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## Listening Skills: Objectives and Criterion Referenced Exercises\*

By Larry L. Barker, Ph.D.

For Grades K-12

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### FEATURES:

- Self-contained exercises
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- Hierarchy of Listening Skills

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- Pre and Post Tests with Easy Administration
- Extensive Normative Data
- Overall and Subtest Scores

## Introduction to Listening: A Programmed Approach

By Larry L. Barker, Ph.D. & Kinnie W. Watson, Ph.D.

Spiral Bound Book...\$9.95

### FEATURES:

- Self-paced Instruction
- Immediate Reinforcement
- Field-tested Materials

## Listening to Relax: A Guide to Deep Relaxation

By Larry L. Barker, Ph.D.

30 Minute Audio Cassette...\$9.95

### FEATURES:

- Two Different Approaches
- Relaxing Background Music
- Individualized Training

## Listening Behavior

By Larry L. Barker, Ph.D.

Spiral Bound Book...\$14.95  
(Offprint of Original 1971 Edition)

### FEATURES:

- "Classic" Listening Model
- Concise Research Summaries
- Listening Games & Exercises

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Wednesday, March 9, 1988

9:00 a.m. - Noon

Room - Bonsai

## 1. BEING A LISTENING CONSULTANT-- FOR THE NEWCOMER

Ruth Guzley, Consultant, Lynn Collins & Associates  
William E. Arnold, Arizona State University

\*\*\*\*\*

Basic information will be presented on how to set up and operate a listening consulting practice.

9:00 a.m. - Noon

Room - Banyon

## 2. QUALITATIVE METHODOLOGY FOR LISTENING RESEARCH

Michael Purdy, Governors State University  
Stella Ting-Toomey, Arizona State University

\*\*\*\*\*

Will examine qualitative methods of research and discuss listening applications. There will be papers/handouts giving a basic overview of the qualitative method.

Noon - 1:00 p.m.

OPEN LUNCH

1:00 - 4:00 p.m.

Room - Bonsai

## 3. DEFINITIVE CORPORATE LISTENING TRAINING-- INCLUDING SALES APPLICATION

John R. Murphy, Communications Consultant

\*\*\*\*\*

An in-depth analysis of what an effective salesperson is, a description of the overall sales process and the critical role that skillful listening plays in each.

1:00 - 4:00 p.m.

Room - Banyon

4. QUANTITATIVE METHODOLOGY FOR LISTENING RESEARCH

Philip Emmert, University of Wyoming  
Victoria Lukasko Emmert, University of Wyoming

\*\*\*\*\*

To help the participant develop quantitative research.

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Affirmative Action Equal Opportunity Institution

Thursday, March 10, 1988

8:30 - 10:00 a.m.

Room -Bonsai

5. GENDER AND LISTENING

Chair: Charles Roberts, McNeese State University  
Judy Pearson, Ohio University  
Kittie Watson, Tulane University  
Steven Rhodes, Western Michigan University  
Ethel Glenn, University of North Carolina

\*\*\*\*\*

The "structural" differences between men and women may not be the only important distinctions between the sexes. Recent research indicates there might be marked differences in listening abilities as well.

8:30 - 10:00 a.m.

Room - Banyon

6. DEVELOPING THE CRITICAL LISTENING CURRICULUM

Chair: Andrew Wolvin, University of Maryland  
Carol Lee Fogler, Frederick County Public Schools  
Karen Cochran, Walkersville Middle School  
James McDonough, Frederick High School  
Fran Moffitt, Catocin High School  
Elizabeth Thomas, West Frederick Middle School  
Carol Denniston, Monocacy Middle School  
Respondent: Robert Fogg, Millersville University

\*\*\*\*\*

The Frederick County, Maryland, school system has developed a K-12 curriculum in listening skills which is to be incorporated into all of the schools in the system. This presentation details the development of the Critical Listening portion of the curriculum.

8:30 - 10:00 a.m.

Room - Cottonwood

**7. LISTENING TO THE GENERATIONAL VALUE CLUSTERS**

Chair: *Gale Richards*, Arizona State University  
*Frank W. Freshour*, University of South Florida

\* \* \* \* \*

A presentation of Morris Massey's generational value clusters (Traditionalists, In Betweeners, Challengers, Synthesizers). To listen actively to each, one must understand their goals, fears, perspectives, lifestyles, themes and central value principles. Participants will profile their own value system and develop strategies for communicating with each of the four generational clusters. If time permits, we will discuss the impending collision of these clusters, what direction each one would impose on society and how we might interact with each.

8:30 - 10:00 a.m.

Room - Ironwood

**RESEARCH COMMITTEE I**

Chair: *Michael Purdy*, Governors State University

\* \* \* \* \*

For members of the research committee and interested ILA members.

10:00 - 10:45 a.m.

Room - Lower Lobby

**COFFEE FOR A NEWCOMER**

\* \* \* \* \*

An opportunity for newcomers to ILA to get to know current members of the Association. Current and past officers of ILA will be joining longtime members in making the first timer welcome to the ILA family.

