Critical listening

Name

Instructor

Course

Date

**Time from the film that’s being analyzed herein; 5:50-10:00**

As the show starts it introduces the audience to the main character upon whom the film is based. The show then transitions to highlight the accounts that happened. In an office and board meeting whereby the admission of “Big Mike;” as they referred to him, was the main agenda, all the characters involved are actively listening to the discussions presented. This is evident in the characters’ non-verbal cues; such as the turning of heads, when a point is put across that admitting Michael into the school was the right thing to do; being that the school was a Christian institution. As such the main level of listening is the active listening level (course notes, in-text citation of listening types: critical listening; active).

The internal barriers to effective listening that I observed include bias as the board members are adamant to admitting Michael into the school not only due to his racial affiliation but also due to the fact that his scores from previous schools were not good. These barriers could be overcome, however, by the listeners taking the initiative to equip themselves with enough insight on the text subject in order to ascertain that they are not biased (Course notes, in-text citation of six components of effective listening). At this point of the film, I would counsel one of the board members; Principal Sandstrom, as it seems that his understanding of the text subject is limited by his bias of the environment in which he was in. The listening goals I would give him include attentiveness to the subject, to pay attention to the feelings of the speaker, and to pay attention to the speaker’s verbal and non-verbal cues as well (course notes, in-text citation of guidelines to effective listening; components of effective listening). In doing so, he will listen regardless of his bias and respond effectively (course notes, in-text citation of the importance of listening).

The culture of the main characters in the film; The Blindside 2009, is the dominant culture for the characters; Leigh Anne Tuohy and Sean Tuohy while Michael Oher, came from the minority who are the African-Americans (elements of culture; Dominant culture). In the United States, the dominant culture is reflected by the Caucaucasians whereby all the other cultures are referred to as the minority. Needless to say, the main characters of the movie attract and influence the viewer’s interests and experience as they are descriptive of the real world and the characters therein. The realism allows for the dominant culture to be projected through the lives of Leigh Anne Tuohy and Sean Tuohy while the situation; as it is often in the real world is depicted through the life of Michael Oher and the situation with his family.

The main character; Michael Oher, culture can be categorized in this aspect by the dominant culture as it is through the dominant culture that he was raised and opted to conform to in terms of sports for instance (elements of culture; Dominant culture). A dominant culture is often reflected by a single culture that emerges as the ruling culture, and other cultures adopt its norms and lifestyle. This can be attributed to the fact that he never did spend ample time with his mother. Instead; prior to his consequent adoption by his guardians, he lived with his mother who was a drug addict. As a result, he was taken from her by child services and he is moved from one home to another forthwith till he eventually finds a home with Leigh Anne Tuohy and Sean Tuohy. It is due to this, that his culture is chosen by his character as he opts to break away from the norm of the African-American community and pursue his schooling rather than become a gang member.

Additionally, Michael grows up around Leigh Anne Tuohy and Sean Tuohy and their family thereby making his culture one that was chosen by the character. The family is from a low-context culture. This meant that it would require that Leigh Anne Tuohy and Sean Tuohy use more words in order to encourage Michael Oher not only on his studies but also in sports (course notes, in-text citation of cultural characteristics in the communication). Even though some cultures may use both the verbal and non-verbal cues, Michael Oher, seemed to communicate differently. He was more silent and did not a lot of non-verbal cues. To get to Michael therefore, it would require the use of more words to convince him to come out of his shell. To better communicate with Michael it was to be expected that Michael Oher, Leigh Anne Tuohy, and Sean Tuohy adhere to intercultural communication. In doing so, the characters were able to effectively communicate with each other as they were able to effectively interpret the message (course notes, in-text citation of ways to improve intercultural communication).

**References**

The Blind Side (2009). Retrieved from <https://www.imdb.com/title/tt0878804/>