



LISTENING POST

ISSUE NUMBER SIX

MAY, 1982

FROM OUR NEW PRESIDENT

SALLY WEBB

Leaving the Third Annual Conference in Washington, D.C. on a natural high, I was tempted to think I could fly back to Wisconsin without an airplane. The comments that came from the conference participants who spoke so highly of the programs, the camaraderie of the group, and the willingness to share were thrilling.

One new member said to me, "Are you certain that you want this conference to get any bigger? There's such a warm, strong feeling that developed among the people here, I don't think you would find it in a large group." I agree. A few years ago at a large national convention going up on an escalator, I saw going down a former student whom I had not seen in 15 years. We only had time to gasp and call each other's name. In all of those thousands of people, I never saw her again. None of our participants in Washington would have had a similar experience.

Increasing the size of our membership and spreading information about ILA, though, is an important priority for several reasons. Many people have talked about the desirability of having a journal on listening. Today's membership just is not large enough to create a financial base to even consider a journal. Others have suggested that ILA should have regional or summer or specialized conferences. Again, we do not have the membership or treasury to support more than one conference per year. Your registration fees allow us to pay for the conference. Those who are aware of the costs of printing, art work, mailing, etc. will not be surprised

to learn that the annual cost of membership in ILA just about covers the costs of newsletters, conference information, and membership rosters. If we want a journal and more conferences, then we need to increase the number of members and the amount in our treasury. Also, we do need new members to be certain that we have the opportunity to hear new, different, and challenging ideas concerning listening.

Those who are not members but are interested in listening need ILA because of the richness and variety of information that our network of members and conferences can give to them. Certainly there is plenty of room in the field of listening for numerous people. We need thousands of outstanding teachers of listening at all levels of education. We need millions of outstanding practitioners of listening throughout our world.

Allow me to make some immediate suggestions of how each member can aid the development and growth of ILA in order to promote the study and development of effective listening. Identify yourself to others as a member of the ILA. Give credit to ILA members who have given you new ideas and materials. Select and contact others who might be interested in listening and tell them specifically about the ILA and invite them to be a member. When you make presentations on listening, talk about the ILA and pass out membership brochures. Invite other ILA members to make presentations in your university, community, organization, corporation, etc. Suggest to local, state, and national organizations that they have ILA members as speakers. Suggest to organizations that programs from the Third Annual Conference are worthy of presentation for other organizations. Submit program proposals

on listening to other organizations and use all ILA members for your presenters. Submit articles on listening to existing journals and identify yourself as a member of ILA. Submit information for inclusion in our **ILA Newsletter**.

Let me share with you some dreams. Recently I read the information on the National Endowment for the Humanities in 1982 Summer Seminars for College Teachers. I would be delighted to see some of our outstanding ILA university faculty members propose to the National Endowment for the Humanities for the summer of 1983 or 1984 a seminar on listening. Perhaps someone else could sponsor a summer course in listening for elementary or high school teachers or trainers or consultants. Working through already established channels such as the National Endowment for the Humanities, graduate programs, or university extensions, there would appear to be many possibilities. Being Program Chairman Emeritus of ILA, I know that it takes months of planning to put together and publicize programs. The ILA Program Committee and the Local Arrangements Committee for 1983 already have begun their work on the Fourth Annual Conference. Planning for any other 1983 programs also should begin immediately. If you have some ideas or dreams and think ILA could offer assistance or support, I invite you to contact the members of the Executive Board. We would be pleased to work with our members and others in promoting the study and development of effective listening. We want your opinions; take advantage of our size and communicate with us. We promise to listen!

1982 International Listening Association

ADMINISTRATIVE DIRECTOR

Geri Jwanousksos
ILA
366 North Prior Avenue
St. Paul, MN 55104
612-644-4726 (Telstar Number)

LOCAL ARRANGEMENTS

Minneapolis-St. Paul, March 1983
Nanette (Nan) Johnson
Central Middle School
8025 School Road
Eden Prairie, MN 55344
612-937-1650

NOMINATIONS COMMITTEE

W. Ken Spence
2377 Stemmons Fwy. #700
Dallas, TX 75207
214-689-3622
214-596-0983

PUBLICATIONS COMMITTEE

John Meyer
State University College (SUNY)
Speech Communication
Plattsburgh, NY 12901
518-564-2056
518-563-0149

NEWSLETTER EDITOR

Hugh Taliaferro
320 E. 57th Street
New York, New York 10012

RESEARCH COMMITTEE

Kittie W. Watson
Department of Theatre & Speech
Tulane University
New Orleans, LA 70118
504-865-6221 or 6205
504-455-5614

PROGRAM COMMITTEE 1983

Bob Miller
Telstar, Inc.
366 N. Prior Avenue
St. Paul, MN 55104
612-644-4726
612-935-0845

MEMBERSHIP

Virginia DeChaine
Lane Community College
4000 E. 30th Avenue
Eugene, OR 97405
503-747-4501 ex 2480

Please contact the above people for any questions you may have in their respective areas.

MEET THE NEW ILA EXECUTIVE BOARD PRESIDENT

Sally Webb is the new President of the International Listening Association. Sally was a founding member of the ILA. She has been First Vice-President since 1980 and has served as Program Chairman for the first three conferences.

In 1981 at the Central States Speech Association Conference in Chicago she presented a paper on "The Powerful Forces Behind the 'Listening Re-Awakening'" as a part of a symposium on listening.

Sally teaches an undergraduate course in listening as well as courses in public speaking at the University of Wisconsin Eau Claire where she is an assistant professor. She frequently speaks and presents workshops and seminars on listening to business and professional groups.

She is a member of many professional, honorary, and local organizations. Sally has won awards such as Outstanding Young Teacher from the Central States Speech Association, Humanitarian of the Year from the Eau Claire Area Humane Association, and numerous honors as a champion debater and orator as an undergraduate.

1ST VICE-PRESIDENT

Bob Miller is also vice-president of Telstar, Inc., which produces and markets instructional programs for education, industry, and government. Since 1971 Bob has taught Developmental Reading Programs both as industry consultant and educational consultant. Bob operated a learning center in Minneapolis and in 1977 produced the 24 videotape Efficient Reading series with Dr. James I. Brown. Bob is currently producing a Reading Program for the partially sighted, using low vision equipment and is a member of the International Reading Association. From 1970 on Bob has been associated with University of Minnesota Professors Ralph Nichols and Lyman Steil with presentations, workshops, seminars, writings and producing programs on Effective Listening. Bob produced the first ever videotape course on Listening with Dr. Steil in 1980. Bob speaks to corporate seminars, school systems and universities throughout the country on Listening. In 1981 Bob authored Newsweek's Corporate Communication Program on Listening. Bob is currently Mayor of Hopkins, Minn

1982 ILA Executive Board

PRESIDENT

Sally A. Webb
Department of Speech
University of Wisconsin-Eau Claire
Eau Claire, WI 54701
715-836-5582
715-836-3419
715-835-6070

FIRST VICE-PRESIDENT

Bob Miller
Telstar Production, Inc.
366 N. Prior Avenue
St. Paul, MN 55104
612-644-4726
612-935-0845

SECOND VICE-PRESIDENT

Virginia DeChaine
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
503-747-4501 ext. 2480

SECRETARY

Carolyn Coakley
8021 McKenstry Drive
Laurel, Maryland 20707
301-725-2365

TREASURER

William M. Gering
Department of Communication Arts
Indiana University
1700 Mishawaka Avenue
South Bend, IN 46615
219-237-4396
219-255-3296

EXECUTIVE BOARD MEMBER

Harvey Weiss
Lend Me Your Ear, Inc.
2845 Medicine Ridge Road
Minneapolis, MN 55441
612-545-0729

EXECUTIVE BOARD MEMBER

John Meyer
Speech Communication
State University College (SUNY)
Plattsburgh, NY 12901
518-564-2056
518-563-0149

PAST PRESIDENT

Lyman K. (Manny) Steil
Communication
Development, Inc.
25 Robb Farm Road
St. Paul, MN 55110
612-483-3597

2ND VICE-PRESIDENT

Virginia De Chaine was a member of the original group that formed the ILA. She has taught Listening, full time, at Lane Community College for the past eight years.

Virginia was the head of the Communication Department at Lane for six years, and then returned to full time teaching. She has her Master's degree from the University of Oregon. She is active in the field of communication consulting and works with senior groups and their communication problems.

AT LARGE

Harvey Weiss has been a secondary school teacher for 20 years. He has coached debate/forensics for the past 11 years and won several awards. In August of 1980 he started his own communications consulting firm "Lend Me Your Ear, Inc." and has actively worked and participated as a member of local, county, state, and national delegations of educational and political conventions. Besides being a founding member of the ILA, Harvey has created curriculum and subsequent workshops never done on effective listening before. He has been teaching listening for 10 years. He was awarded finalist status for his proposal to write K-12 effective listening curriculum for State of Minnesota Department of Education; 1977 and 1979. Harvey was elected to the ILA's first executive board, as member-at-large in Atlanta in 1979 and was re-elected to a two year term in Denver in 1980. Harvey has conducted pre-convention workshops on teaching listening at The Speech Communication Association National Conventions in San Antonio, Texas and New York City.

TREASURER

William M. Gering received his BA in Speech and Drama from Bethel College in Kansas. He received a World Council of Churches scholarship for a year's graduate study at Mainz University in Germany. He received his BD Degree from Bethany Biblical Seminary in Chicago. Graduate work was done at Indiana University in 1958 in the Department of Speech and Theatre. He received his Ph.D. Degree in August 1963 and became Assistant Professor and Chairman of the Department of Speech and Drama at his alma mater, Bethel College in Kansas.

In 1965, Gering joined the faculty of the Indiana University at South Bend

as Assistant Professor of Speech and Theatre. He was appointed Chairman of the Department of Speech and Theatre. Gering was appointed and served as Resident Director of the Purdue University-Indiana University Overseas Studies Program at the University of Hamburg, Germany for 77-78.

Gering is listed in the **Directory of American Scholars**, Vol. II, and the **Who's Who in the Midwest**. His publications include a one-act play, **I Must Go**, and articles and book reviews in the **Quarterly Journal of Speech**, **Preaching Journal** and **Parliamentary Journal**.

He is a founding member of the ILA and wrote the proposed by-laws ratified on February 17, 1980. He holds membership in the Speech Communications Association, Central States Speech Association, and the American Institute of Parliamentarians. Locally, he is a member of the Mishawaka Kiwanis Club, and the Beiger Heritage Corp. (past president).

AT LARGE

John Meyer's interest in the study of listening, as the most important communication skill, dates back to more years than he will admit. As a high school English-Speech teacher (in his home state of Wisconsin) John emphasized the language arts approach - teaching all four language skills - reading, writing, speaking, and listening, while stressing the transfer of learning between these important studies. Graduate work at the University of Wisconsin (in Madison) led him to a master's thesis (experimental study) on the topic - "Teaching Listening at the Secondary Level: Some Evaluations." Published with Frederick Williams in *The Speech Teacher*, XIV, November, 1965, P. 299-304. As a graduate student at the University of Minnesota, Meyer studied listening under pioneer researcher, Dr. Ralph Nichols. Upon completion of Ph.D Degree at Minnesota, John joined the faculty (in 1970) at S.U.N.Y Plattsburgh where he introduced a full semester 3 credit course in listening which he has taught almost every semester since. In addition, he teaches courses in public speaking, business and professional communication, and interviewing. He is currently Professor of Communication at the college, Past President of the New York State Speech Communication Association, the Speech Com-

munication Association of America and a charter member of ILA. Professor Meyer is a frequent leader of workshops and short courses in listening, leadership, and career communication. He is the co-author of two books (with Melvin W. Donaho, entitled **HOW TO GET THE JOB YOU WANT: A GUIDE TO RESUMES, INTERVIEWS AND JOB-HUNTING STRATEGY** - 1976 and **GET THE RIGHT PERSON FOR THE JOB: MANAGING INTERVIEWS AND SELECTING EMPLOYEES** - 1979 both published by Prentice-Hall, Inc.

SECRETARY

Carolyn Coakley has been a secondary school teacher for the past 18 years. Currently, she is teaching speech and listening at High Point High School and the University of Maryland. She became interested in the field of listening in graduate school and made her first contribution to the field with her master's thesis entitled "A Description of the State-of-the-Art of Listening Research" (University of Maryland, 1973). Since 1973, Carolyn has continued to contribute to the field of listening by providing needed instructional materials; and has co-authored (with Andrew D. Wolvin, who, like Carolyn, is a founding member of the ILA) **Listening Instruction**, a 1979 ERIC/SCA booklet written for high school and college instructors of listening, and **Listening**, a college textbook soon to be released by Wm. C. Brown Company, Publishers. When Carolyn is not conducting community, educational, and business seminars on listening or when she is not composing, she can usually be found swimming, playing bridge, watching the Baltimore Orioles, or making (and eating) chocolate chip cookies.

A TRIBUTE TO MANNY STEIL, FOUNDER AND FIRST PRESIDENT OF THE INTERNATIONAL LISTENING ASSOCIATION

By Sally Webb

Wesley Wiksell was the keynote speaker of the Second Annual Conference of the International Listening Association in Denver in March, 1981. Dr. Wiksell made a gavel for ILA and presented it to Manny Steil, first president of ILA. The head of the gavel came from a piece of wood that Dr. Wiksell had picked up on the banks of the Nile River in Egypt. The wood in the handle came from a cherry tree on the University of Minnesota campus. The gavel has brass bands encircling the head on either side of the handle. One brass plate has inscribed these words: International Listening Association Presidents 1981-2005. The first name listed is Lyman K. Steil. On the other plate there is space for 25 more presidents.

On March 5, 1982, at the Third Annual Conference in Washington, D.C., Manny Steil passed the gavel to the new president, Sally Webb. Sally responded with these words:

Ralph Nichols is usually thought of as "the father of listening." Certainly Manny Steil should be thought of as "the father of the International Listening Association." Probably most of us are here today as a result of a contact we've had with Manny Steil. Manny was the person who proposed the formation of the International Listening Association.

Let me tell you a little about the beginning because I think we should always remember who started this organization and how. In the summer of 1979 Manny Steil sent out about 50 letters to people across the country inviting them to attend the First (and apparently the last) State of the Art of Listening Symposium at the University of Minnesota, St. Paul campus, on August 23 and 24. Twenty-five of us from eight states responded.

Manny sent us instructions on how to get to the St. Paul campus. The instructions directed us right through the middle of the Minnesota State Fair Grounds to the campus meetings. Unfortunately, the Fair was on at the same time. Virginia DeChaine flew from Oregon to the Minneapolis-St. Paul International Airport and had no trouble. She got from the airport to her motel with no difficulties. However, when she gave the taxi driver the map to get her to the campus from the motel, she ended up at the front gate of the Minnesota State Fair Grounds. There was no way the gatekeeper would let a taxi or any vehicle through those gates during the Fair. Finally, Virginia got out of the taxi, bought a ticket to the Minnesota State Fair and for several hours wandered around the fair grounds looking for Manny Steil, the First Annual State of the Art of Listening Symposium, and the St. Paul campus of the University of Minnesota. Eventually, two policemen took pity on her, put her in a police car and chauffeured her to the symposium.

Don't every try to find at the last minute a hotel room anywhere within 25 miles of the Minnesota State Fair Grounds. I can assure you there are no rooms in the inns. However, Virginia thought the couch in her room made into a bed and she offered that to me.

Bob Miller was at the First State of the Art of Listening Symposium. When Manny suggested that someone ought to take notes and be certain that they were published for everyone, Bob volunteered his partner, Jerry Wasley. Jerry got up and left and we have never seen him again.

Some funny things happened at that first symposium, but the meeting was very stimulating. Dee and Manny Steil invited all of us to their home for a lovely dinner on Thursday night. The highlight of that evening for many of us was getting to meet Dr. and Mrs. Nichols, "Nick and the Colonel."

On Friday Manny proposed the formation of the International Listening Association. I think he may have been surprised how enthusiastic the group was about his idea. Pro temp officers were elected with Manny as the president.

Late in November of 1979, Manny asked me if I would be program chairman for the First Annual Conference to be held in Atlanta in February, 1980. I

said I didn't think I wanted to do it, but I would consider it. Against all the good advice I received, I agreed to be program chairman and have been in that position ever since.