10:45 - Noon

Room - Cottonwood

**8. WHAT IS THE ROLE OF NONVERBAL COMMUNICATION IN LISTENING?**

Chair: *Diana Corley*, Black Hawk College  
*Victoria Lukasko Emmert*, University of Wyoming  
*Peter Andersen*, San Diego State University  
*Janice Andersen*, San Diego State University

\* \* \* \* \*

This panel discussion will explore the relationship between nonverbal communication and listening including consideration of how nonverbal cues affect the perception of messages, how we know when someone is listening to us, and to what extent nonverbal communication cues should be given consideration when teaching listening skills. A forum allowing for audience participation will follow the panel.

10:45 - Noon

Room - Candlewood

**9. SOPHOMORE LEVEL COMPETENCIES: ARE WE TEACHING LISTENING?**

Chair: *Deborah Hefferin*, Broward Community College  
*Mary Bozik*, University of Northern Iowa  
*Martha Cooper*, Northern Illinois University  
*Terry Newton*, St. Edwards University  
*Richard Quianthy*, Broward Community College

\* \* \* \* \*

This program will report the results of the "1987 Wingspread Summer Conference," which was held to establish skill levels, teaching strategies, and assessment measures of oral communication competencies. Sponsored by the Speech Communication Association, the conference focused on sophomore-level competencies as established by SCA. Several ILA members were active participants and are eager to share the implications of this work.

10:45 - Noon

Room - Ironwood

**10. NEUROLINGUISTIC PROGRAMMING:  
LISTENING TO AND WITH ALL SENSES  
FOR TRUST AND RAPPORT BUILDING**

*Chair: Wayne Bond, Montclair State College  
Catherine M. Lindsay, University of Wisconsin, Oshkosh*

\* \* \* \* \*

TOURING THE TIP OF THE ICEBERG--A brief visit to the land of NLP, where the map is not the territory. Participants will be guided through NeuroLinguistic Programming's underlying principles and will discover the excitement of hearing, seeing, and sending messages as they never have before. Heightened awareness and enhanced rapport are the expected destinations.

Noon - 1:30 p.m.

Room - Bonsai/Banyon

**LUNCHEON**

1:30 - 3:00 p.m.

Room - Redwood

**11. LISTENING AND LANGUAGE**

*Chair: Michael Purdy, Governors State University  
Carine Feyten, University of South Florida*

TOWARD ESTABLISHING THE RELATIONSHIP BETWEEN LISTENING ABILITY AND FOREIGN LANGUAGE ACQUISITION: DEFINING A NEW AREA OF INQUIRY--A study on the relationship between second language acquisition and listening ability. Recent research suggests that students should spend time listening to the second language before attempting to speak it. This approach assumes that students know how to listen effectively. This paper looks at the importance of listening in predicting second language acquisition. It will attempt to show that listening should be taken into consideration in foreign language learning and be promoted in foreign language teaching programs. The results of the study will be presented.

\* \* \* \* \*

*Karen Hajissa, University of Arkansas-Little Rock*

ENGLISH-LANGUAGE AURAL SKILLS AS THEY RELATE TO ENGLISH-LANGUAGE UNIVERSITY ACADEMIC SUCCESS--A study of listening and language skills.

1:30 - 3:00 p.m.

Room - Ironwood

**12. TEACHING SEMANTICS AS A PART  
OF THE LISTENING CLASS**

*Chair: Sandy Stein, Hughes Aircraft  
Robert Bohlkin, Northwest Missouri State University  
Marjorie McGregor, Northwest Missouri State University*

\* \* \* \* \*

This program will describe the real world/mind world distinctions and applications, and explain the process of abstraction in language. The program will consider the "event," the selective perception of the event, the symbolizing of the object, and the association and interpretation of the symbols in language.

1:30 - 3:00 p.m.

Room - Cottonwood

**13. BURNOUT--ITS IMPACT ON  
COMMUNICATION AND LISTENING**

*Chair: Vicki Lukasko Emmert, University of Wyoming  
Marilyn Corrigan, Northern State Power Company,  
Minneapolis*

\* \* \* \* \*

Are you approaching Burnout or are you a "recovering Burnout victim"? This session will help you understand Burnout, see how it can block communication and listening, and identify strategies for combating it.

1:30 - 3:00 p.m.

Room - Candlewood

**14. THREE STUDIES IN LISTENING**

**Chair:** *Philip Emmert, University of Wyoming*  
*Terry H. Ostermeier, University of Wisconsin-Whitewater*

PERCEPTIONS OF CULTURAL VALUES AND CROSS-CULTURAL LISTENING: A QUESTIONNAIRE SURVEY--Cultural values inform members of a culture of prescribed communication behaviors including listening. How do university students representing different cultures respond to simulated situations?

\* \* \* \* \*

*Ethel C. Glenn, University of North Carolina-Greensboro*  
*Michael Papa, Univeristy of North Carolina-Greensboro*

LISTENING ABILITY AND PERFORMANCE: AN IBM CASE STUDY--Does listening training make a difference in the way an employee learns to use a new computer program? Find out what happened when trained and untrained groups were compared.

