Active alertness is ALWAYS REQUIRED.

**Review** This is the process of checking on the anticipated message after the message is delivered. To review, you must evaluate the message against your questions, fit ideas together, summarize ideas, and evaluate the meaning and impact of the message based on your circumstances. This review process should lead to further questions and keep you constantly tuned in to the lecture.

### Effective Listening Habits and Skills in the Classroom

- Focus on the message rather than worrying about how it is presented.
- Looking for major ideas and relationships among various points.
- Really paying attention so that at any time you can summarize the speaker’s main ideas up to that point in the lecture.
- Sitting where you will hear, and then listening.

Listen for signal words and phrases that may outline the lecture

- **Introductory words:**
  - “Today we will discuss…”
  - “At the end of the lesson you should be able to…”
  - “During today’s lecture…”

- **Test clues:**
  - “Review this…”
  - “This is important…”
  - “Read over sections…”

- **Summary words:**
  - “In conclusion…”
  - “To sum up what we’ve learned…”
  - “In a nutshell…”

- Changes in the tone or volume of your professor’s voice.
  - This indicates excitement or enthusiasm, and information that a professor is passionate about often ends up on tests