Some of you, like Ella Erway, had never heard of the ILA or of me. You have no idea how hard it was to call you and invite you to come to Atlanta to present a program at your own expense, pay the conference fee, and not know how many other people might be there.

But you did come to Atlanta in 1980 and you came to Denver in 1981, and now you have come to Washington, D.C. Again, I would say that most of us are here because of some contact with Manny Steil. We have learned a lot about listening, had a great deal of fun, and met some very fine people, Manny, because of you.

For our first meeting in Atlanta in 1980, I wanted a theme for the conference and I kept badgering everyone to come up with a challenging, interesting theme. Surprisingly, two different people, about 200 miles apart and unknown to each other, came up with the theme "Year of the Ear." I refused to use that theme, but we have never forgotten it. In fact, one of those people had buttons printed with "Year of the Ear, 1980" and those are ILA collector items, if you are lucky enough to have one. In deciding how we could honor Manny this year, we decided to play on that theme a little and so, to show our appreciation, we are giving Manny a plaque which is engraved as follows:

*International Listening Association
EAR OF THE YEAR AWARD*

1982

Manny Steil

Founding EAR

Member #1

President 1979-82

FROM THE EXECUTIVE BOARD

By Carolyn Coakley

While many of those who attended the ILA Conference were interacting in the hotel lounge, dining, and/or sleeping, the Executive Board members were meeting during the early evening of March 5 and the very early morning of March 6.

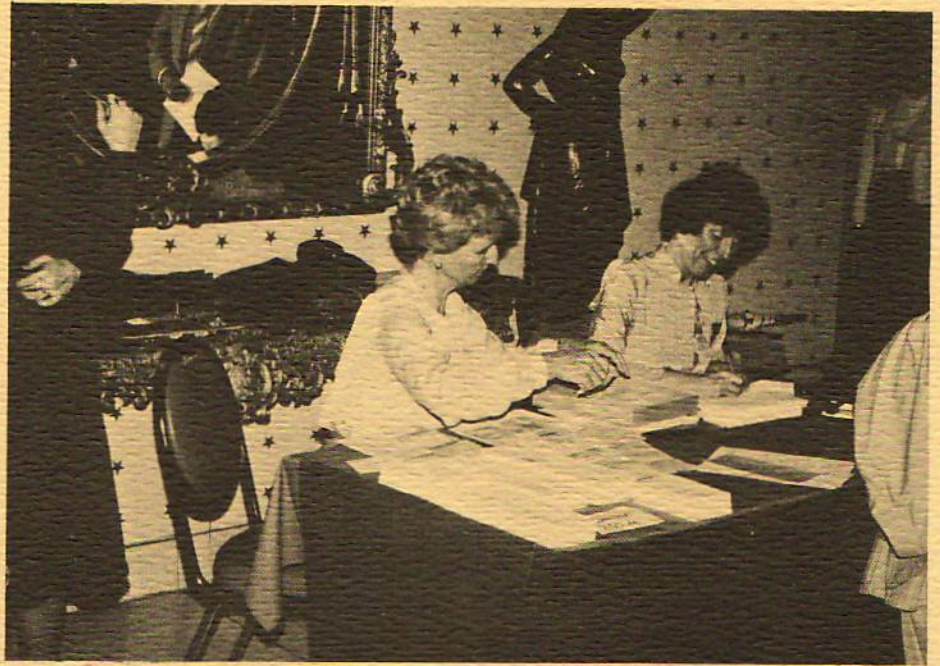
During these meetings, several major decisions were made. These decisions include the authorization to retain Geri Jwanouskos as administrative director of the ILA, to continue to house the ILA office in St. Paul at Telstar, to add to the office a telephone and an answering service, to establish the membership category of lifetime patron membership at a cost of \$1000 to be paid in one full payment or \$250 per year for five years in an installment plan, and to maintain the present membership categories at their present fees. The board also approved Minneapolis-St. Paul as the site of the 1983 annual ILA meeting to be held on March 2, 3, 4, and 5 (with alternate dates designated as March 9, 10, 11, and 12).

Additionally, the following committee chairpersons were appointed: Research Committee, Kittie Watson; Publications Committee, John Meyer; Local Arrangements Committee for the 1983 ILA Conference, Nan Johnson; Membership Committee, Virginia DeChaine; Nominating Committee, W. Ken Spence; and Program Committee, Bob Miller.

Also discussed were suggestions for the improvement of services to the members and the recruitment of new members as well as plans for the next **ILA Newsletter**.

Minutes of the meetings of the Executive Board are available to all members upon request.

John Murphy your challenge has been met and raised as to bringing in new members. Susan Reinhardt our new member from your own home state of Massachusetts not only says she can meet your 30 new proposed members but that she can beat it. John, we look forward to hearing from you - in the meantime let the race begin.



Carolyn Coakley and Irene Abid at the conference registration table.

IMPRESSION OF WASHINGTON, D.C.

By Carolyn Coakley

The ingredients of warmth, congeniality, sharing, and new challenges were not left in Denver in 1981 just as they had not been left in Atlanta in 1980; indeed, they were brought to Washington, D.C., in 1982, and first-time conference attendants soon came to understand what makes the International Listening Association such a special organization. These ingredients were clearly seen and undeniably felt in so many ways: the sincere greetings... Suzi's red signs...the sounds of laughter...the genuine love for the organization as expressed by many of the candidates...the happiness of hearing a first-time attendant say, "I came to the conference by myself; I thought I'd feel out of place, but I've felt comfortable from the moment I registered"...the humor of Bob Bostrom (the one with the "cute, hairy legs"), who remarked that the Research Committee's primary responsibility is to get the ILA members to take the committee seriously... the unselfish sharing of ideas and materials by the program presenters... the memories evoked by Sally's "history" of the ILA...John Murphy's acceptance of the challenge to bring in more new members than anyone else during the upcoming year...the heart-felt appreciation shown to Geri, Suzi,

and Bob in resolutions unanimously adopted...the wit of Charlie Gott, who unabashedly announced (during a business meeting, no less) that a pair of panty hose had been left in his hotel room...the making of new friends with people as far away as The Netherlands ...the inspiration gained through the exchanging of ideas with those who have common interests and common goals...and...the closeness felt at Saturday's luncheon as Suzanne Pemsler (and her little friends) led us - in such a delightful way - in the singing of "Kum-Ba-Ya." Truly, the International Listening Association is a very special organization made up of people who listen...people who care.

SPECIAL RECOGNITION

We'd like to give special recognition to all the people who helped put on the 3rd Annual Conference. Among them are:

REGISTRATION

Kim Berkheimer

Liz Chipchosky

Irene Abid

Carolyn Coakley

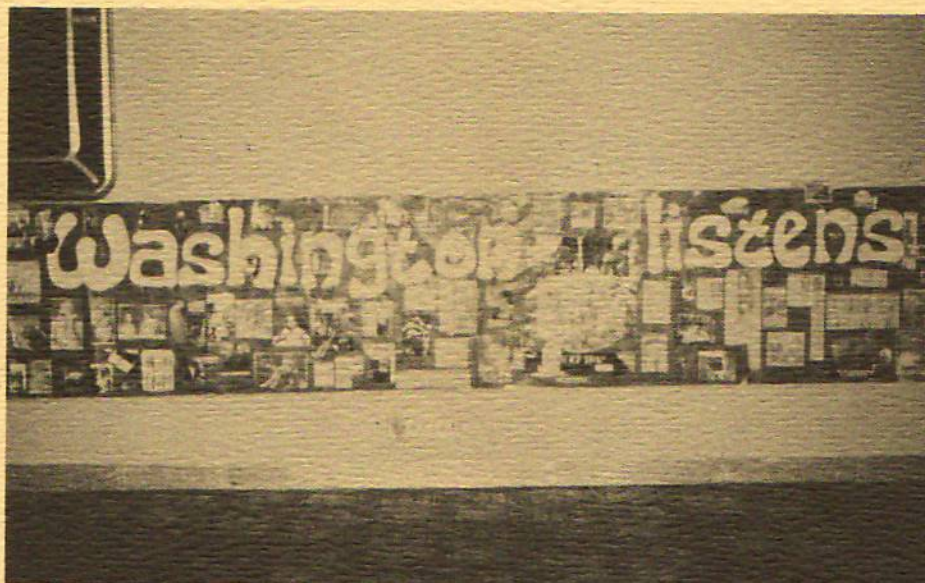
AUDIO-VISUAL AIDS

Montgomery County Public Schools

Mr. Stephen Moy

Mr. Harry Diehl

And a very special thanks to Susie Berkheimer, the local arrangements chair!



Conference "82"



We're revamping our newsletter to make it a more efficient instrument for our members. In charge of publications will be our new at large member John Meyer of the Speech Communication Department at State University College (SUNY) in Plattsburgh, NY 12901. John can be reached at 518-564-2056 or H518-563-0149. John has appointed Hugh Taliaferro as our editor. Hugh can be reached at 320 E. 57th St., New York, NY 10022. Copy ready for review and typesetting should be sent to Hugh. Deadline for our next newsletter is June 1st.



March 9, 1982

Dear Sally:

You and all the good folks on your executive committee are to be commended for another beautiful four day trip on the ILA Love Boat. As our new Admiral I am sure you will help us get ready for another cruise next March in Minnesota. You have a great crew to help prepare the voyage; Nanette Johnson, Harvey Weiss, Robert Miller, Manny Steil, Virginia DeChaine, John Meyer, Bill Gering, Carolyn Coakley, Robert Bostrom, Al Katz, Carole Grau (to mention just the specific people I can remember). And of course all the rest of us who enjoyed ourselves in Washington will be great deck hands.

Yours truly has had a sabbatical leave approved to write a book on listening. Can you imagine that? If I can be of any assistance to the organization just drop a line.

The local Rotary Club has invited me to speak March 22 on laughter and listening which is really a nice honor for a Marquette Kiwanian. The only condition was that someone in the Rotary Club write a note to excuse me when I return to my club the next week.

Until we meet again via the airways have a good rest of the school year and let's stay in touch! And in between let's continue to do "nothing", just LISTEN!

Love,

Kenneth Paulin

P.S. Yes John Meyer there really is such a word as propinquity and it is an excellent word to use when describing what happened in Washington!

* Sara Lundsteen, a last year's ILA Hall of Fame inductee, is the author of ten books, including **Listening: It's Impact on Reading and the Other Language Arts** (NCTE, Urbana, Illinois); and **Children Learn to Communicate** (Prentice-Hall). She is professor of Education at North Texas State University and Chair of the Board of Directors of the Creative Studies Institute.

A QUICK COURSE IN LISTENING FOR GROUP LEADERS

(Or Using Three Internal "Allies")

By Sara W. Lundsteen

We know that when people work in groups, listening is crucial in allowing them to be productive. Children in classrooms and colleagues at work need to be able to listen effectively in order to learn successfully and to solve problems. Although I speak with experience of teaching children and adults, what I have to say is applicable to other group leaders.

To help our groups of humans listen, we can take advantage of three common human motivators or "internal allies", within each learner.

(1) the willingness to emulate respected models,

(2) the drive for self-competence, and

(3) the desire to be part of a group.

Let me expand on these three "allies" and suggest a sampling of "what to do."

1. **Modeling.** When people find a strong, competent person with whom they can identify, they often want to imitate the behaviors they like and respect. Children and adults want to absorb their model's useful strengths into their own system and feelings.

What to do.

● Motivation by modeling means that leaders reverse the question, "How can I get them to listen to me?" to, "How can I strengthen my listening to them?" When humans are listened to, their ideas begin to unfold and expand.

When leaders and group members genuinely listen to each other, an alternating current emerges, recharging both. Let's tell ourselves to listen with affection and respect to group members, trying to get to know them without our minds pressing against theirs, or trying to push them into saying the things we want to hear. If Natasha's talk seems meager just now, let's tell ourselves that presently, in our modeled warmth, she will come alive.

● Keep a systematic chart of who you have listened to and who still needs a turn for this bit of quality time - this week, this month.

● Look to your listening material: is it relevant, vibrant, poetic, provoking with glistening words?

● Look to your speaking voice: does it sometimes whisper, create fascinating variations, demonstrate productive questions, and avoid repetition? So much more is "caught than taught."

2. **Self-competence.** People want to feel competent and to respect themselves for it. The assurance, "I am a highly skilled listener," characterizes our most successful salespersons, business executives, musicians, lawyers and counselors. As children are able to move beyond egocentric communication, they gain satisfaction from skilled use of their developing sets of listening tools. Inexperienced group members of any age frequently need to develop their image of being competent participants.

What to do.

● Help group members to increase their listening vocabularies and to demand meaning from language heard.

● Help group members to think before, during and after listening, to productively use that left-over thinking space. We may think about four times as fast as we can listen. How well people use that left-over space makes a difference. Show them how to question, relate to what they know, analyze, and evaluate what they hear as they are listening.

● Help group members see real-life consequences when they facilitate the playing of a game by their care in listening to directions (or alternatively, "mess up" because they didn't), or by discussing such real-life events as making a wise purchase helped by reflective and informed listening (or alternatively, being tricked into depleting their savings because of TV's persuasion regarding some flimsy piece of merchandise.

● Help group members to fashion and use self-evaluative charts and devices for recording listening succes-

ses, such as in the tasks of note taking, discussion guiding, interviewing, and problem solving. Through the repeated use of such abilities higher levels of listening awareness will be promoted, thus building a long-lasting sense of self-competence.

3. Group membership.

● People want to be accepted by at least some of the other members of the group. Group members can cooperatively develop a positive group spirit of listening to, and being accepting of, each other. People can value the chance to "walk in each other's moccasins," anticipate each other's responses, questions, resistances, needs, interests. Games and real-life situations can be used to stimulate positive group interaction.

What to do.

● Build the group climate reflecting preparation, accuracy, two-way responsibility, demand for meaning, fairness, patience, empathy, and respect.

● Encourage cooperatively developed standards for: discussion, questioning strategies, analysis of advertising propaganda, and other forms of evaluation.

● Share reports or any kind of written expression, joke sessions with analysis of humor, and the game of hitch-hiking on a progressive, cooperatively-built story (or some sequence invented from the creative pool of ideas in the group).

● Practice games of reflecting back each others' messages, making sure the meaning is just as the speaker intended.

● Brainstorm ideas for the solution of a problem - in an accepting climate.

May I invite you to add other enabling activities appropriate to your situation with respect to these "internal allies"? I would like to conclude with another one of my "poems."

WHY LISTEN?

You never know when someone may catch a word from you.

You never know when *you* may catch one from someone too.

You both can make a difference, from a spark to a fiery light.

When you listen it may not matter at all
But then again, it might!

EDITOR'S NOTE

Deadlines are deadly – but necessary, and because of the deadline necessity to get this post-convention newsletter out on time, many of the plans for innovations in the publication must wait for future editions. For this edition, however, the hue-and-cry has been, simply – “Get it out!” The real credit for accomplishing that feat goes to Geri Jwanouskos, whose dedicated expertise has made this issue possible.

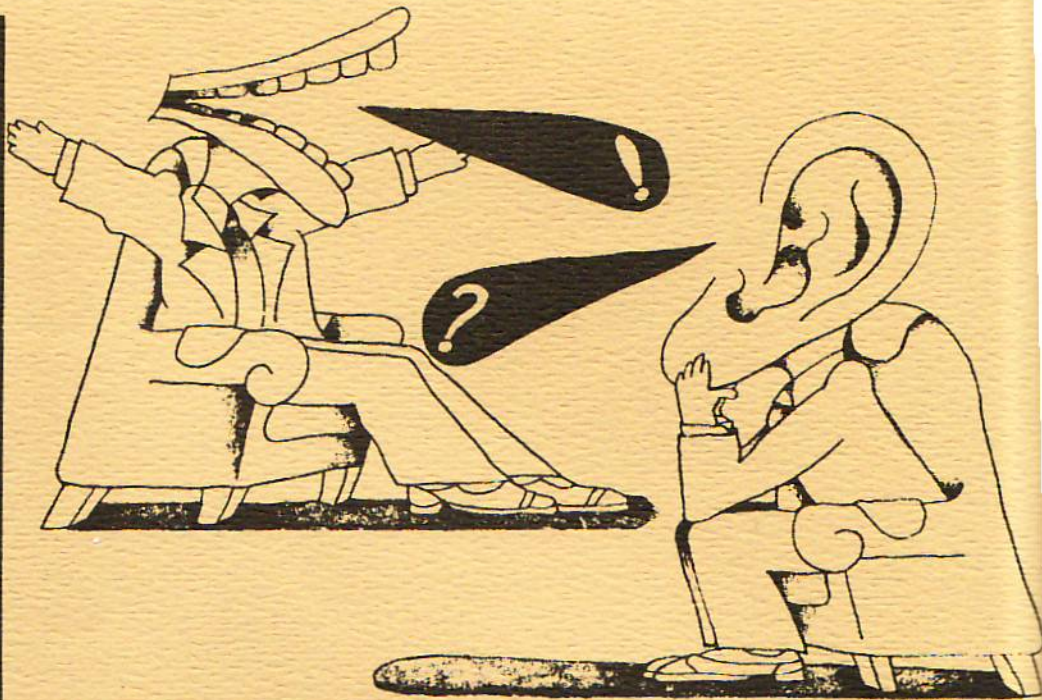
As we all know as communicators, feedback is essential to our moving forward. That's why the editors need to know what you want and don't want, like and don't like in **The Listening Post**. It's your newsletter and as such should be a reflection of your thoughtful wishes. Those that have ears to hear, let them hear – and those that have typewriters to write, let them write! Your comments can be invaluable aids in guiding us.