\* \* \* \* \*

*Dona D. Gavagan, California State University-Chico*  
*William Todd-Mancillas, California State University-Chico*

EVALUATION OF LISTENING TEXTS--After determining what recent communication texts are available on listening, a content analysis was done to identify the major conceptual and pedagogical themes. From this analysis, we determined if college students are encouraged to utilize listening theory. Based on this analysis, recommendations are made for curriculum development.

3:00 - 3:45 p.m.

Room - Lower Lobby

**COFFEE WITH**

*Larry Barker*  
Auburn University

or

*Andy Wolvin*  
University of Maryland



HOTEL INTER-CONTINENTAL ATLANTA

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3:45 - 5:00 p.m.

Room - Candlewood

**15. LISTENING IN EARLY CHILDHOOD EDUCATION:  
THE PIAGETIAN CLINICAL INTERVIEW  
AS A VIABLE METHOD OF INQUIRY**

Chair: *Carol Valentine*, Arizona State University  
*Gordon M. Gillion*, Victoria, British Columbia

\*\*\*\*\*

Is listening a cognitive activity in early childhood? Can Piaget and listening be related in the research? This paper investigates the Piagetian clinical interview as an approach to listening research.

3:45 - 5:00 p.m.

Room - Cottonwood

**16. RESEARCHING, STRUCTURING, AND PRESENTING  
THE TEACHER IN-SERVICE IN LISTENING**

Chair: *Aaron Vessup*, Elgin Community College  
*Hal Dalrymple*, Kent State University, Ashtabula  
*Rhea Dalrymple*, Ashtabula County Board of Education

\*\*\*\*\*

Top down development of listening skills from teacher to student to teacher will be discussed and demonstrated. Materials used in teacher in-service geared to assisting teachers to develop their listening skills while providing classroom materials for student skill development will be shared. Field experience with the materials in in-service settings will be demonstrated.

3:45 - 5:00 p.m.

Room - Bonsai

**17. BEYOND CATHARSIS: LISTENING DYNAMICS IN  
PROCESSING GRIEF, STRESS, AND OTHER LOSSES**

Chair: *Tom Bruneau*, Radford University  
*John R. Strong*, Iowa State University

\*\*\*\*\*

A case scenario will be used to show how Marlene has not completed the grief process for her daughter's death 6 years ago because no one listened appropriately. A time line and recovery growth model will illustrate effective listening beyond catharsis.

3:45 - 5:00 p.m.

Room - Redwood

**RESEARCH COMMITTEE II**

Chair: *Michael Purdy*, Governors State University

6:00 - 7:00 p.m.

Room - Banyon

**LISTENING FOR THE DEEPER MEANING**

Readers Theater--Phoenix College  
*Sara Gayle Pyfrom*, Director

\*\*\*\*\*

The Phoenix College Readers Theatre, under the direction of SARA GAYLE PYFROM, will present "The Way of the Wolf" by Martin Bell. The purpose of this presentation is to promote the ability to listen for the hidden meaning rather than stopping with the more obvious surface interpretation of a piece of literature. The original music written especially for "The Way of the Wolf" will be played and sung by MONTE NESS, a Phoenix College student who really has to listen with special concentration because his ears are his eyes.

7:00 - 8:00 p.m.

Room - Bonsai

**RECEPTION (cash bar)**

**DINNER - OPEN**

**SPECIAL THANKS FOR PROGRAM PREPARATION  
AND DEVELOPMENT**

MARIAN BUCKLEY

COLLEGE OF PUBLIC PROGRAMS

Friday, March 11, 1988

8:30 - 10:00 a.m.

Room - Bonsai

**18. EMPATHY AND LISTENING: A CONCEPTUAL REVIEW AND THEORETICAL DIRECTIONS**

Chair: *Dean Thomilson, University of Evansville*  
*Tom Bruneau, Radford University*

\* \* \* \* \*

A detailed review of the concepts of "empathy" and "empathic listening" establishes the basis for a new and expanded theoretical direction in the understanding of listening behavior. Some novel theories of empathy are related to ideas of empathic listening resulting in suggested directions in listening study. Empathy is viewed as a core and central concept which needs much sustained focus by listening theorists, practitioners, and teachers alike.

8:30 - 10:00 a.m.

Room - Cottonwood

**19. LISTENING IN THE SOCIAL SERVICE ENVIRONMENT**

Chair: *Jane Rhoads, Wichita State University*  
*Betty Hosmer, Southwest Business, Industry, and Rehabilitation (SWBIRA), Phoenix AZ*  
*Michael Quinn, Southwest Business, Industry, and Rehabilitation (SWBIRA), Phoenix AZ*

\* \* \* \* \*

The purpose of this paper and video presentation of a mock interview is to show the importance of listening in a vocational rehabilitation environment. The adult learners who participate in SWBIRA's job assistance/job placement workshop and have good interpersonal communication skills, particularly listening, have a significantly higher placement rate than those with poor skills. Mock interviews at the culmination of the training program assess client's strengths and weaknesses.