Incorporated in future **Listening Posts** will be book reviews, reports on new films, film-strips and other audio-visual aids, tips on teaching techniques and training methods, an employment section, and regional, national, and even international listening news.

We'll be calling on some of you who have been good enough to offer your time and talents to help us with subsequent issues of **The Listening Post**, but, actually our editorial board is composed of every ILA member. Keep your ear to the ground, and if you hear of any information that you feel would be of interest to the membership – keep **The Listening Post** posted! Send it on to Dr. Hugh Taliaferro, 320 East 57th Street, New York, New York 10022.

Each of you will receive 3 new ILA brochures. Please let the ILA office know if and when you need more. Take them along to conferences you attend, or at meetings where you speak. Spread the ILA word.

The new phone number at the ILA Headquarters is 612-644-1765.



ILLUSTRATIONS: JACK LEFKOWITZ

ARE YOU A GOOD LISTENER?

Listening is a neglected art, says Robert L. Montgomery, but he insists that the skill can be learned. He has personally trained more than 150,000 people in listening and other communications skills—public speaking, sales, memory—and is president of a consulting firm.

The techniques in his book, Listening Made Easy, have applications for both your business and your personal life. In these excerpts he gives six techniques that will encourage others to tell you what you need to know.

Do you listen to others as you like to be listened to? It takes skill and determination to speak, but it takes even more skill and determination to listen to others. It also takes energy.

We listen more than we do any other human activity except breathe. Listening is essential to our personal, professional, social and family success. If working people were taught to listen effectively, the efficiency of American business could be doubled.

Listening is the most neglected and the least understood of the communications arts. It has become the weakest link in today's communications system. Poor listening is a result of bad habits that develop because we haven't been trained to listen. Fortunately, it is a skill that can be learned.

Here are six basic guidelines for better listening. You can improve your listening the day you start practicing them.

First, look at the other person. Look at the person who is talking to you.

Also, always look at the person you're talking to. Looking directly at the person who is speaking shows dynamic interest. I don't mean staring at the other person, just looking into his or her eyes, but looking toward the person as he or she talks to you. You can look at the hairline, the neckline, watch the mouth as the person speaks, even notice the color of the eyes of the speaker.

But don't look at the floor or ceiling or out the window. And don't turn your eyes to view every distraction around you. People tell me they don't trust the person who doesn't look at them. They also sense suspicion, trickery or distrust from such people. And distrust will block communication. It's a huge block also to motivation. There's little or no motivation when there is no respect. Concentrate on the other person as you listen. Looking at the person will enable you to judge the intent of the message as well as the content. So give your undivided attention as you listen to others. If you project genuine, active attention, you will convey sincere interest. When the eyes are elsewhere, the mind is elsewhere.

Rule 2 is ask questions. This is the best way for anyone to become a better listener fast. It's a necessity for parents, teachers, managers and salespeople. To keep from doing all the speaking yourself and to get the other person talking, develop the tools of the reporter, the art of asking questions.

Master the different types of questions you'll learn now. Start using them today. Practice is the best instructor.

Some types of questions help you discover facts. You might want to know where someone works or lives, what they do, where they're from. Questions that get specific, concise facts for answers are called closed-end questions. You rarely get more than a word or two in reply. "What is your name?" is one example. "How old are you?" is another.

The opposite type is called open-ended questioning. You can find out most of the facts about a person by asking just one or two open-ended questions. For example, I might ask you, "How did you get into the line of work you're in now?" That question will usually get a person talking for at least five minutes and more likely for 15. Of course, you could simply say to someone, "Tell me about yourself." That's open-ended and will accomplish the same purpose.

I've often wondered how many sales are lost each week because the salesperson doesn't listen to the prospect or customer. There has been a revolution in selling. The change has taken us from the product-pusher of the past to the counselor-type salesperson who asks questions first. Contrary to the belief of many people, you actually save time and make the sale faster by asking the prospect some questions to discover his or her needs, problems or objectives.

To illustrate the power of questions, I think of the experience of a famous sales trainer and speaker, the late Fred Herman. Herman was introduced on the Mike Douglas television show one day as "the greatest salesman in the world." What happened next was purely spontaneous; Herman vowed he had no idea what Mike Douglas would ask him.

Douglas began by saying, "Fred, since you're hailed as the No. 1 salesman in the world, sell me something!" Without any hesitation, Fred Herman responded instantly and instinctively with a question: "Mike, what would you want me to sell you?"

Mike Douglas, who is paid a couple of million dollars a year for asking questions, was now on the defensive. Surprised, Douglas paused, looked around and finally answered, "Well, sell me this ashtray."

Fred Herman again spoke instantly, "Why would you want to buy that?"

And again, Mike Douglas, surprised and scratching his head, finally answered, "Well, it's new and shapely. Also, it's colorful. And besides, we are in a new studio and don't want it to burn down. And, of course, we want to accommodate guests who smoke."

At this point, Mike Douglas sat back in his chair, but not for long. Instantly Fred Herman responded, "How much would you pay for the ashtray, Mike?"

Douglas stammered and said, "Well, I haven't bought an ashtray lately, but this one is attractive and large, so I guess I'd pay \$18 or \$20." And Fred Herman, after asking just three questions, closed the sale by saying, "Well, Mike I'll let you have the ashtray for \$18."

That's selling by questioning and listening. I call it selling with a professional ear. The whole sale took less than one minute. Fred Herman said he simply reacted as he always does in selling, by asking questions.

Make it your personal goal to ask a lot of questions. But have a purpose for each question. There are two basic categories: to get specific information or to learn opinions and feelings. It's easier to gain rapport and get a person to open up by relating your questions to the other person's background or experience. Use open-ended questions to draw out. Remember, closed-end questions will make it difficult to get another person to speak and share ideas or information. Nobody likes to feel he's being investigated.

Finally, remember the advice of the famous statesman of some years ago, Bernard Baruch, who said: "You can win more friends in two months by showing interest in others than you can in two years by trying to interest others in you." Looking at people as you converse with them and asking questions will help show genuine interest.

Rule 3 is don't interrupt. It's just as rude to step on people's ideas as to step on their toes.

It's a human tendency to want to jump right into a conversation when we get an idea or are reminded of something by someone's words. And that's why there's a problem. We need to continually practice letting other people finish their sentences or ideas. Speak only in turn is the answer.

Most of us avoid interrupters. We even go out of our way to avoid them. In fact, a desire to prevent interruptions motivated Thomas Jefferson to invent the dumbwaiter, a mechanical lift to

take food and drink by pulley from the kitchen to an upstairs dining room. Jefferson disliked being interrupted in conversation by servants; with the dumbwaiter, no servants were necessary and he couldn't be interrupted.

Nobody likes to be cut off while speaking. So work at letting others finish what they have to say. Bite your tongue and count to 10 if you have to, but practice Rule 3.

Rule 4 is don't change the subject. This is a little different from Rule 3. Interrupting is bad enough, but going right on and changing the subject at the same time is positively rude. Some people do this so much they are dodged by others who don't want to be their next victim.

Consider a group of people who are talking and one of the members says, "I was watching television the other night and Sen. Hayakawa of California spoke about..." Now at this point another member of the group, hearing the word *California*, interrupts immediately and changes the subject. "Oh, California, have you been out there to Disneyland? It's terrific! We took the kids there last summer and had a ball. You know, they have an island there, Tom Sawyer Island. And they have tree houses, caves, all kinds of things to do. Why, you could spend a couple of days there. You get to the island on a raft or one of those old Mississippi steamboats. Boy, it was just like being Robinson Crusoe on that island. Now what were you saying?"

Well, the speaker who was going to say something about Sen. Hayakawa of California has no doubt buried that idea forever. In fact, the person who was cut off will not offer any more ideas and will probably find a reason to get out of the presence of the interrupter who also changed the subject.

Interrupting and changing the subject are sure ways to alienate people quickly. So try to curb both tendencies. You can be certain of this: If you cut people off while they're speaking and also change the subject, you'll be cutting them out of your life as friends or associates as well. A little restraint will pay big dividends.

Rule 5 is to check your emotions. Some people are prone to anger and get excited about certain words. It doesn't pay to get overstimulated and overreact to the words and ideas of others.

Words such as gasoline, taxes, 7 percent, abortion and communism can stir

one's emotions instantly. Curb your emotions. Control your urge to interrupt and stifle the other person's idea. It's a free country. People are entitled to their opinions and the right to complete their thoughts. Hear others out.

Let them explain their points of view. Cutting them off won't accomplish anything. Try to understand them first. Then give your own ideas in a controlled manner. Little is gained through arguing and fighting. On the contrary, loss of time and injured relationships usually result.

Evaluate when the idea is complete, not before, or only when you fully understand the other person's meaning.

I know a fellow who went storming into his boss' office. He was shouting and complaining that someone not as long with the company had received a promotion he thought he should have gotten. The boss told him that because of his quick temper he couldn't be trusted to manage others.

Besides getting overly excited causes us to mentally debate or fight any idea that differs from our personal conviction, experience or bias. So we don't hear what the speaker is saying at these times. Remember, the biggest problem in listening is failing to concentrate on the other person's communication. Getting overly emotional about something is one of the causes of the problem. Check your emotions. Hear the other person out first.

Rule 6 stands for an essential principle of better listening and therefore better understanding: responsiveness. Be a responsive listener. Be responsive in your demeanor, posture and facial expression. Let your whole being show you are interested in other people and their ideas.

As you listen, look at the other person and show some signs of hearing and understanding. Nod your head occasionally—gently, not vigorously. Nod slightly with a yea for agreement or a no when it's something sad or unhappy.

Show through your posture, whether seated or standing, that you are concentrating on listening totally.

We show our interest in others also when we say occasionally "Um-mm" or "Uh-huh." These simple signs encourage speakers. They show that we're interested in them and that we're listening to what they're saying. However, others won't talk long unless we are responsive in our listening and offer some nonverbal and even some slight verbal signs of understanding.

To understand this important principle of being responsive, it helps to ask, "How do we turn people off?" The answers come quickly, by not looking at them, not asking questions, not showing any positive response; by looking out the window, shuffling papers, interrupting or giving other negative types of feedback.

But we want to turn people on, not off. Whether we're teachers, managers, doctors, parents or salespeople, we want to encourage others to communicate with us so that we can gain understanding.

And there's one more important part to being responsive in listening to others: The one time it is all right, even desirable, to interrupt is to clarify what is said.

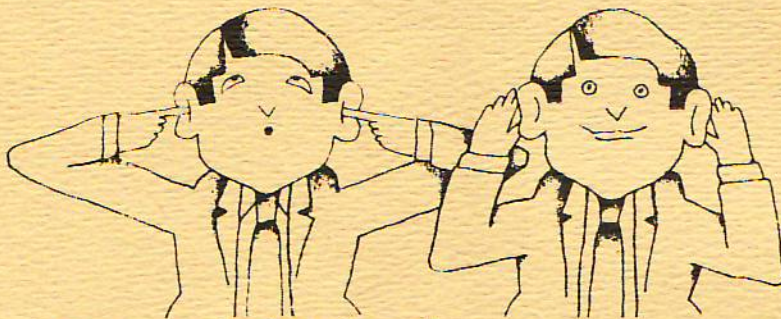
For example, as soon as you hear someone's name when you are introduced, inquire right at that moment how to spell the name if it is a difficult one. Or if you aren't sure of a statistic, date, place or other fact someone mentions, it shows responsive, concentrated listening to interrupt to clarify.

You can cushion your interruption with "Pardon me." But sometimes that isn't necessary. You might simply inquire, "How many?" or "When did it happen?" or "What's the name?" The interruption to clarify will actually help you focus on the other person's message more actively.

With a little knowledge and practice you can double your listening ability.

Listening is a gift you can give, no matter who you are. And you can give it to anyone. It doesn't cost a cent, but it is priceless to a person who needs a listener.

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The Poor and the Good

Author Robert L. Montgomery says that listening, whether with the eyes, ears or heart, is getting inside the other person and seeing things from his or her point of view. Most people, he contends, fail to see things from the other person's point of view.

Every time he conducts a course or workshop in effective listening, he asks the participants to think of the worst listeners they know and state their characteristics. The usual replies:

- Always interrupts.
- Jumps to conclusions.
- Finished my sentences.
- Is inattentive, has wandering eyes and poor posture.
- Changes the subject.
- Writes everything down.
- Doesn't give any response.
- Is impatient.
- Loses temper.

- Fidgets with pen or pencil or paper clip nervously.

Then, Montgomery says, he asks the members of the group to think of the best listeners they know and identify their key traits. The usual answers:

- Looks at me while I'm speaking.
- Questions me to clarify what I'm saying.
- Shows concern by asking questions about my feelings.
- Repeats some of the things I say.
- Doesn't rush me.
- Is poised and emotionally controlled.
- Reacts responsively with a nod of the head, a smile or a frown.
- Pays close attention.
- Doesn't interrupt me.
- Keeps on the subject till I've finished my thoughts.

LAUGHTER

Laughter is tremendously healthy. Playfulness is as sacred as any prayer, or maybe more sacred than any prayer, because playfulness, laughter, singing, dancing, will relax you.

And the truth is only possible in a relaxed state of being. When you are totally relaxed in a state of let-go, the impossible starts happening, the miracle starts happening. Let-go is the secret of meditation.

If the world, even for twenty-four hours, decides to laugh at everything . . . There will be such great evolution in the world. It will be such a deep cleansing phenomenon, it will clean away all dirt.

Submitted by Ken Paulin from
BHAGWAN SHREE RAJNEESH —

THE JOB MART

Professional Vacancies – Help Wanted

State University of New York at Plattsburgh, New York.

Two full-time, tenure-track faculty positions open in audio and video production. Candidates must be able to teach fundamentals of broadcasting and studio TV courses. Must hold at least a Masters Degree. Both positions labeled as Assistant or Associate Professor, depending on candidates' qualifications. Salaries are in the \$18,000-\$22,000 range.

One full-time, tenure-track position open to coach debate and teach courses in communication theory (with the possibility of teaching a listening course). Candidate must hold a Ph.D. or ABD Degree. Position labeled Assistant or Associate Professor, depending on candidates' qualifications. Salary in the \$15,000-\$22,000 range.

Persons interested in any of the above positions should submit a resume along with a letter of application to: Professor A.R. Montanaro, Chairman, Department of Communication, SUNY, Plattsburgh, New York 12901.

THOUGHTS ON LISTENING

By Nan Johnson

Kahlil Gibran wrote "The reality of the other person is not in what he reveals to you, but in what he cannot reveal to you.

Therefore, if you would understand him, listen not to what he says, but rather to what he does not say."

As a college debater and speaker, I have long known that communication is more than just words. Communication is everything about me – facial expressions, clothing, colors, posture, body moves, gestures, tone and voice, even the pauses and silences I employ. As a speech teacher and as a counselor, I have listened to students, parents and teachers share their inner thoughts, fears and joys. I have become even more aware of how much of my daily communication was involved not in words, but with body language.

"Listening with a third ear" is a skill that business people, educators and all people need to refine and incorporate into all their listening endeavors.

Sigmund Freud said "Those who have eyes to see and ears to hear may convince themselves that no mortal can keep a secret. If lips are silent, people chatter with their fingertips: betrayal oozes out of every pore." Current research tells us that Freud was indeed correct. Between 2/3 and 93% of communication is done on a non-verbal level. Only 7-33% of what we communicate is done on a verbal level.

Linguists estimate that about 700,000 distinct gestures can be produced by a combination of facial expressions, postures and movements of arms and hands. Knowing these facts, listeners must be as aware of speakers' non-verbal behaviors as well as their verbal cues.

Verbal language can be used to communicate almost anything. By comparison, however, non-verbal behavior is limited. Usually, it is used to communicate feeling. It reinforces or contradicts the verbal message. Therefore, we need to study non-verbal cues in order to learn their meanings. This knowledge can make us more effective and efficient when listening to clients, students, friends, and relatives. Many books and articles have been written which define various gestures, postures and body movements.

Some of the books that can be used in a study of non-verbal communication include: **How to Read a Person Like a Book**, by Nierenberg and Calero; **Gestures** by Desmond Morris; **Non-Verbal Communication** by Albert Mehrabian; **With Words Unspoken: The Non-Verbal Experience** by Rosenfield and Civikly; and **Beyond Words: Non-Verbal Communication in the Classroom** by James Thompson.

When learning to "listen with a third ear" we must remember that we cannot instantly "read" another's thoughts and feelings nor can we analyze another's character based solely on her/his non-verbal behavior. Knowing non-verbal language doesn't mean we can ignore the words spoken!

Non-verbal cues are ambiguous. The observer must check out with the sender what the real meaning might be. A man standing with arms crossed over his chest may mean he is withdrawn and protective of himself. It may also mean he is cold. A woman lightly rubbing her nose may be telling the observer that she is nervous or doubting what is being said. However, the gesture could also mean that her nose itches!

Non-verbal cues cannot be viewed in isolation. One shouldn't read a posture without reading the gestures and other body movements being used simultaneously.

Remember also, most non-verbal research has been done on upper middle class college students. We cannot automatically conclude that the cues can be generalized to all cultures, subcultures and age groups.

Finally, don't make final conclusions based on non-verbal behavior alone. Make only tentative conclusions until you have considered the remaining 1/3 of the communication process – the verbal components!

We must follow the advice found in a poem by an anonymous author which echoes Gibran's statement. "...when I'm going through my routine, do not be fooled by what I'm saying. Please, listen carefully, and try to hear what I'm not saying."

As listeners we must be aware of the whole message presented to us by speakers. We must remember to "listen with a third ear."

BABY, YOU'RE INCREDIBLE

BY MAYA PINES

In the last five years, researchers have learned surprising things about the sophistication of a baby's mind. Virtually from birth, an infant

can sort out stimuli, remember, and predict. But the new findings have only heated up the debate over where these talents come from and how they're triggered.

"Aa-s, Ee-s, Oo-s," hears the 6-month old baby, repetitively. The baby pays no attention and continues to play with a rubber toy. "Aa-sh, Ee-sh, Oo-sh," suddenly says the voice on the loudspeaker, in the same monotonous tone. At this change, the baby turns toward the loudspeaker with interest—and is rewarded with the sight of a toy monkey that jumps out of a box and claps loudly.

This experiment showed that babies as young as 6 months can not only recognize changes in consonants but, more significantly, use some kind of rules for sorting out sounds within syllables.

Videotapes and reports on such experiments were presented at a conference on "Neonate and Infant Cognition" in New York last November. The session brought together 25 leading American and European researchers on cognitive psychology, brain development, vision, hearing, anthropology, and pediatrics. The conference was called by the Harry Frank Guggenheim Foundation after one of its research

directors, the Rutgers University anthropologist Robin Fox, heard about recent studies on infancy done by Jacques Mehler, the French cognitive psychologist.

One of the highlights of the conference was the opportunity to eavesdrop on what a fetus hears inside the amniotic sac. This raised the additional question of when a human being's cognitive experiences actually begin. Can they start before birth? A French obstetrician has inserted a small hydrophone into a pregnant woman's uterus half an hour before delivery and had made a high-quality recording of what it picked up. One could hear a conversation between the male doctor and the mother, with the rhythm and tone of their voices clearly audible. Their speech was muffled, but the difference between male and female was unmistakable. One could hear the mother's heartbeat thumping heavily, plus assorted whooshing noises. And—most surprisingly—one could hear the music that the mother had listened to

in her hospital room: Beethoven's Fifth Symphony, clear as a bell, as if a neighbor were playing it loudly through a thin wall. The other researchers gasped. Is this how musical genius is formed, wondered one of the developmental psychologists. If music and even the rhythms of language can be heard before birth, to what extent are infants marked by these prenatal experiences?

In the 1960's and early 1970's, researchers developed effective ways to ask the baby what it sees and hears. They began to use electrodes to record the babies' heartbeats, pacifiers connected to electronic equipment to record babies' sucking patterns, eye-tracking devices, and computers to interpret it all. This produced many surprises. They learned, for instance, that newborns can track a triangle with their eyes even on the day of their birth. They found that infants can recognize their own names, or at least react differently to them, as early as at 2 weeks of age.

PUBLICATIONS – WHAT'S NEW

National Public Radio has a catalog of audiotapes taken from their radio programs that might be helpful to instructors for listening exercises. NPR also has a *Cassette Gazette* they put out which is a monthly update for only \$12.00 per year. For those interested write to NPR, Publishing Department, 2025 M Street N.W., Washington, DC 20036.

LISTENING: ITS IMPACT ON READING AND OTHER LANGUAGE ARTS, by Sara W. Lundsteen is available from the National Council of Teachers of English, Urbana, IL, 1979.

Also by Sara Lundsteen: **HELP FOR THE TEACHER OF WRITTEN COMPOSITION (K-9)** *New Directions in Research*. As Editor this collection offers the teacher of composition practical suggestions based on the outstanding research of the last half century and on the knowledge of noted authorities in language arts teaching. The seven articles set forth twelve basic principles on which writing programs can be based, present a historical overview of composition research in the U.S., and note current trends and needs for future research. The authors also discuss the close relationship between children's writing and other language skills, the interrelationship of literature and composition, techniques for motivation, and evaluation procedures. 72 p. 1976 NCRE and ERIC/RCS. E.M.J. No. 20687. Again from the National Council of Teachers of English.

ILA listed in *Encyclopedia of Associations*: entry No. 349. Founded: 1979. Members 300: Staff: 1. Representatives from areas including education, business, industry, government; other interested individuals. To promote the study and development of effective listening. Conducts research on listening and how it affects humanity in regard to economics, education, race, culture, and international relations. Exchanges information on teaching methods, training experiences and materials. Sponsors workshops and seminars on such topics as therapeutic and assertive listening. Maintains Hall of Fame and biographical archives. Committees: Research. Publications: (1) Newsletter, 4/year; (2) Roster, 2/year.



Passing the Wiksell gavel to Sally from Manny.

WHAT PEOPLE ARE DOING:

DONNA GOLDFEIN, founder of the ESTE ASSOCIATES, a time management firm in San Francisco, is author of many books and articles on the subject of time, travel, and communication. She has a syndicated newscolumn, and is a lecturer, workshop leader and speaker. Some of her topics include: *Communication - I hear you speaking but . . . what is it you are saying*; *Listening - The fine art of complimenting those to whom you speak*. Call her offices for more information at 415-441-3412.

HUBERT WALDERDORFF OF WEST GERMANY writes that they have founded the "FIRST GERMAN LISTENING SCHOOL" in the Spring of 1981. In Berchtergaden they are holding a "LISTENING CONGRESS" in cooperation with the Spa Management (Board) and Sperry.

DR. ERIKA VORA (Assistant Professor, St. Cloud State University, Minnesota) has returned from a successful seminar series in India. She conducted seminars on effective listening and intercultural communication under the sponsorship of the Indo-American Society. Business persons attended the seminars in major cities, such as Delhi, Madras, Bombay, and Calcutta. In addition, she consulted with various multi-national manufacturing and service organizations on their communication needs. Erika found that most persons in India whom she met in her professional endeavors were keenly aware of the importance of listening and were eager to know more about ILA. Erika was responsible for bringing Dr. Balu Attchreya to the Conference.

DR. ARLIE MULLER PARKS, Professor of Speech Communication and Lois McGary, senior broadcasting major at MSC presented their paper "Communication Anxiety, Self-Image, and Locus of Control" at the Western Speech Communication Association, Basic Course Conference in Denver February 19-23, 1982. Parks also served on the MSC ROTC Scholarship board. She also presented a paper at the Fourth Annual Communication, Language, and Gender Conference held at West Virginia University. The paper "Gender, Stereotypes, and Leadership Style," was written by her student Sue Seelye and co-authored by Parks. Dr. Parks is the 1981-82 Chairperson of the States Advisory Council of SCA. Dr. Parks will be on sabbatical leave during spring semester to take course work in Business Administration.

STAN LAIRD, an elementary teacher in the Hayward, California school system, recently has published **Listening Comprehension Skills Program** with Curriculum Associates, North Billerica, Maine.

RICHARD JOHNSON, #196, from Wahpeton, ND is preparing a slide-cassette presentation for prenatal classes and a hospital maternity ward. The presentation, on communication development, will stress ways to enhance listening skills.

LYNN WONDER, #222, Denver, CO, has been working with the National Institute for Trial Advocacy (NITA) teaching trial lawyers to listen and remember.

Listening: the neglected communication skill.

Effective listening can produce rewards and opportunities for any organization. Most people do not listen very well. It is a skill that must be learned and developed.

By Philip Bruschi

Reprinted by permission of the author. Published in December's issue of "The Journal of Communication Management" Vol. 11, No. 1, 1981.

The one communication skill that we learn before all others and use most frequently on the job is the most neglected and least understood. This is the skill of listening.

The widespread indifference to, or ignorance of, the importance of listening stems, in large part, from a general confusion about the difference between hearing and listening. Hearing is the physical act of receiving sound waves, a natural process. Listening is a skill that must be learned and developed continually to be perfected. It requires hard work and practice.

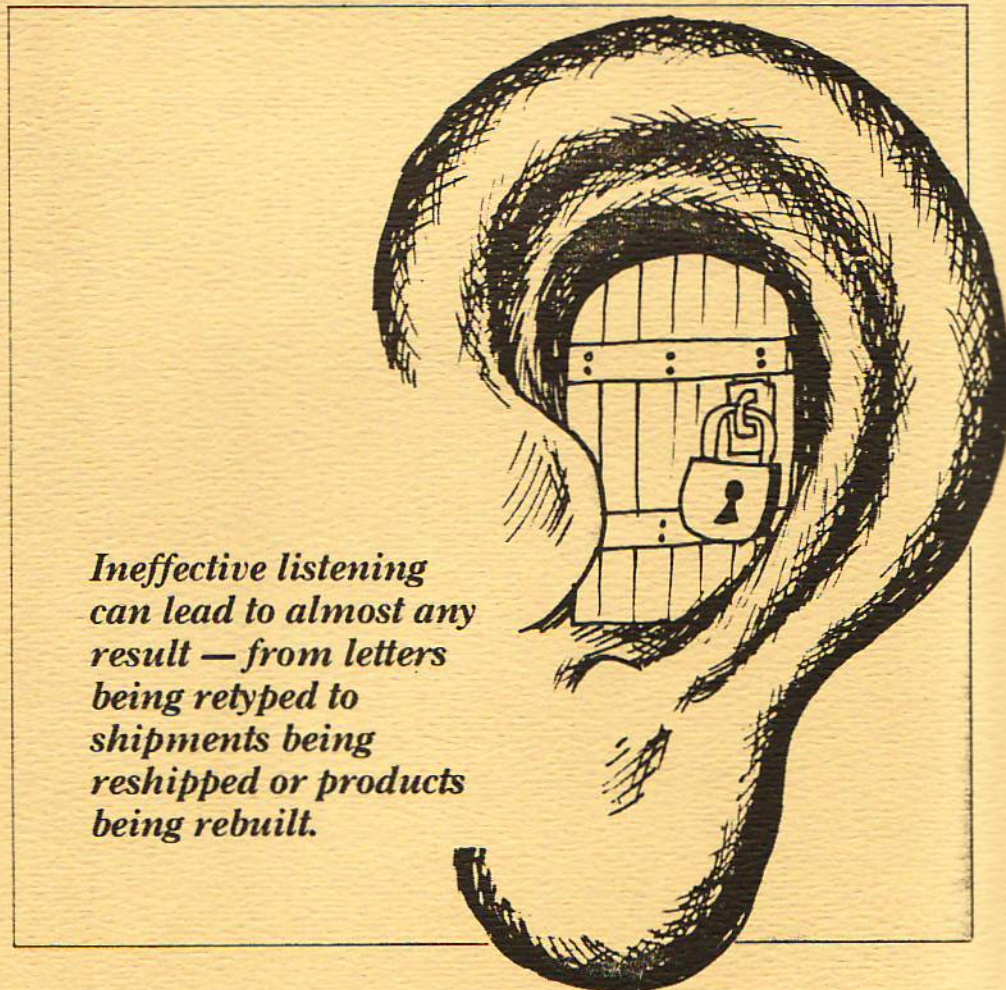
Most people are not skillful listeners.

Most people do not listen very well. Psychologist and author Carl Rogers has said that "the biggest block to personal communication is man's inability to listen intelligently and skillfully to another person."

It may be that the skill of listening has been overlooked in our rush to develop other skills that seem more important. In "He Can Listen But He Won't," published in *Language Arts* in 1963, Robert Cardozo, an English teacher at the Pershing School, Sacramento,

CA, said our culture conditions us not to listen but to talk. We equate speaking with mastery and power. We see this form of communication as a way of punishing others, of relieving tension or gaining recognition. In times such as ours, it is hardly surprising that listening has been overlooked.

Like reading, writing and speaking, listening is a skill that can be improved. However, listening seems to require more training and practice. Ralph G. Nichols and Leonard A. Stevens, authors of "Are You Listening?" a widely respected and influential book in the field, have demonstrated that as



grow older and learn more, their listening habits may deteriorate.

This deterioration is probably caused by personal biases and prejudices that over years result in pre conceived attitudes, inattentiveness, stereotyping and categorizing, defensiveness, a tendency to jump to conclusions and similar types of behavior. The longer people exercise these habits that cause poor listening, the harder it is to break them.

Listening: a job skill.

Dr. Paul T. Rankin at Ohio State University conducted a study of the communication activities of white collar workers that focused on the amount of time they spent reading, writing, speaking and listening on the job. Results showed that of all the time spent on these four activities, almost half (45 percent) was devoted to listening.

In a 1978 survey of members of the Academy of Certified Administrative Managers to determine the 20 competencies critical to their jobs, Professor Harold T. Smith of Brigham Young University found that the skill considered most critical among these executives was active listening. This is not surprising since a good manager must be aware of the thoughts and feelings of his or her employees, and the best way to do that, of course, is to listen to them.

The importance of listening skills becomes clear when one realizes the broad range of occupations in which such skills are essential. Anyone involved in sales, customer services, human relations, counseling, legal litigation and similar occupations involving interpersonal communication is clearly dependent upon the comprehension and retention of the spoken word.

Similarly, in each occupation, managers on all levels use listening skills in such tasks as interviewing, giving and receiving instructions, planning, negotiating, evaluating and problem solving.

A supervisor who knows how to listen to an employee becomes an important motivating force by helping to satisfy that employee's need for recognition and esteem. Sales people are highly dependent on their ability to understand their customers' needs and attitudes. Employees at all levels must listen effectively simply to avoid confusion and errors.

What effective listening can mean on the job.

Effective listening can lead to:

- More and better information upon which to base decisions.
- Better understanding of the people with whom you work.
- Less confusion, fewer foul-ups.
- A chance to learn more.
- More cooperation and smoother operations.
- Fewer complaints and grievances.
- More self-control.

Effective listening can:

- Help solve problems.
- Set good examples for two-way communication.
- Build trust and win the respect of employees, customers and team members.
- Increase sales.
- Instill self-confidence and better human relations.
- Improve effectiveness of meetings.
- Reduce mistakes, wasted time, effort and money.