8:30 - 10:00 a.m.

Room - Banyon

**20. LISTENING AND THE FIVE SENSES**

Chair: *Mary Louise Shannon, Florida Community College*  
*Sandy Stein, Hughes Aircraft, Tucson*

8:30 - 10:00 a.m.

Room - Candlewood

**21. BEST STUDENT RESEARCH PAPERS**

Chair: *Kittie Watson, Tulane University*

10:00 - 10:45 a.m.

Room - Lower Lobby

**COFFEE BREAK WITH**

*Ralph & Lucille Nichols, Florida* or *Michael Purdy, Research Committee*

10:45 - Noon

Room - Cottonwood

**22. RESEARCH IN EMPATHIC LISTENING AND THE PROFESSIONAL**

Chair: *William Todd-Mancillas, California State University-Chico*  
*Banissa Saint Damian, Tempe, Arizona*

LISTENING BETWEEN PHYSICIANS AND PATIENTS:  
THE PHYSICIAN'S POINT OF VIEW

\* \* \* \* \*

*Carol Bateman, Salt River Project, Arizona*

LISTENING WITH A THIRD EAR:  
A RELATIVE'S PERSPECTIVE ON PATIENT/SURGEON LISTENING

\* \* \* \* \*

*William Arnold, Arizona State University*  
*Carol Ann Valentine, Arizona State University*

PHYSICIAN'S EMPATHIC LISTENING ABILITY

\* \* \* \* \*

Three papers which look at listening in the health professions.

10:45 - Noon

Room - Candlewood

### 23. THREE VIEWS ON TEACHING LISTENING

Chair: *Anthony Clark, University of Florida*  
*Patricia J. Anderson, East Carolina University*

LISTENING: WHAT DO THE ELEMENTARY LANGUAGE BASALS TEACH?--How much attention does listening get in elementary language textbooks? The answer comes from this examination of five complete series, noting topic/skill, activity, and overall amount of attention per book.

\* \* \* \* \*

*Linda A. Desjardins, Hampton Beach NH*

WHERE I'M AT AND WHERE I'M GOING--We teach our students to listen to others. Do we teach them to listen to themselves? This session will explain a strategy for improving students' speaking skills based on inputs gained from their own listening.

\* \* \* \* \*

*Susan Ellen Bacon, Kent State University*

TEACHER MADE MODELS MAKE A DIFFERENCE--Your opportunity to see how "formal" models from the literature can come "alive" for students. The foundations, the process, and the creation of these models (as well as some models) will be shared.

10:45 - Noon

Room - Ironwood

### 24. THE 47 SECOND RESPONSE: SIGNIFICANT EAR OPENING PHRASES

Chair: *Beverly Aweve, McHenry High School*  
*Suzanne Pemsler, Listening Unlimited, MA.*

\* \* \* \* \*

Observe and listen to a doctor/patient conversation, a parent/child exchange, a manager/colleague or subordinate dialogue, a salesperson/client (or hoped-for client) patter and you will reconfirm that

attitudes develop quickly, for better or worse, depending on how the listener responds. A communication situation, handled deftly by the listener with just a few well chosen words as starters, will create the aura that the speaker will find intoxicating. I will investigate the words and attendant tone and body language that create communication walls or open honest dialogue. New poems, songs and puppets (show and found-object) will illustrate the talk. Participants will leave with a host of "aura phrases" to set off their future interpersonal experiences.

Noon - 2:00 p.m.

Room - Bonsai/Banyon

### LUNCHEON AND BUSINESS MEETING

2:00 - 3:30 p.m.

Room - Cottonwood

### 25. INTERCULTURAL LISTENING: A SIMULATION FOR STIMULATION

Chair: *Jerry Allen, University of Bridgeport*  
*Dean Thomlison, University of Evansville*  
*Michael Purdy, Governors State University*

\* \* \* \* \*

An intercultural role-play simulation involving a person from an unknown country will begin this program and serve to stimulate discussion about both intercultural listening and research.

2:00 - 3:30 p.m.

Room - Candlewood

### 26. THE CLOWN AS LISTENER AND COMMUNICATOR

Chair: *Edie Cole, Ohio*  
*Joyce Perkins, Phoenix AZ*

ADULT COMPUTER LITERACY AND LISTENING

\* \* \* \* \*



Michaela Safadi, Arizona State University

ADULT LANGUAGE LEARNING

\*\*\*\*\*

Donna Gustafson, Tempe AZ

WHY CLOWNS HELP US LISTEN

\*\*\*\*\*

The clown is a listener, communicator, healer, commentator and effects change in her/his audience. The clown listens to words, voice, nonverbal communication and the needs which underlie communication in a nonthreatening manner. The clown encourages play and childlike behavior which balances and dissipates stress in all ages. The clown can encourage change in asocial or anti-social behavior through mimicry. Historically the clown has been called on as healer and prophet. Practically, the clown can help us through fearful, hard times and to celebrate important, happy times.

2:00 - 3:30 p.m.