Ineffective listening can lead to almost any result - from letters being retyped to shipments being reshipped or products being rebuilt. Poor listening also produces a spiraling effect which can cause even costlier problems. As Dr. Steil explains in Sperry's literature when people in large corporations fail to listen to one another, their ideas can become distorted by as much as 80 percent as they travel upward through the chain of command. This causes employees to feel ever more distant and ultimately alienated from top management.

Listening used most; taught least.

One of the most active organizations in listening training and development today is the Sperry Corporation, a diversified manufacturing company based in St. Paul, MN. Sperry decided three years ago to bill itself as a company that "understands how important it is to listen."

With the help of Dr. L.K. Steil, chairman of the Speech/Communication Division, Department of Rhetoric at the University of Minnesota, Sperry has published a pamphlet on listening called "Your Personal Listening Profile." Part of the information in this pamphlet was concerned with the order in which the four basic communication skills are learned, the degree to which they are used, and the extent to which they are taught.

Here is how Sperry's pamphlet charts this pattern:

Communication Skill	When Learned	Extent Used	Extent Taught
Listening	1st	45%	4th
Speaking	2nd	30%	3rd
Reading	3rd	16%	2nd
Writing	4th	9%	1st

The problem can be solved.

Poor listening skills are not peculiar to any organization, group of people, generation or time in history. Three centuries before the birth of Christ, Aristotle and Socrates were complaining about the poor listening skills of their students. It's an ancient and still prevalent problem. It will not go away until people begin to recognize it and do something about it.

Today, with an expanded working population, the necessity for effective listening appears to be surfacing. People are beginning to recognize that they are not effective listeners and that listening is a skill that can be taught. Men and women in every function and at every level of responsibility in business and industry can become effective listeners with the proper motivation and training opportunities.

Communication organizations such as the International Listening Association, formed within the last three years, are helping to promote the study and development of effective listening through:

- The establishment of a network of professionals.
- Exchange of information, including teaching methods, training experiences and materials.
- Research on how listening affects all of us in education, industry, economics, racial and international relations and many other areas of life.

Corporations, institutions, and other organizations can contribute to better listening in an important way by recognizing the need for listening training programs on all levels. Effective listening means improved work performance, higher morale, higher profits and a better public image. It makes good business sense.

ROSTER REVISE

NEW MEMBERS SINCE LAST NEWSLETTER

- #319
Marilyn Hermann Lewis
1924 Wildwood
Stillwater, OK 74074
405-624-6150 O
405-372-6832 H
- #320
Joanne J. Maier
9326 Old Mt. Vernon Rd.
Alexandria, VA 22309
360-5773 H
- #321
Marie Pinto
P.O. Box 5646
Bisbee, AZ 85603
602-432-4756 H
- 322
David W. Taylor
4523 Raleigh Av. #101
Alexandria, VA 22304
703-370-0797 H
202-325-8410 O
- #323
Mimi Rosenblatt
College of Basic Studies
University of Hartford
200 Bloomfield Ave.
West Hartford, CT 06117
243-4700 O
- #324
Ruth L. Hunter, Instructor
Golden West Comm. College
15744 Golden West St.
Huntington Beach, CA 92647
714-892-7711 ex. 149
714-551-9143
- #325
Nancy J. Lampen
123 University Ave.
Ventura, CA 93003
805-642-3211 O
805-642-0077 H
- #326
Joy Blake
P.O. Box 151
Williamsburg, VA 23187
804-220-3710 H
- #327
Yale Wishnick, Exec. Dir.
Lincoln Education Assoc. NEA
140 S. 48th, #7
Lincoln, NE 68501
402-483-2451 O
402-423-9250 H
- #328
Susan Reinhardt
Verbal Skills Associates
111-11 Trowbridge St.
Cambridge, MA 02138
617-492-2683 O
- #329
Robert D. Harrison, Ph.D.
Speech Theatre Department
University Wisconsin
La Crosse, WI 54601
608-785-8530 O
- #330
Jeannette Gerzon
5-104 University MIT
77 Massachusetts Ave.
Cambridge, MA 02138
253-4158 O or 253-4861 O
661-9860 H
- #331
James J. Hofford, Ph.D.
Prof. Speech Communication
Boston State College
625 Huntington Ave.
Boston, MA 02115
617-731-3300 O
603-495-3121 H
- #332
Gretchen Murphy
Itasca Community College
Grand Rapids, MN 55744
218-327-1771 O
218-326-2372 H
- #333
Dr. James F. Smith
Suite B102
4651 Roswell Rd. N.E.
Atlanta, GA 30342
404-256-6408 O
- #334
Deborah Hefferin Vrhel
26820 Willow Creek Rd.
Sterling, IL 61081
815-288-5511 O
815-626-6488 H
- #335
J.E. Black
Wolhuter Steel (PTY) Ltd.
P.O. Box 14100
Wadeville 1422
South Africa
(011) 34-9200
- #336
Linda Takacs
1310 Wembley Dr.
Upper Marlboro, MD 20772
202-392-8900 O
202-638-0084 O
301-350-7474 H
- #337
Dwight Buechler
6550 67th Ave. B, #205
Minneapolis, MN 55428
- #338
Christopher Riley
152 East St.
North Grinby, CT 06060
203-633-3565 O
- #339
Mary K. Cummings
71 Wollaston Ave.
Arlington, MA 02174
641-0954 H
641-0890 O
- #340
Alice F. Randall
Christopher Newport College
50 Shoe Lane
Newport News, VA 23606
804-599-7043 O
- #341
Thomas Carl Lolan
704 East Stroop Rd.
Kettering, OH 45429
513-236-9965 O
513-299-0275 H
- #342
Kathryn M. Jones
6225 Logan Ave. S.
Richfield, MN 55423
612-944-2110 O
612-861-1330 H
- #343
Jeffrey Hauser Ph.D.
69 W. 9th St.
New York, New York 10011
212-477-6861 O

#344
Howard D. Homesley, M.D.
Bowman Gray School of Medicine
Section on Gynecologic Oncology
Winston Salem, NC 27103
919-748-4022 O
919-760-2071 H

#345
Virgil Horne
P.O. Box 82889
Lincoln, NE 68501
402-473-0262 O
402-423-4595

#346
Suzanne Pemsler
Director Listening Unlimited
6 Castle Rd.
Lexington, MA 02173
617-861-1274 H
617-681-0045 O

#347
Timothy F. McCarthy
Instructor Community Schools
26 First St.
Medford, MA 02155
396-6528

#348
Mary Ann Holmes
868 College Parkway
Rockville, MD 20850
301-424-6604 H

#349
Nina Weinstein
512 Avenue G, #224
Redondo Beach, CA 90277

#350
Verna Mattson
7004 Sundance Circle
Orange, CA 92669
714-997-5904 H

#351
Rev. Winston Williams
Box 10132
Lansing, MI 48915
517-372-9462 O
517-482-4264 H

#352
Charles F. Ottinger
Retail Training Dir.
New Jersey National Bank
P.O. Box 8233
Trenton, NJ 08628
609-771-5775 O

#353
Margaret Azevedo
177 Fontainbleu Court
Milpitas, CA 95035
415-855-8190 O
408-263-3318 H

#354
Edward R. Drachman
134 Candlewood Dr.
South Windsor, CT 06074

#355
J. Carol Anthony
C/O St. Mary's Residence
225 East 72nd St.
Box 320
New York, New York 10021
249-6850 H

#356
Lori Lippmann
1160 Park Ave., #14A
New York, New York 10028
212-722-5580 H

#357
Natalie Seliber
Fluid Drive Engineering
7437 N. Washtenaw Ave.
Chicago, IL 60645
312-743-4411 O

#358
Ronald C. Williams
4345 W. Whitehall Rd.
Pennsylvania Furnace, PA 16865
814-238-0063 H
814-865-1841 O

#359
Paul J. Kaufmann, Dr.
Dept. Speech Comm.
233 Pearson Hall
Iowa State University
Ames, IA 50011
515-294-6871 O
515-233-1700 H

#360
Grant L. Clarke, CAE
Exec. Dir.
Central Florida Safety Council
2712 East Colonial Drive
Orlando, FL 32803
305-896-1894

#361
Leo F. Hanley
46 Oak Vale
Waban, MA 02168

#362
Mary Ann Hanley
46 Oak Vale
Waban, MA 02168

#363
Rebecca Lensch
Box 342
Glidden, IA 51443
515-294-5127 O
712-659-2244 H

WELCOME BACK:

#5
Virginia DeChaine
Lane Community College
4000 E. 30
Eugene, OR 97405
503-686-0300 H

#30
Erika Vora
St. Cloud State College
Dept. of Speech
St. Cloud, MN 56301

#119
Robert Hirsch
2130 S. Catarina
Mesa, AZ 85202
602-839-4290

#132
Wayne Bond
33 Warman St.
Montclair, NJ 07043
201-893-4217 O
201-283-6093 H

#130
Hugh Taliaferro
320 E. 57th St.
New York, New York 10022
212-759-7865

NEW MEMBERS FROM THE CONFERENCE:

#364
Marion Levine
Fashion Inst. Tech.
227 W. 27th St.
New York, New York 10001
212-760-7363 2

#365
Gene Morrill
10000 New Hampshire Ave.
Silver Spring, MD
301-431-6400

#366
Dr. Alan R. Zimmerman
Mankato State University
Mankato, MN 56001
507-389-2213

#367
W.G. Drent
6930 Mill Falls Dr.
Dallas, TX 75248
214-239-6220

PLEASE NOTE CHANGES:

David C. Jean
Media Consultant/Director
All Saints Episcopal Hospital
1400 Eighth Ave.
Fort Worth, TX 76104
817-926-2544

RESEARCH COMMITTEE PROCEEDINGS

Submitted by Kitty W. Watson

The second meeting of the International Listening Association's Research Committee was held in Washington, D.C., on Thursday, March 4, 1982. Larry Barker, Chair of the Research Committee, opened the meeting and previewed the day's agenda. Official committee members attending the meeting were: Larry Barker, Chair, Auburn University; Kittie Watson, Secretary, Tulane University; Bob Bostrom, University of Kentucky; Bob Hirsch, Arizona State University; Sara Lundsteen, Bob Walker, Northeastern Illinois University; and Andy Wolvin, University of Maryland. Additional interested ILA members included: Ed Drachman, Alice Ridge, Mary Lou McKibben, and Warren Gore.

The committee first reviewed four charges presented by the ILA Executive Board to the Research Committee at the previous meeting in Denver, Colorado. The charges were:

1. identify issues of concern to members of ILA.
2. identify priorities for research in listening.
3. identify potential sources for research funding.
4. plan a priority listening research conference for the 3rd Annual ILA Convention in Washington, D.C.

During the last year each of these charges has been addressed. Bob Hirsch was selected to plan the research conference. As conference coordinator, Bob helped identify issues of concern and set priorities for research in listening based on the results of a questionnaire mailed to all ILA members. Teaching effective listening and measuring listening were selected as the most important topics needing further research. These topics were then used for the focus of the 1st Pre-conference on Listening Research. Andy Wolvin responded to Charge #3 by preparing a column which included sources of funding in the ILA Newsletter.

After a discussion of the charges the Research Committee identified topics of concern to ILA membership. Six issues selected for discussion were:

1. A Second Pre-conference
2. Listening Test Publication
3. Sponsoring a Program
4. ILA Publication
5. ILA Funding
6. ILA Networks

The success of the First Pre-conference of Listening Research encouraged the committee to plan for a second research conference. Based on the discussion, the following recommendations were made:

1. Conference should focus on research methodology.
2. Conference should have a short course/workshop format.
3. Committee should consider bringing in outside experts (possibly with honorariums).
4. Committee should make it economically feasible for the membership.

Bob Hirsch was asked to take responsibility for the second conference because of his excellent organization and planning for the first conference.

The second topic concerned the publication or republication of listening tests by the ILA. The committee recommended: (at this time)

1. that ILA refrain from publishing or republishing instruments or materials that might have competition with the commercial market.
2. not to support reprinting of the Brown-Carlson.
3. not to support one test.
4. that the ILA Newsletter print an article listing the pros and cons of the most widely used listening tests.

The rationale for these recommendations included:

1. low market for listening tests; ILA could lose money.
2. questions of listening test validity.
3. endorsing specific tests as premature at this time.

Next, the Research Committee suggested a need to improve research related programs at the ILA Convention. The committee recommended:

1. a panel or program with invited or competitive papers.
2. the chair select and propose a program based on research interests.
3. a debut program to encourage scholarship and research from undergraduate as well as graduate students.

The fourth topic discussed was ILA publications. It was decided that publication issues were not the job of the Research Committee. However, the committee did make the following recommendations:

1. premature (at this time) for ILA to publish a monograph.
2. when publishing listening articles, authors should identify their affiliation with ILA in a footnote.
3. regional journals and the **Journal of Applied Communication Research** should be contacted to have special editions on listening, listening corners, and listening editors.
4. and that Bob Walker should prepare for the ILA Newsletter a tentative list of journal possibilities for submitting listening research.

The fifth issue discussed was funding. Andy Wolvin has been listing potential sources, but in this case funding was discussed in relation to funding special projects for ILA. It was suggested that ILA establish an award for the best thesis or dissertation and an award for the best article or book to encourage research in listening. It was agreed that the award would be given based on merit and possibly not every year. It was suggested that publishers and businesses be contacted to give money to support these awards.

Finally, the possibility of ILA networks were discussed. It was suggested that there is a need to: have more communication between ILA members; share research interests; and share subject pools for research. After some discussion it was decided that an ILA article review process should only be conducted on an informal basis.

After addressing the six issues, the committee discussed committee membership and adjourned. The Executive Board appointed Kittie Watson, Chair to serve a two-year term. She will also serve as an Ex-officio member of the Executive Board. Debbie Roach was asked to serve on the committee as Student Member-at-Large.

ILA CONFERENCE SESSION SUMMARIES

Power Listening

Power Listening: Productive Use of the Speech-Thought Time Differential (STTD) Resource to Focus Attention and Sustain Concentration on Aural Messages

By Florence I. Wolff, Ph.D., Professor of Communication Arts, University of Dayton, Dayton, OH 45469

Unit #1 Attention and Concentration Can Be Sustained

Focusing attention on aural stimuli initiates the listening process. We can perceive aural stimuli in the focus and margin of attention. Five characteristics of sound entice us to perceive aural messages: Repetition, Change and Contrast, Novelty, Movement, and Intensity.

Listeners can apply several techniques to direct attention on aural messages: Vocalized or Reinforced Listening Technique (listener uses "silent speech" to repeat whole or major parts of messages to analyze, question, and re-focus on the message for longer retention in short-term memory); Dichotic Listening Technique (listener focuses on attended message, but intermittently can decode major words of unattended messages in the acoustical environment; the technique should be used restrictedly); Scopic Listening Technique (listener is eager to attend aural messages to extend range of knowledge and experience; "nonscopic listener" lacks openmindedness, curiosity, flexibility); Anticipative Listening Technique (listeners can focus attention on aural messages easily since they expect to do so).

Concentrating to listen involves re-focusing attention to process one aural message. We can use Alpha Rhythm (small, fast electric brain waves) to concentrate and Delta Rhythm (large, slow electric brain waves) to day dream. Hypnosis and Yoga, forms of mind control, require alpha rhythm for deep concentration. Disrupted concentration to listen is serious since oral communication is **unrepeatable**.

Four techniques for increasing concentration to listen are: Practice Self-Discipline to Listen; Postpone Daydreaming; Develop a "Caring" Attitude Toward Others; and Be Motivated to Concentrate to Listen.

By Nadine C. Marsnik, Instructor, Arrowhead Community College, Ely, MN 55731

Unit #2. Thought Speech Can Mean Added Listening Power

Speech-Thought Time Differential (STTD) is the extra thinking-time resource created by the difference in speech speed versus thought speed. Listeners process messages three or more times faster than speakers can articulate

messages. This valuable mental resource allows premium time for listeners to clarify interpretation of aural messages. We can constructively use or persistently abuse this built-in time to listen.

Compressed speech rates are closer to thought and listening speed. Goldstein, Miller, Licklider, and Garvey have performed compressed speech research. Fairbanks invented the first machine deleting sound automatically. Compressed speech enables the blind, professionals, and other busy persons to condense 2½ times as much information into a time period. This is speed listening. Compressed speech can be a hindrance to listeners if they decode only information. During compressed speech listeners lose necessary time to weigh evidence, to think about ideas, to enjoy messages, and to relate to the speaker.

Listening time creates "listening power." We cannot make speakers speed; but we can use STTD to advantage. By using STTD listeners gain extra time to think, to plan, to weigh evidence, and to formulate questions. Also this valuable resource allows time for listeners to empathize with the speaker and to decode the intended message more thoughtfully. STTD is particularly helpful during discriminative listening for information.

Although the world appears to be suffering from information overload which computers cannot solve, listeners can coordinate a great deal of data by converting the speech-thought time differential (STTD) resource into Power Listening.

Cloze Procedure: An Operational Definition of Listening Comprehension

By Dr. John L. Meyer, S.U.N.Y. Plattsburgh, NY 12901

Problem: For years I have been teaching something called listening comprehension improvement. Similar to the way we teach reading comprehension, the student is exposed to, and encouraged to attend to, a selection, a prose explanation (either oral or written) and then is asked to answer some questions covering the content or presentational treatment of the selection. For pre- and post- testing at the beginning and ending of the course I have used both the **Brown-Carlson Listening Comprehension Test** and the **Ralph Nichols, Dunn and Bradstreet Test**. In all instances the operational definition of listening comprehension was and is - scores on multiple choice tests. Although this type of instruction and testing has worked well through the years, there are some problems:

1. It is both difficult and time consuming to develop clear, multiple-choice type questions.

2. Where multiple-choice questions lack in lucidity, confusion and argument is likely to arise.

3. Students may become preoccupied or confused by the question rather than revealing, by the quiz, what they really recall, understand or comprehend.

Solution: Several years ago, I began to look around for an alternative means of measuring listening and operationally defining listening comprehension. This program is an explanation of how I employ cloze procedure as both a teaching technique, a measuring tool and an operational definition of listening.

The first day of the unit I place the following list of terms and discussion questions on the board. Following this I hold up a copy of Gaetano Kanizsa's article, "Subjective Contours" which appeared in *Scientific American* (April 1, 1976). I then discuss Gestalt theory and define the terms as I go, thusly:

Outline of Concepts and Questions

1. Perception – How do people perceive oral and written messages? How do they attach meaning to oral and written symbols?

2. Entropy. What is entropy?

3. Negentropy. How does a listener gain negentropy?

4. Closure. What is meant by closure?

5. Cloze procedure. What is C. P. and where did it come from? Why does it work?

6. Contextual Constraint (Grammatical categorization)

7. Language redundancy – structural vs lexical? (Syntactic patterning)

8. Semantic predictability? What is the type, token ratio?

9. Visual Cloze. How does it work? How is it applied A.) to "readability"? B.) to reading ability?

10. Auditory Cloze. What is the difference? How could it be applied A.) to "Listenability"? B.) to Listening ability?

11. Modified Cloze procedure for Spoken Messages. How does M.C.P. work?

References

The following are a few sources which may prove helpful in explaining Cloze procedure and its uses (and potential uses) to your students. They are listed here in the order I refer to them for instructional purposes.

1. Kanizsa, Gaetano "Subjective Contours" in *Scientific American* (April, 1976) Vol. 234, No. 4 p. 48-52.

2. Taylor, W.L. "Application of 'cloze' and entropy measures to the study of contextual constraint in samples of continuous prose." Unpublished doctor's dissertation, Univ. of Illinois, 1954. (*Dissertation Abstracts*, 1955, 15, 464-465.)

3. Taylor, W.L. "Cloze Procedure: A New Tool for Measuring Readability." *Journalism Quarterly*, 1953, 30, 415-433.

4. Bormuth, J.R. "Cloze Tests as a Measure of Comprehension Ability and Readability." Unpublished Ph.D. dissertation, Indiana University, 1962.

5. Williams, Frederick D. "An Experimental Application of the Semantic Differential and 'Cloze' Procedure as Measurement Techniques in Listening Comprehension," Unpublished Ph.D. dissertation, University of Southern California, June, 1962 (Microfilm: 62-6091)

6. Dickens, M. and Williams, F. "An Experimental Application of 'Cloze' Procedure and Attitude Measures to Listening Comprehension," *Speech Monographs*, XXXI (June, 1964), pp. 103-108.

7. Frang, Irving. "A Computer-Based Analysis of Television News Writing Style for Listening Comprehension." Unpublished Ph.D. dissertation, University of California; Los Angeles, 1966.

Using Listening Skills

By Andrew Wobin

Former students in the University of Maryland Listening course who hold positions which require considerable listening communication included Mr. Thomas Handel, a manager from the National Security Agency; Ms. Brenda King, an Information Systems Analyst for the Department of Defense; Carol Dunning, a Public Relations Specialist for the Government Employees Insurance Corporation; Jeanette Carlson, an Elementary Teacher in the Montgomery County (Maryland) Public Schools; and Mr. Sebastian Nidecker, a Crisis Counselor for the University of Maryland Help Center. The panelists described their work, the role of listening in their positions, and commented on the training they had received in the course taught by Andrew Wolvin. Students stressed that they utilize all levels of listening – appreciative, discriminative, therapeutic, comprehensive, and critical – and felt that training at all levels is beneficial. They observed the carry-over the training provides them in listening both in their professional positions and in their social/family environments.

THE EFFECT OF MESSAGE STRUCTURE ON LISTENING COMPREHENSION

Larry L. Barker

Department of Speech Communication
Auburn University

Kittie W. Watson

Assistant Professor & Acting Head
Department of Speech Communication
Tulane University

Robert J. Kibler (deceased)

formerly Professor
Speech Communication
Florida State University

"An Investigation of the Effect of Presentations by Effective and Ineffective Listeners on Listening"

Research investigating the effects of differences in the administration of listening tests on test scores gives conflicting results. This study was designed to measure the relative effects of "effective" and "ineffective" speakers presenting the Brown-Carlson and STEP tests on listening test scores. Analyses of the test scores found statistically significant

differences between subjects hearing "effective" and "ineffective" speaker presentations for both the Brown-Carlsen and STEP tests. Since the subjects hearing the "effective" speakers scored higher on both tests, the results suggest that certain variables such as "effective" speaker presentations positively influence listening test score results. Future research validating dimensions of administering listening tests seems necessary.

Listening in the Federal Government

By Andrew Wolvin

Irv Katenbrink, Chief of Executive Development for the National Defense University, and Ms. Jo Best, a Training Specialist for the Central Intelligence Agency. The panelists described research and training efforts in their agencies and in the umbrella Office of Personnel Management to provide listening improvement for federal personnel at entry levels, mid-management levels, and executive levels. It is clear that federal agencies recognize the value of good listening training and consider listening skills as important skills in personnel development. The panel was chaired by Andrew Wolvin, University of Maryland, who works as a communication trainer at the Department of State.

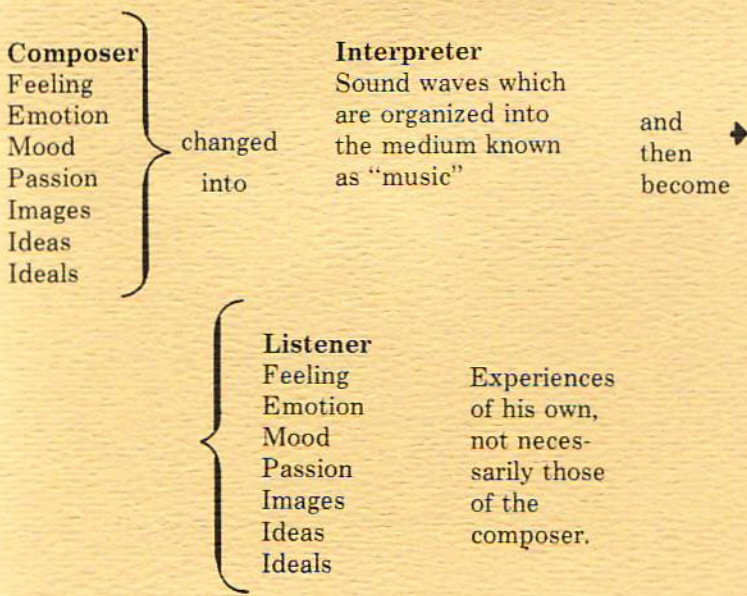
LISTENING FOR PLEASURE

By Ella A. Erway

Connecticut State College

I. Definition:

- A. "Appreciative listening is the highly individualized process of listening in order to obtain sensory stimulation or enjoyment through the works and experiences of others. The process is highly individualized - perhaps even more individualized than other levels of listening - because it incorporates so many of a person's sensitivities in order to derive impressions and/or pleasure from the stimulus. As such appreciative listening may represent basically an emotional response." (Wolvin and Coakley, p. 61)
- B. The experience of music (McKinney, p. 11)



C. Music appeals to the senses, the emotions and the mind.

II. Appreciative listening is active rather than passive. Terms used to describe listening styles are: passive, active, sentimental, intellectual, motor, motile.

III. There is controversy among teachers of musical appreciation as to the role of technical and historical background in developing appreciation.

IV. Behavior in listening to music has received little study.

- A. Philip Vernon claims music stimulates energy or soothes. It may set the mind wandering, produce emotional reactions, breathing in time to music, or cause other physical responses. Some persons associate music with colors. Some listen to form.
- B. An informal survey of college students showed 95% use music as background for other activities and 95% sing with the music. Other popular behaviors are to listen to the same piece many times and to turn up the volume while listening.

V. Principles of teaching appreciative listening.

- A. The listener must want to listen and exert effort.
- B. The stimulus should be of high quality both in composition and performance.
- C. Start instruction with familiar and easy stimuli.
- D. Use a script or musical score.
- E. Repeat the stimulus many times.
- F. Teach selective listening: theme, instrument, rhythm.
- G. Develop control of attention.
- H. Establish a pre-set for listening and anticipate what is coming.
- I. Expand the repertoire of experience by listening to new and more difficult stimuli.
- J. Respond to the stimulus with movement.

For bibliography write to ILA asking for Erway.

LAUGHTER AND LISTENING: LET'S LIGHTEN UP

By Kenneth Paulin,

Northern Michigan University, Speech Department

Laughter is good medicine for our communication behavior and there may be some ways we can tap in to each other's sense of humor for the purpose of becoming better listeners.

Laughter is tremendously healthy. Playfulness is as sacred as any prayer, or maybe more sacred than any prayer, because playfulness, laughter, singing, dancing, will relax you. . Bhagwan Shree Rajneesh, "Laughter," *Time*, September 14, 1981, p.7.

When's the last time you had a good hearty laugh? You know - the kind where your whole body gets involved. You find yourself thrown against the back of your chair one minute and then doubled over the next. Great loud noises burst from your upturned and opened mouth. Tears flow from the corners of your eyes, and you grasp the sides of your body in mock agony. Eileen Mazer, "Healing Laughter," *Catholic Digest*, August, 1981, pp. 6-12.

Do you have a sense of the ridiculous? Can you laugh, make an ass of yourself, experiment with new ways of interacting

with others? You're dead if you can't laugh. Murray Banks, "How To Live With Yourself Until The Psychiatrist Gets There."

A person with a cosmic sense of humor is one who can see himself and others in the world in a somewhat distant and detached way. Such a person has the ability to perceive life comically without losing any love or respect for himself or for humanity in general. Raymond A. Moody, **Laugh After Laugh: The Healing Power of Humor**, Headwaters Press, 1978, p. 6.

Make someone else laugh today, tomorrow, every day. You will find that this does not involve trying to be funny, which is just another form of striving. It involves relaxing only for a second and seeing what strikes you as funny about whatever it is you're talking or thinking about, or letting yourself recall something that has struck you funny recently and sharing it with someone else. Wayne Dyer, **The Sky's The Limit**, Pocket Books, 1981.

Norman Cousins speculates that laughter may increase the production of endorphins, the body's own natural painkillers. That may be why he found that ten minutes of genuine laughter would give him at least two hours of pain-free sleep. Norman Cousins, **Anatomy of an Illness**, Norton, 1979.

"Take time to be friendly, it is the road to happiness. Take time to dream, it is hitching your wagon to a star. Take time to love and to be loved, it is the privilege of the gods. Take time to look around, it is too short a day to be selfish. *Take time to laugh, it is the music of the soul* **Old English Blessing.**"

LIGHTEN UP EXERCISES

1. NAME GAME - In fifteen minutes list as many positive words as you can think of, using the first letter of your last name. Then circle two items that are particularly important to you, and then each might be asked to present a short story (describing a personal experience) involving one of the more important items.

2. FAVORITES - Take a few minutes and mentally place yourself all alone in your favorite environment, then answer each of the following items without spending much time:

What is my favorite color?

What is my favorite bird?

What is my favorite animal?

What is my favorite tree?

What is my favorite outfit?

Then select the one item that reveals the most about you for someone who really doesn't know you.

3. RIDICULOUS MOMENTS - There is reason to believe that the healthiest humor is that which comes from being able to laugh at ourselves. Have you ever had any experiences where you wished to be very serious and nothing went right, perhaps later you could bring yourself to laugh at the event? Try and identify three RIDICULOUS MOMENTS from your own past, or one or two if that is all you can recall.

4. NATURE NUTS - You have one day to yourself to enjoy Mother Nature. Where would you go and what activity would you find particularly satisfying?

5. TRAPPED - This particular idea comes from experiences that have been reported by people during "brown outs" in large metropolitan areas when the electricity goes out. You are TRAPPED in an elevator with someone now living or who

has lived on the planet. Identify this person (someone with whom you would like to have a meaningful conversation) and write three open-ended questions you would ask this person and select three pieces of information about yourself that you would like this person to know. Then decide which you would prefer doing first, being the interviewer or interviewee? Then processing this exercise, there are a number of directions the facilitator may wish to go: (1) examine the characteristics and criteria being used to select a person, (2) do people prefer to speak or listen? Which is most difficult and why, (3) how comfortable is each individual when it comes to self disclosure; if we are uncomfortable telling others about who we are, why?

6. GOOFY OBJECTS - Inspired by the Walt Disney character, Goofy, this exercise grows out of that image. Bring three GOOFY OBJECTS which reveal something about you that others probably won't know unless you tell them. Be prepared to make short presentations and to answer questions from your listeners.

7. TWINKLE - Inspired by "Twinkle, twinkle little star, how I wonder what you are..." this exercise grows out of that rhyme and the curiosity we have regarding the stars. When we are happy we tend to sparkle like a 4th of July sparkler; unfortunately, with the kinds of matters that need tending to we occasionally lose our sparkle. What do you do to get your TWINKLE back?

8. RUN AWAY - If you were to "run away" from it "all" for six days all by yourself, where would you go and what would you do?

9. WHAT MAKES ME LAUGH - Question 21 on the S.E.L.F. Test prepared by Ken and P.J. for the 1981 I.L.A. Convention.

10. GOOD SOUNDS - Each of us has some notion of meaningless external noise. The task here is to identify three sounds beautiful to your ears.

11. DANCING SHOES - Inspired by my love of running and **The Only Dance There Is** by Ram Dass, this exercise is designed to get the individuals to identify their favorite footwear, and where are they when they wear them?

12. QUIET TIME - Where do you go by yourself and what do you do for individual "meaningful silence?"

For bibliography write to ILA asking for Paulin.

Applications of Listening to Communication Teaching/Training

By Dan B. Curtis

Dr. James Floyd, Associate Professor of Speech Communication at Central Missouri State University, discussed "The Impact of Listening on Oral Communication Instruction." Floyd discussed actual and/or potential conflicts between what is frequently taught in oral communication institutions and the knowledge necessary for effective listening and listening improvement. The thesis of the paper was that when skills are properly taught, traditional views of communication must often be altered or eliminated.

Ms. Melanie Booth-Butterfield, Instructor in Speech Communication at CMSU, discussed listening as an attitudinal

skill that is socialized and learned. Males and females are taught to listen differently, to listen for different types of information, and are rewarded differently for listening. This paper examined the effects of gender socialization on informational listening and relational listening. Intervention is necessary for most women and men to listen effectively in both realms. The link between perceptual field-dependence and listening also was explored.

Dr. Jerry Winsor, Associate Professor of Speech Communication at CMSU, suggested that utilization of Lawrence Kohlberg's stages of moral reasoning can be made in teaching critical listening skills. Specifically, classroom activities can revolve around moral dilemmas in which students are taught to listen for the level of reasoning in each others arguments.