Room - Ironwood

27. LISTENING AND NOTETAKING:  
DEVELOPING A SURVIVAL COURSE  
FOR COLLEGE BOUND STUDENTS

Chair: Catherine Lindsay, University of  
Wisconsin-Oshkosh  
Harvey Weiss, Lend Me Your Ear, Minneapolis

\*\*\*\*\*

A program to help you help college students with listening and survival skills.

3:40 - 5:00 p.m.

Room - Bonsai

28. THREE LOOKS AT LISTENING

Chair: George Tuttle, Illinois State University  
Robert L. Husband, University of Illinois

A FURTHER LOOK AT MANAGERIAL LISTENING--What do managers think of how they listen? And how subordinates view that same listening behavior.

This presentation attempts to answer these questions as well as discuss how managers can be helped to be better listeners. Recent research findings will be presented on managers and subordinates' perceptions of managerial listening behaviors. How these findings are used as information in a management communication training program will also be discussed.

\*\*\*\*\*

Barbara Eakins, Wright State University  
Lawrence Cross, Wright State University

LISTENING AS INTERACTIONAL WORK--The research examines how four listening strategies--questions, statements, minimal responses, and pauses--are used in interaction between marriage partners. The listening devices are monitored with regard to the development of conversation and the success or failure of topics raised.

\*\*\*\*\*

Molly Wertheimer, Pennsylvania State University-Hazleton

LISTENING AND PERSONAL GROWTH

3:40 - 5:00 p.m.

Room -- Banyon

29. SOMEBODY LISTEN TO ME----PLEASE!

Chair: Joan Steen Silberschlag, Central  
High School, Phoenix  
Carol Hargis, Nurse Administrator  
Linda Buchanan, RNC Nurse Manager  
Judy Verwolf, Director, Adolescent Treatment Program  
Dr. Elaine Goldman, Director, Psychodrama  
Kit Wilson, Director, Chemical Dependency  
Tom Lynch, Nursing Coordinator  
Carter G. Hays, Adolescent Care Worker,  
Camelback Hospital, Scottsdale, AZ  
Terri Blair Leveton, Director of Adjunctive Therapies  
and Education Departments

\*\*\*\*\*

Professional staff of Scottsdale Camelback Hospital, one of the nation's largest nonprofit psychiatric and chemical dependency hospital systems, comprise the panel. Emphasis of discussion will be on

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Department of Speech and Theater  
Montclair State College  
Upper Montclair, NJ 07043

how listening behavior is a top priority in treating adolescent patients with emotional, behavioral, social and family problems.

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3:40 - 5:00 p.m. Room - Candlewood

**30. ILA FOR COLLEGE STUDENTS:  
DEVELOPMENT OF STUDENT CHAPTERS**

Chair: *Harry Cook*, Southwest Missouri State University

\* \* \* \* \*

Informal discussion by interested members to consider student chapters.

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Evening

**OPEN WITH WESTERN COOKOUT AS AN OPTION**

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Saturday, March 12, 1988

8:30 - 10:00 a.m.

Room - Bonsai

**31. RESEARCH PERSPECTIVES ON LISTENING**

Chair: *Ethel Glenn*, University of North Carolina-Greensboro  
*Jerry L. Allen*, University of Bridgeport  
*Joan O'Mara*, University of Bridgeport  
*Kathleen M. Long*, University of Bridgeport

Communicators' style, predispositions to communicate, perceptions of relational responses, uncertainty, and satisfaction with communication in intracultural and intercultural contexts.

\* \* \* \* \*

*Walton B. Bishop*, Consultant, Maryland

WAS THE HAWTHORNE EFFECT PRODUCED BY LISTENING?--This paper describes how listening may actually have produced the Hawthorne Effect and thus confused both production line supervisors and researchers.

\* \* \* \* \*

*Deborah Borisoff*, New York University  
*Maria F. Loffredo*, New York University

LISTENING IN THE CONFLICT MANAGEMENT CYCLE: DO WOMEN'S AND MEN'S DECODING OF AFFECTIVE MESSAGES REFLECT CULTURAL ACQUISITIONS?--This paper will explore the processes of cultural acquisition that leads men and women in disparate directions of learning how to listen and will demonstrate the processes by which such divergence can create conflicts or hamper their resolution.

\* \* \* \* \*

*Fred B. Goodwin*, Southeast Missouri State University

LISTENING VALUES, AND HUMAN BEHAVIOR: A REEXAMINATION OF THE HOLOCAUST--A linguistic analysis which attempt to establish a link between unsophisticated listening habits and the Nazi catastrophe of 1933-1945.

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PLAN NOW FOR ATLANTA IN MARCH, 1989

8:30 - 10:00 a.m.