Dr. Clifton Adams, Associate Professor of Speech Communication at CMSU, presented a paper entitled, "The Platonic Personality Inventory as a Predictor of Listening Performance." This paper focused on the interaction between the speaker's message and listeners' characteristics. Specifically, it examined the effects of persons' views of reality (as measured by the Platonic Personality Inventory) upon listening performance. Students were tested over four readings which reflected contrasting assumptions. The results indicated a significant relationship between scores on the Inventory and listening performance. Students with unified (PPI) profiles scored higher on three of the readings than other students. Additionally, individuals did well on readings which reflect their own and complementary dialectical positions. Overall, the findings supported the applicability of the Platonic Personality Inventory of listening training.

The moderator, Dr. Dan B. Curtis, Associate Professor of Speech Communication, pointed out that listening was a critical skill sought by students of the Traffic Management Institute at Central Missouri State University. Moreover, he cited evidence from **Police Chief**, indicating skill in listening was identified as the principle skill desired in a recent International Chiefs of Police survey.

LISTENING UNDER STRENUOUS SITUATIONS

By Al Katz, University of Wisconsin-Superior

Listening to the Disenfranchised

This paper focused on the communication problems facing those members of our society who are "prevented from full participation in the rites, rituals and interactions of society." These separated members of our population tend to fall into four groups: the physically disabled, the seriously ill, the aging and the mentally retarded.

While each group, like each individual, faces problems unique to their particular circumstances, they share significant communication barriers in common. The paper focused on the "state of invisibility" conferred on them by the society-at-large, on their difficulty in establishing (or re-establishing) themselves as sexual beings, on issues of self-image and particularly on the constellation of difficulties arising from body-image.

Medical solutions are not yet available. But solutions for the quality of their remaining lives are available, and they are undramatic. They lie in perception and understanding and an act of will. They consist of one exchange, one interaction at a time, making up a consistent pattern of LISTENING, of

sharing the broad and varied intimacies of living; choosing to focus on what remains rather than on what has gone.

To reintegrate the disenfranchised into our society-at-large, and into our own particular lives, we need to acknowledge their existence when we encounter them, to discern their human completeness through the screen or veneer of their physical incompleteness, and to LISTEN. We need to listen to them as we wish to be listened to, both now and in our own uncertain time to come.

By Erika Vora, Ph.D.

St. Cloud State University, Minnesota

Listening to the Dying: A Contingency Framework

In the United States, a socio-cultural system has evolved that has depersonalized, desocialized, and fragmented the experience of dying. The technical aspects of care-giving have in many instances assumed primacy over the psycho-social components of care. Most Americans personally have very little contact with those who are dying. The elderly and the dying tend to be segregated in special institutions and locales, such as hospitals, nursing homes, and retirement communities. With removal of dying and death from early living, most Americans have not talked comfortably about the reality of personal death. In dying, as in living, a person needs to be listened to by others.

The choice of an appropriate listening approach to the dying person depends upon the circumstance. A contingency framework was presented which provides a systematic way of studying how to listen to the dying person. The circumstances would be appraised using the contingency framework taking into account the various characteristics of the listener, the dying person, and the situation.

All listeners may be categorized on the basis of their listening skills, psychological characteristics, and socio-cultural heritage. The listening skills depend upon education, training, and experience in listening to the dying. The psychological character of the listener can be appraised using Dr. Kubler-Ross' five stages in the grief process. The socio-cultural heritage of the listeners include their religious beliefs, social norms, and attitudes toward death and dying.

The dying persons may be categorized on the basis of their physical state, psychological characteristics, and socio-cultural heritage. The physical characteristics include the dying person's age, ailment, and sex. Psychological characteristics can be assessed using Kubler-Ross' stages of coping with the process of dying. Socio-cultural factors include religious beliefs, values, norms, and attitudes toward death and dying.

The situation is the environment in which the listener and the dying person are attempting to communicate. It may be categorized on the basis of the physical environment, the communication environment, and the relationship between the two individuals. The physical environment takes into account such factors as noise, time, and space. The communication environment includes the available channels, codes, and messages. The relationship between the listener and the dying person may be categorized on the basis of mutual trust, confidence, and respect.

The appropriate listening approach under various circumstances may be comprehensive listening, empathic listening, therapeutic listening, critical listening, or some combination of those approaches. Future research needs to investigate the effectiveness of various listening approaches under

different circumstances. For example, which listening approach would prove most effective in a circumstance involving a young person in a fatal accident at the sight of the accident with a paramedic as the listener?

Listening to the Men and Women of Skid Row: A Case Study

The culture of skid row alcoholics has been studied in terms of their way of life in streets, bars, parks, as well as Alcoholic Anonymous meetings. However, little research has been done on listening to the skid row alcoholic at a counseling center. Such a center provides a non-threatening environment with entertainment activities, food, and shelter, as well as counseling services available on the premises, if desired.

The purpose of this presentation was to apply the contingency framework for describing and assessing the circumstance of listening to the men and women of skid row. The observations were made at an urban "night people drop in center" where three professional counselors listened to them.

The listening circumstance was assessed on the basis of various characteristics of the skid row persons, the counselors, and the situation. Participant observations over a twenty week period revealed that therapeutic listening was extremely effective in satisfying the objectives of helping the skid row alcoholics and maintaining an environment of long term relationships.

The contingency framework for describing and assessing a circumstance for listening was successfully applied to a case of skid row alcoholics. This comprehensive description was related to the effectiveness of therapeutic listening. Similar applications of the model and effectiveness or ineffectiveness of a particular approach to listening would greatly contribute to future theories in listening.

By Ronald C. Williams
Listening and Study Skills Coordinator
Developmental Year Program
The Pennsylvania State University

Developmental Year services a selected body of college freshmen, i.e., those who qualify for admission to the University through the Educational Opportunity or Veterans Programs. Due either to modest achievement in high school or an extended absence from the academic environment the majority of these students enter the Program weak in many of the basic academic skills. The DY Program also services a limited number of regularly admitted students but on a space available basis only.

Four basic skills courses are offered through DY: Developmental English, Developmental Mathematics, College Reading Skill Improvement, and Developmental Listening and Study Skills. Each course is assigned college credit. Students are administered placement tests following admission to determine their level of achievement in English, Math, and Reading. Assignment to and placement within these courses are dependent upon a student's test results. Study skills testing is not done for placement purposes because the Listening and Study Skills course is required for all incoming students. Rather, the results from this testing are made available for the purpose of increasing individual awareness of abilities in these areas and to enable students to make knowledgeable decisions about their learning as they move through the course.

Students may place out of Developmental Year courses if their test results show well-developed skills in specific content areas. Therefore, the amount of time required to complete the DY coursework varies from student to student. Individuals move through the courses at their own rate, though they are limited to a maximum of three terms under the curriculum sponsorship of the DY Program.

The Status of The Listening Component

The Development Year Program does not offer a separate course in listening but combines the teaching of listening skills with the teaching of study skills. These skill areas are perceived as being integrally related in the development of the information processing abilities of our students. The course is designed, therefore, to provide students with the opportunity to improve their skills as well as to establish the understanding that their success in coping with learning situations will depend upon their ability to process information. Good listening and study habits are underscored as essential aspects of this ability.

The Listening and Study Skills course meets on a Tuesday-Thursday schedule and carries three elective credits. Study skills are the primary focus of the Tuesday "workshop" sessions which are comprised of small sections containing approximately 25 students. In the mass Thursday class major emphasis is given to information processing and the development of comprehensive and critical listening skills. Constant interchange between the listening and study skills emphasis is a fundamental. Students utilize listening skills directly and indirectly as they practice and develop their study skills. At the same time students must apply the study strategies they are learning in order to successfully meet the academic challenge provided by the more structured Thursday component. As a whole, this course provides a rich environment encouraging our students to develop their learning skills and offering a variety of ways in which to practice them.

The Content of the Listening Component

Prior to teaching specific listening skills it is important that students develop a perspective with regard to the need for better listening. The listening component accomplishes this through the use of a mixed approach which blends together research results, theory, and practical application.

The presentation of listening as a major aspect of human information processing is a fundamental precept of the course. Students are initially exposed to the research findings of listening authorities like Ralph Nichols, H.E. Jones, and Paul Rankin. They are then introduced to the manner in which information is processed with special emphasis given the workings of the sensory system, attention, memory, and forgetting. General aspects of information processing, including selective perception, patterning and closure, are discussed and analyzed from a listening perspective and as a way of coming to understand how much of our listening, good and bad, is of an habitual nature. As a transition into the teaching of concrete listening skills, poor listening habits are identified. The focus of the class is then directed toward the idea that more conscious thought must be applied to listening if one desires to become effective as a listener/information processor.

The instruction in practical listening skills follows Nichols' original guideline focusing on the development of 4 central listening abilities:

1. **Overcoming Distractions** - emphasizes the physiology and function of the ear, the difference between hearing and listening, the components of the speech model, feedback, and strategies for dealing with distractions.
2. **Detecting Central Ideas** - emphasizes central ideas and thesis statements, main ideas, organizational structures for ideas, supporting details, cues to main ideas and supporting materials, digressions, and strategies for getting the most from unorganized lectures.
3. **Maintaining Emotional Control** - emphasizes emotional appeals, emotional responses, objective listening, and techniques for maintaining objectivity.
4. **Evaluating Messages** - emphasizes the nature of the listening situation, appraising the source of a message, preparing to listen critically, checking evidence and reasoning, applying specific listener tests, and identifying propaganda devices.

THE LANGUAGE OF LISTENING A STARTER UNIT

By Harvey Weiss

Lend Me Your Ear, Inc.
2845 Medicine Ridge Rd.
Minneapolis, MN 55441

This program took participants through a **two week** listening curriculum "starter unit" which, according to Weiss, is one practical answer to questions from teachers like: "I know it's important, but where do I find the time?" "I'd like to teach listening, but I don't have any idea where to start!" or "With all the budget cutbacks, it's hard to find the funds to buy materials to teach a new listening course!" This "starter unit" is an attempt to solve the above dilemmas for teachers at the secondary level. This "starter" can be plugged into any curriculum with a minimum of teacher experience and background in listening. The 10-day lesson plan is complete with objectives, rationale, and the materials to implement it. The day-to-day classroom activities and addresses for the sources of materials used is provided in the packet. It was stressed that this was not a replacement for a full course nor would it fill the void of listening instruction in our educational system. It was made clear that it can be taught by anyone for less than a couple hundred dollars and, most importantly, it is a beginning, a place for teachers to look for a start!!!

A K-12 LISTENING CURRICULUM PROGRAM - PHASE II

By Bud William

During this program, three presenters shared the time, discussing resources, strategies and innovations pertaining to the development of listening curricula for schools. The program was chaired by William A. Williams, with Carrie Eggleston and Brian Brightly adding to the format.

Mr. Brightly, Director of Education for National Public Radio in Washington, D.C. shared on-going projects and ideas from his office that relate to resources for listening skills

instruction. Ms. Eggleston, Director of Project Listen in Costa Mesa, California, explained the thrust of the federally funded project she is spear-heading on the West Coast. Mr. Williams talked about the project he is directing in the Wheaton, Illinois, School District. That program is in the middle of the development of a K-12 listening curriculum, which will soon become a part of the schools' language arts courses.

An active and very interested audience interacted with the three panel members, and seemed reluctant to leave the session for lunch. All three presenters expressed a willingness to share future information and ideas upon request.

LISTENING AND THE ART OF JAPANESE MANAGEMENT

By Ann Cessarlis

Recent writings analyzing the reasons for the Japanese' economic success have asserted that the Japanese have done a better job of developing human resources and managing people than American firms generally have. When this assertion is examined carefully, we discover that effective interpersonal skills, including a great deal of good listening, contribute to this impression.

Pascale and Athos in their Book, **THE ART OF JAPANESE MANAGEMENT**, state that the Japanese are able to do 'less-ego' listening due to their acceptance of interdependence as a condition of organizational life. Westerners are encouraged to maintain a separate sense of self and this acts as a barrier in group decision making since it forces one to take a judgmental stand vis-a-vis the speaker in order to draw a defining line between that person and oneself. This means that Westerners enter group situations with a divided loyalty.

Decisions made by Japanese management are arrived at by consensus of a large number of people. This method demands a great deal of the listening process. Each person must be able to say, 'I understand your point of view and I believe you understand my point of view.' When full understanding of all positions has been achieved, then when the decision is made, each manager can say, 'I will comply with the final decision because it was arrived at in an open and fair manner.' Though the method may be time-consuming, it insures the complete support and commitment of all personnel and implementation is less difficult.

LISTENING, STUDY SKILLS, AND READING: MEASURING AND MEETING COLLEGE FRESHMAN NEEDS IN THE 1980's

By Mary Lou McKibben

College of Basic Studies, University of Hartford

I. NATURE OF THE COLLEGE OF BASIC STUDIES' PROGRAM

The College of Basic Studies is a private, two-year Associates Degree program which began in 1966 at the University of Hartford (Connecticut). We now have about 550 students. Our purpose is to provide qualified but previously

unmotivated students with an opportunity - a second chance - to enter the competitive college scene. We are not a community college nor do we have open admissions. In fact, we reject about one half of our applicants.

We offer a traditional and demanding liberal arts education as well as instruction and practice in college study skills. About 98% of our graduates have gone on to earn a baccalaureate degree either at the University of Hartford or as transfer students.

Our freshman core program includes two semesters in four basic areas: English Composition, Western Civilization, Mathematics, and Study Skills.

In five years our study skills department has grown from two full-time faculty members to a staff of five. We teach this as a two-semester course which meets for 150 minutes each week. Students receive regular letter grades and earn one credit for each course. We teach the usual learning procedures and ensure that students practice what they are taught.

II. STATUS OF LISTENING COMPONENT AT THE COLLEGE OF BASIC STUDIES

Until the fall of 1980, we did **not** teach listening. Rather, we assumed - as do most learning specialists and faculty at the college level - that students either already knew how to listen or would just have to pick up the skill on their own as a result of hearing all those lectures which our mandatory attendance policy guaranteed they would hear.

We never had made the assumption that they already possessed the requisite reading and vocabulary skills or would just have to pick them up on their own as a result of reading all those books which our syllabi listed as mandatory. Instead, we administered the Nelson-Denny Reading Test to determine their scores at the beginning and end of the freshman year. Similarly, we wanted to measure their listening skills by using a norm-referenced standardized test. We chose the Brown-Carlsen Listening Comprehension Test which we gave for the first time in the fall of 1980.

Our assumptions or illusions about their listening competencies were shattered. We had known that many of our entering students scored below average in reading comprehension. Now we learned that even more - 70% were below average in **listening** comprehension as well. The study skills curriculum was so crowded during the first semester we were able to teach only the rudiments of listening as it related to note-taking. We advocate the "Cornell Formula" (Pauk, Watter. *How To Study In College* 2nd ed. Houghton Mifflin Co. 1974, pp 125-139). During the spring semester we added listening instruction and practice with a variety of materials and methods. There was no uniform "treatment" or combat plan. Guerilla warfare seems an apt metaphor to describe what we did to counteract their listening ineptitude. We seem to have been as successful as the Viet Cong.

However, before I show you our pre-and post- test results, let me describe the study skills department's philosophy regarding test results. We have never taken sole credit for the significant progress our students annually demonstrate on the Nelson-Denny post test. We prefer a more collegiate approach - a synergistic description, if you will - that the **whole** College of Basic Studies program is greater than the sum of its individual departments or components. With this posture we may miss some orchids for achievements but on the other hand we are not blamed if students face academic dismissal or probation in spite of our herculean labors. These are our results to date:

1981-1982 National Percentile	Sophomores		Freshmen
	Fall 1980	Spring 1981	Fall 1981
99 - 75	3%	25%	8%
74 - 50	27%	37%	27%
49 - 25	26%	23%	35%
24 - 1	44%	15%	30%

In our classes we try to provide skill instruction and opportunities to practice these skills using the content of their other courses. In other words, our objectives are to teach the skills, supervise their practice, and exhort that these skills be transferred "across the curriculum." Does this work?

I accept a behaviorist definition of skill learning, i.e., skill learning is a **change in behavior** which can be observed and measured. Knowledge ABOUT skills is not enough. Skills must be USED efficiently and effectively in course work and eventually beyond the walls of academia. Our only measure of what our students actually do are their grades.