Room - Baynon

**32. STRATEGIES FOR TEACHING LISTENING/READING:  
TYPICAL AND 'UNIQUE' LISTENERS**

Chair: *Andrew Wolvin, University of Maryland*  
*Susan Berkheimer, Sheridan School, Washington, DC*  
*Ella Erway, Southern Connecticut State University*  
*Sara Lundsteen, North Texas State University*  
*Barbara Palmer, Florida State University*

\* \* \* \* \*

The workshop starts with an opening scene, a bit of dramatic role play, to set the tone and lead into content. The content includes definition and the "why" of the session, the "who" (illustrated in the role play), the "where" or setting up optimal environments for typical and unique learners (disabled or gifted). The "what" of appropriate goals in a framework, and (most extensively of all) the "how" of strategies for teaching is presented.

=====  
Room - Cottonwood

**MINICONFERENCE FOR THE SECONDARY LEVEL**

**SECONDARY TASK FORCE ON LISTENING**

Chair: *Joan Silberschlag, Central High School, Phoenix*

-----  
8:00 a.m.: Registration/Coffee  
Collection of Swap Shop materials and tickets for swap shop

8:30 a.m.: Welcome  
-----

**GSP Gorsuch Scarisbrick, Publishers**

**Speech Communication  
for the Classroom Teacher**

Third Edition

**Pamela J. Cooper, Northwestern University**

The new edition of this highly respected text has been thoroughly updated and revised with a more multi-cultural perspective and a new section on the exceptional learner. It provides prospective and in-service teachers with a variety of experiences in analyzing, developing, and facilitating their own and their students' communication behavior.

*350 pages/1988/paperback/instructor's manual*

**Managing Communication in Organizations:  
An Introduction**

Second Edition

**H. Wayland Cummings, University of Oklahoma**

**Larry W. Long, North Carolina State University**

**Michael L. Lewis, Abilene Christian University**

This introduction to communication management in organizations provides an integrated approach, combining communication perspectives within an organization. The second edition includes new material covering leadership and power, information management, and the role of culture in an organization.

*350 pages/1988/paperback/instructor's manual*

**Communication Between the Sexes:  
Sex Differences and Sex-Role Stereotypes**

**Lea P. Stewart, Rutgers University**

**Pamela J. Cooper, Northwestern University**

**Sheryl A. Friedley, George Mason University**

*220 pages/1986/paperback/activities manual*

**Values and Policies in Controversy:  
An Introduction to Argumentation and Debate**

**Russell T. Church, John Carroll University**

**Charles Wilbanks, University of South Carolina**

*350 pages/1986/hardcover*

**Gorsuch Scarisbrick, Publishers**

*8233 Via Paseo del Norte, Suite F-400, Scottsdale, AZ 85258  
(602) 991-7881*

9:00 - 11:00 a.m.

### 33. CREATIVE WAYS TO DEVELOP LISTENING SKILLS

Chair: *Joan Silberschlag*, Central High School, Phoenix  
*Barbara J. McGrath*, Mesa Public Schools

\* \* \* \* \*

Play your way to improved listening skills! After participating in this session, teachers will have a repertoire of challenging games and activities to use in the classroom to help students improve their listening abilities.

-----  
11:00 - 11:15: BREAK

11:15 - Noon: SWAP SHOP

Noon - 2:00 p.m.: LUNCHEON  
-----

2:00 - 3:15 p.m.

### 34. TEACHING LISTENING SKILLS AT THE HIGH SCHOOL LEVEL

Chair: *Richard Hunsaker*, Belleville West High School  
*Carol Grau*, New Utrecht High School  
*Carolyn Coakley*, High Point High School  
*Beverly Aweve*, McHenry High School

\* \* \* \* \*

Program will be a philosophical, theoretical and practical presentation on what works and what does not work in the teaching of listening skills to high school students.

-----  
3:15 - 3:25 p.m.: BREAK  
-----

The best way to understand people is to listen to them.  
Dr. Ralph Nichols, First ILA Convention, Atlanta, 1980

# We told you how important it is to listen.

## Now, listen while we tell you how.

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ILCP188

# UNISYS

Mail to  
Unisys Corporation  
P.O. Box 2191  
Princeton, New Jersey 08543

3:25 - 4:00 p.m.

35. DIGNIFYING RESPONSES, QUESTIONING TECHNIQUES, BONDING CURRENT AND PAST THINKING

Chair: Carol Grau, New Utrecht High School  
Barbara Anton, Moorhead, MN

4:00 - 5:15 p.m.

36. ACTIVITIES THAT TEACH GOOD LISTENING

Chair: Melissa Beall, Southesast High School  
Inga H. Smith, Columbus, OH

\* \* \* \* \*

The aim of this workshop will be to demonstrate to teachers actual activities that teach good listening by having them participate in the activities as though they were students.

5:15 - 6:00 p.m.

Room - Lower Lobby

SOCIAL

10:00 - 10:45 a.m.

Room - Lower Lobby

COFFEE WITH

Robert Bostrom or Jim Brown  
University of Kentucky University of Minnesota

10:45 - Noon

Room - Candlewood

37. RESEARCH IN LISTENING

Chair: Marilyn Corrigan, Northern States  
Power Company  
Judy Brownell, Cornell University

BREAKING THROUGH THE MYTHS: WHAT WE NEED TO KNOW ABOUT EFFECTIVE LISTENING--While managers appear to discriminate among their own listening behaviors, their colleagues have more general impressions of a "good" or "poor" listener and are less able to identify what about the manager's behavior led them to their conclusion.

\* \* \* \* \*

Anthony Clark, University of Florida

AN INVESTIGATION OF POSSIBLE RELATIONSHIPS BETWEEN WILLINGNESS TO COMMUNICATE, RECEIVER APPREHENSION, COMPREHENSION OF CONTENT AND INTERPRETATION OF EMOTIONAL MEANING IN SPOKEN MESSAGES.--The adage, it's not only what is said but how it is said, is the basis for a research report on the relationship between willingness to communicate, anxiety, comprehension and emotional meaning in listening.

\* \* \* \* \*

George E. Tuttle, Illinois State University

A STUDY OF LISTENING IN ORGANIZATIONS ACROSS THREE SITUATIONAL VARIABLES--The paper is a report of the study of the perception of listening behaviors in relation to other communication functions by mid-level managers in organizations across three situational variables: nationality cultural differences, cognitive complexity, and organizational type. Data were collected from subjects in the United States and Australia. Organizations in both countries were of two

types: service and industrial/commercial. Subjects were classified as high or low cognitive complexity. Data were collected by pencil and paper instruments followed by in-depth semi-structured focus interviews. Data are analyzed with implications for further research and theory building.

\* \* \* \* \*

*Elizabeth D. Watson, Southwest Independent School*

USING VISUAL IMAGERY TO AID LISTENING COMPREHENSION AND WRITING SKILLS OF YOUNG ADOLESCENTS--Studies have shown that visual imagery can have a positive effect on listening and reading comprehension. This report examines the effects of imagery for a class of seventh and ninth graders in an intensive three-week remedial course in reading and writing skills. Most of these students speak both Spanish and English, and ESL methodologies (such as Suggestopedia) support the idea that using imagery is beneficial.

10:45 - Noon

Room - Ironwood

**38. MAKING A DIFFERENCE: LISTENING IN THE WORLD OF THE ELDERLY**

Chair: *Hal Dalrymple, Kent State University*  
*Florence I. Wolff, University of Dayton*  
*Nadine C. Marsnik, Vermilion Community College*

\* \* \* \* \*

Are we listening to "senior adults?" What does research indicate about listening perceptively to the elderly? Two speakers will focus on listening and responding to a priceless human resource which all eventually become--the elderly.

Noon - 2:00 p.m.

Room - Bonsai/Banyon

**LUNCHEON AND BUSINESS MEETING**

2:00 - 3:30 p.m.

Room - Candlewood

**39. LISTENING RESEARCH--ANOTHER SERIES**

Chair: *Terry Ostermeier, University of Wisconsin-Whitewater*  
*Robert Stewart, St. John's University*

DON'T BE TONE DEAF IN INTERPRETING FOREIGN LITERATURE IN ENGLISH TRANSLATION--Have you ever been puzzled by foreign literature in English translation sounding very American or British or both? Then come listen to a refreshing exploration on the subject.

\* \* \* \* \*

*Kenneth D. Thomas, University of Maryland*

LISTENING AS A THEME IN MAGAZINE ADVERTISING--This paper examines magazine advertisements which employ the act or the art of listening as their theme. The paper divides advertisements' usage of listening into four major thematic categories: listening for enjoyment, listening for learning, the importance of listening, and listening for better business. The advertisements are analyzed by the advertisers' message objectives and the techniques used to meet those objectives.

\* \* \* \* \*

*Aaron Vessup, Elgin Community College*

HAVE YOU USED YOUR THIRD-EAR LATELY?--This paper proposes to examine specific contexts in which third-ear listening could have benefited the interactors, if utilized at a strategic point. Suggested techniques for developing one's third ear will also be offered. Treatment of traditional listening problems by contemporary comedians will also be presented.

2:00 - 3:30 p.m.

Room - Ironwood

**40. LISTENING BEYOND EMPATHY: THE HEALING POWER OF LOVE AND LISTENING**

Chair: *Ella Erway*, Southern Connecticut State University  
*Kenneth Paulin*, Northern Michigan University

\* \* \* \* \*

Listening to self will be examined and described as an altruistic activity. Work on self, especially "listening to ourselves," can benefit not only self but all those people we interact with in our daily communication relationships. This presentation will address the specific benefits from listening to self for both self and others.

3:30 - 4:30 p.m.

Room - Candlewood

**41. MEET THE BOARD**

A chance to provide feedback to board members on any topic.

3:30 - 4:30 p.m.

Room - Ironwood

**RESEARCH COMMITTEE III**

Chair: *Michael Purdy*, Governors State University

6:30 - 8:00 p.m.

Room - Lower Lobby

**RECEPTION (no host)**

8:00 p.m. ---- ?

Room - Bonsai/Banyon

**BANQUET**

*Have you renewed your membership in ILA?*

NAME: \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

PHONE: (\_\_\_\_\_) \_\_\_\_\_



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\* \* \* \* \*

ILA sessions are being recorded by Windward Communications. For information, visit their sales location in the lower lobby.

\* \* \* \* \*

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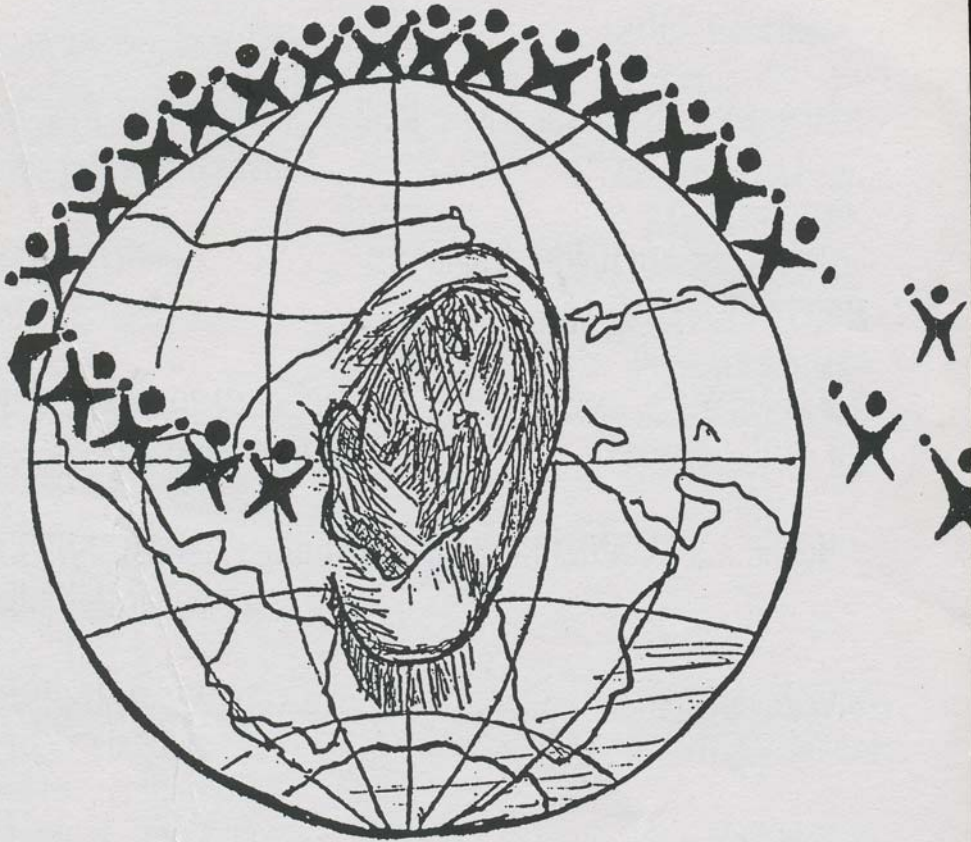
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March 12, 1988  
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MAKIN'  
MAGIC  
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Sound Specialist for Magic Medley.....TIM WHEELS  
University of Maryland

Composer of "Makin' Magic".....LARRY BARKER  
Spectra, Inc.

Welcomer.....CAROLYN COAKLEY  
High Point High School

Hosts.....SUZANNE PEMSLER and Young Friend, GUINIVERE  
Listening Unlimited

Magician.....MARY LOU SHUNK  
Phoenix College

Vocalist of a Medley of Love Songs.....SUZANNE PEMSLER  
Listening Unlimited

Cast of Readers Theatre.....LAURA GALLOWAY  
Phoenix College  
MARILYN HOFFS  
Glendale College  
RALPH NORTON  
Phoenix College  
SARA GAYLE PYFROM  
Phoenix College

Vocalists of "Makin' Magic".....THE ILA

Closing

Program Creator/Scriptwriter.....CAROLYN COAKLEY  
High Point High School

Creative Consultant.....ANDREW WOLVIN  
University of Maryland

BARKER - DRB

# Makin' Magic

THESE ALL KINDS OF MA-GIC IN THIS BIG WIDE WORLD OF  
OURS MA-GIC IN THE MOUNTAINS AND MA-GIC IN THE  
STARS MA-GIC IN A FLOW-ER AND MA-GIC IN A  
TREE BUT A SPE-CIAL KIND OF MA-GIC CAN ON-LY COME FROM YOU AND  
ME MA-KIN MA-GIC JUST LIKE MEX-LIN DID  
MA-KIN MA-GIC LOY-IN EV-RY KID  
WE CAN MAKE THE MA-GIC WHEN WE LIS-TEN CARE-FUL-LY  
WE CAN MAKE THE MA-GIC TO-GETHER YOU AND ME

## Verse Two

We can hug a friend whose world's turned upside down,  
We can touch a stranger and help erase a frown,  
Start a chain reaction -- There's no time like today,  
We can make the magic -- we're the ILA.

## Verse Three

When we truly listen - listen all the way  
Listen with our eyes and ears and with our hearts all day,  
The world will grow much stronger - and we can lead the way,  
We can make the magic - we're the ILA.