With that paean to pragmatism articulated, let me share with you some of the specific assignments and methods I have devised.

III. THE CONTENT OF THE LISTENING COMPONENT

I will share with you ten assignments or approaches. Thomas G. Devine (1978) claims, "The teaching of listening - beyond basic instruction in following directions or paying attention - is actually training in thinking." (p. 302). I agree with Devine and therefore begin with focusing attention and precise following of oral instructions and end with critical thinking assignments. Also be aware that listening is not taught in isolation but rather combined with reading, speaking, and writing.

#1 ETIQUETTE

We begin with a discussion of listening etiquette. *For those who wish a copy of the handouts write ILA requesting McKibben handouts.* The information is role-played and discussed. Each of you would need to devise your own "commandments" depending on the prevailing auditing quirks and customs on your campus. Seldom is it enough for us to mention these professor pleasing policies ONCE. Repetition is the rule. Habits of rudeness, tardiness, self-centeredness, and disorganization developed over 18 or 19 years of practice are difficult to modify.

#2 FOLLOWING DIRECTIONS FOR ASSIGNMENTS

Failing to hear, understand, and completely and accurately finish assignments is undoubtedly a major reason for failure. Note the three behavior modification questions I have used to structure these "directions about directions." On my syllabus I include a vague assignment about attending a campus lecture and reporting on it during the semester. They use the guidelines in these directions to nail down the vital details about that assignment.

#3 CUES LECTURERS/WRITERS USE TO SIGNAL IMPORTANT IDEAS OR STRUCTURE

I refer to this handout constantly in all their communication activities. When listening and reading, they are to look for these cues which authors or speakers use to aid their audience. When they become the writer or speaker, they use this information to provide signals for those with whom they wish to communicate.

However, before I give them this handout, I have them discover these cues for themselves in their own classes. They are told to listen and look for "The Three V's": the voice, visual, and verbal cues their professors use to alert them to the main ideas and/or organization of their presentations. Students attend to, understand, and remember cues much better if they find them inductively rather than didactically. "Show; don't tell" is my motto for skills instruction.

#4 LISAN + LEARNING

We use the acronym LISAN (Carmen and Adams, Study Skills: A Students' Guide for Survival - A Self-Teaching Guide. New York John Riley, 1972) to aid memory and link it with what I choose to call the "Five Principles of Learning." Again, this handout is for teachers and not for students. The Carmen and Adams book and any introductory psychology book chapter on memory will provide background information. I devote at least 100 minutes to explain these concepts and begin to practice them and relate them to the Cornell Formula for note-taking.

#5 LISTENING TO LECTURES

This handout ties together all previously described assignments. They use it as a schema for listening to and reporting on a lecture which they attend on our campus or any other Hartford consortium campus such as Trinity. It could also be used with taped lectures in a lab, regular class lectures, or addresses on radio or TV.

#6 EVALUATING LECTURE NOTES

I ask students to do this assignment first in their required Western Civilization course. In my class they then meet in groups according to their history professor and compare their notes and the lecturer's style. The exercise is repeated after the first common examination when they are motivated to improve their grades. They are encouraged to use the form in any of their lecture courses.

#7 LIFE STYLE ARTICLE

This newspaper article about our International Listening Association President, "Manny" Steil, has been an effective medium for achieving a variety of goals. The students preview the article, read it rapidly, put it aside, and then write a summary of the information. The next class session, they may use their summary when taking the test "IDENTIFYING THE 5W'S + H IN A NEWSPAPER ARTICLE ABOUT LISTENING." Usually, they are unable to answer all the questions because their summaries and memories are inadequate. They reread - skimming to find the needed answers - and again put away both the summary and article and finish the test. Usually they can be at least 80% accurate and complete at this point. Brown, Efficient Reading, (D.C. Heath & Co., 1971, 1975) had many articles with comprehension exercises you can use in this manner to improve reading, writing and remembering as well as give information about listening.

#8 CHARACTERISTICS OF GOOD AND POOR LISTENERS

Never use anything like this list as a handout and expect

results! Gradually over the semester you can build an awareness of good and poor listening practices, but, again, SHOW; DON'T TELL! I use questionnaires, articles, role-playing, observation - anything but handouts or telling them "do's and don'ts" about listening.

#9 ANALYZING MAGAZINES

This assignment provides a recapitulation of many of the principles I have been describing about study skills in general and listening instruction in particular. Notice (1) the behavior modification questions are used, (2) they must pay attention to and follow complex directions, (3) they need to use a variety of communication skills to complete this assignment successfully. These skills include: skimming magazines/previewing articles, scanning for specific data, using the library, writing an essay, summarizing, paraphrasing, outlining, and then delivering an oral report, and finally, listening to the reports of classmates in order to broaden their own reading backgrounds.

#10 CRITICAL READING/LISTENING PROJECT

This final assignment again offers practice in all communication skills but stresses for the first time critical reading and listening, i.e., evaluating sources, drawing inferences, and detecting propaganda techniques.

IV. FUTURE NEEDS/CHANGES

A. Research: We are currently conducting several research projects:

- (1) A review of the literature about secondary and post-secondary listening programs. I recently completed a computerized search of the ERIC system and have begun tracking down entries. Bob Walker from North-Eastern Illinois University has done another computerized search for listening sources. We plan to exchange our information and encourage other ILA members to share their data with us.
- (2) If I receive funding and cooperation I plan to record lectures and discussions in a variety of courses. These will provide group (in class) or individual practice and increase our "across the curriculum" involvement. I believe on-campus tapes will be more effective learning materials than those produced professionally such as Sartain's or McGraw Hill's which our students would consider as extra work beyond what is required at CBS.
- (3) A study of the most significant indicators of academic success in our Basic Studies program. We are correlating the Brown-Carlsen Listening Comprehension Test scores with Nelson-Denny Reading Test vocabulary, comprehension, and total reading scores, rank in high school class, SAT mathematics and verbal scores, and secondary school Carnegie Units of Instruction (as an indicator of background). We are attempting to determine which of these factors - or which combination of factors - provide an "early warning system," i.e., predict which students may either be

dismissed for academic reasons or be placed on probation.

- (4) Finally, a study which compares the Brown-Carlsen Listening Comprehension Test scores of our current sophomores (class of 1982) with a subsequent post test we plan to give just before graduation. We want to know if after their freshman year which included one semester of listening instruction, they showed dramatic gains on the CBCLCT post test. They have had no listening instruction during their sophomore year. We want to find out if they will (a) maintain their higher post test scores, (b) score even higher, or (c) regress. We also will correlate their cumulative Grade Point Average with the listening test results.

B. Curriculum

This summer I plan to suggest the needed revisions in our listening curriculum and methodology. Being with the experts at this conference and sharing with you has been informative and exhilarating. Thank you for your suggestions and for "practicing what you preach" - listening.

ADAPTING A LISTENING PROJECT TO K-UNIVERSITY INSTRUCTION

By Jerry D. Blanche and Betty Stratton,
Eastern Washington University, Cheney, Washington

A project was described which can be used to meet either Informational or Interpersonal listening needs. The project has been used extensively at the university level, but adaptations for other levels and other clientele were also discussed. The program was presented in five parts:

I. Overview: Students design their own individual project by selecting ten situations of either an informational or interpersonal nature. They maintain a journal for the project, in which they evaluate their use of prescribed criteria within each of the ten listening situations. Oral and written reports are given at midterm and at the end of the course, describing typical listening situations, skills being worked on, progress made, problems encountered, and goals for the remaining listening situations.

II. Project Success Stories: The presenters showed a videotape of an interview with a former student who achieved remarkable success in improving her interpersonal listening with her daughter. Other examples of typical, yet dramatic, success in both informational and interpersonal listening progress were also given.

III. The Project: The ten listening sessions mentioned in the Overview occur, ideally, over a five-to-seven-week period. Students might choose another class they are taking for their informational listening, or they might choose to improve their interpersonal listening with a friend, spouse, or co-worker. After each of the ten listening situations, students make an entry into their journal. If they are doing an information project, they include such items as "not jumping to conclusions," "listening for ideas," or "working at listening" to

indicate which skills they are trying to improve. They discuss their progress and their goals for the next situation. If they are doing an interpersonal project, they record their progress within such areas as "the skill of walking with another," "the skill of concentration," or "the skill of suspending judgment." Specific objectives for the next listening situation are also entered.

The midterm reports encourage fearful or confused students, by allowing them to hear success stories from other students, and by exposing misinterpretations of the assignment.

At the end of the term, students are required to summarize their evaluation of progress and other results of the project. These are given orally, as well as in written form, so that the results can benefit other students. The results are almost always successful, and quite often dramatic.

IV. Stages of Development: Students who participate in this listening project seem to proceed through a consistent pattern of improvement, setbacks, and recovery. A ten-step pattern of development was orally and visually described, with the following headings: (1) "This isn't so bad!" (2) "I'm worse than I thought!" (3) "Maybe I'm trying too hard..." (4) "Hey! I've got it!" (5) "I'm getting better and better." (6) "You can hear feelings, too!" (7) "Now I'm being listened to." (8) "Relapse and recovery." (9) "What I've been missing!" and (10) "How can I stop now?"

V. Innovations/Adaptations: As the workshop proceeded, participants shared their own ideas for adapting the project to other courses or other clientele. Several participants also gave their own brief listening projects and assignments. The workshop concluded with the distribution of additional papers (earlier, participants received a detailed copy of the listening project, details for journals, sample journal entries, and variations of the basic listening project). The second distribution included a detailed account of the project by Betty Stratton, and written instructions for listening assignments used by Stratton and Blanche in their course, Interpersonal Communication for the Health Sciences.

The Teaching of Listening in the High School

By Carolyn Coakley

The purpose of this session was to provide high school teachers with specific methods and materials appropriate (1) for the introducing of a unit or course in listening and (2) for the teaching of five levels/purposes of listening: appreciative, discriminative, therapeutic, comprehensive, and critical.

Each presenter first shared with the audience ways to introduce a unit/course in listening. Among the suggestions made were the use of quotes (such as "Please hear what I'm not saying") to stimulate awareness of the importance of listening; the use of public service announcements (such as "Can I Talk To You, Dad?", produced by Franciscan Communications) and actual happenings (such as the April, 1977, plane crash in the Canary Islands) to stress the costliness of ineffective listening; and the use of exercises (such as the chain exercise, "If I were a Millionaire, I'd buy...") to recognize the need for attention, energy, and concentration in effective listening behavior.

Following the introductory segment of this session, each presenter provided the audience with a wide variety of

methods, materials, samples, and bibliographical information for the teaching of one of the five levels/purposes of listening. The presenters and levels/purposes covered were appreciative listening (listening in order to obtain sensory stimulation or enjoyment through the works and experiences of others) by Carolyn Coakley; discriminative listening (listening to distinguish aural stimuli and visual stimuli) with emphasis on visual stimuli/non-verbal communication by Carole Grau; therapeutic listening (listening to serve as a "sounding board") by Tom Hickerson; comprehensive listening (listening to understand) by Bud Williams; and critical listening (listening to evaluate) by Harvey Weiss and Carole Grau.

For those who were unable to attend this session, the program presenters welcome requests for the materials that were distributed.

LISTENING, READING & NOTE-TAKING

By Jane Glotfelty Rhoads, Wichita State University
and

Robert Bostrom, University of Kentucky

The study of the relationship between listening skills and reading skills is not a new one (Nichols, 1948). The study of personality traits which affect listening is not a new topic either (Haberland, 1959, Kelly, 1953). These studies treated the process of listening, both long and short term, as one process, but this does not appear to be the case (Bostrom and Waldhart, 1980).

The purpose of this study is to explore further the relationships of reading skills and personality factors as they affect both short term and long term listening comprehension as measured by **Brown-Carlsen Part 1** and **Brown-Carlsen Part 2**.

The subjects for the study were one hundred sixty-three students enrolled in Reading Improvement Techniques, a two-hour credit course at Wichita State University. The sample contained all grade levels with close balance between sexes. The tests used in the study were the **Diagnostic Reading Test - Form A**; **Brown-Carlsen Listening Comprehension Test - Form Bm**; **SRA Nonverbal Form - Form AH**; **Study Habits Inventory** by Wrenn; the **Hours of Reading Inventory**; **Reading Skills** by Baker, Chapters 1 and 16; and **Cattell's 16PF Personality Inventory - Form C**.

After the tests were administered and scored by standard procedure, the data were correlated with Pearson Product-Moment Coefficients to examine the bivariate relationships. Since large intercorrelations were found among the independent variables, a Principal Component factor extraction was augmented by an orthogonal Varimax rotation. The listening variables were omitted to limit the sources of contribution to the independent variables. The ten rotated factors involving the independent variables which were obtained were given tentative identification to provide a context for explaining listening behavior. The ten factors are: Comprehension (reading), Anxiety, Female Involvement, Introversion, Speed (reading), Cognitive Independence, Control, Preoccupation, Social Desirability Pressure, and Aging Crystallization

Of the ten factors, the three which had significant interaction with the **Brown-Carlsen Listening Test Parts I or II** were Factors II, V, and VI: Anxiety, Speed, and Cognitive Independence.

Factor II - Anxiety contains the following independent variables: Suspicious, tense, socially aware, apprehensive, emotional and poor study habits. Factor V - Speed contains Words per minute scores on the **Diagnostic Reading Test** and **Baker**, vocabulary on the **DRT**, Comprehension on **Baker** and the **DRT** total score untimed. Factor VI - Cognitive Independence is interesting because it contains elements of traits found in previous personality and listening test studies. It contains experimenting, assertive, imaginative, and venturesome. It combines some of the variables normally associated with extroversion with others associated with independent thinking.

Table I
Interaction of Reading Rate and Brown-Carlsen I

	B.C. I Mean
Fast Readers	41.1
Slow Readers	38.3

Table I indicates that on the **Brown-Carlsen I**, which could be used as a partial measure of short-term listening, significant differences were observed in the interaction of reading rate and **BC I**. Fast readers (above 256 WMP) had a **BC I** mean of 41.1, slow one, a mean of 38.3. On the **Brown-Carlsen II** (which could be considered a measure of long-term listening skills), and the interaction of reading speed, there were no significant differences.

Table II
Interaction of Cognitive Independence Factor and Brown-Carlsen I

	B.C. I Mean
High Cognitive Independence	41.01
Low Cognitive Independence	37.9

Table II indicates that there was also a significant difference observed in the interaction of the cognitive independence factor on **Brown-Carlsen I**. Students scoring high in cognitive independence had a mean of 41.01, the less independent had a mean of 37.9. There was no significant difference in the interaction of cognitive independence on **Brown-Carlsen II**.

In other words, those students who exhibited tendencies toward experimenting, assertiveness imagination and venturesomeness on the **16PF Personality Scale** tended to be better short term listeners. This finding would tend to support the findings of Bostrom and Waldhart that short term listening was a predictor of oral performance.

The findings also support the conclusion of Bostrom and Waldhart that short term listening represents a different sort of listening than long term listening. Although there was significant interaction between speed and listening ability on **BC I**, and cognitive independence and listening ability as measured by **BC I**, there was no interaction between these factors and scores on **BC II**.

The second major finding of this study is that reading speed and anxiety interacted significantly on the **Brown-Carlsen I** and **II**.

Table III

Interaction of Anxiety Factor and Reading Speed on Brown-Carlson I

	Anxious Ss	Non-Anxious Ss
Fast Readers	40.6	42.0
Slow Readers	40.3	37.6

Interaction of Anxiety Factor and Reading Speed on Brown-Carlson II.

	Anxious Ss	Non-Anxious Ss
Fast Readers	11.44	12.9
Slow Readers	12.30	11.3

The nature of the interaction of speed and anxiety on **BC I** can be seen in Table III. Anxious fast readers had a mean of 40.6 while non-anxious fast readers had a mean of 42.0. Anxious slow readers had a mean of 40.3 while non-anxious slow readers had a mean of 37.6.

In other words, reading speed only makes a difference in listening ability in non-anxious persons. In anxious persons the reading speed makes no difference.

It is interesting to note that for fast readers the anxiety factor had a detrimental influence on scores for **BC I**. For slow readers, anxiety produced the opposite affect.

The interaction of **Brown-Carlson II** and anxiety produced a different pattern of responses than was found on Part I of the **BC**. The fast anxious readers had a mean of 11.4, while the fast non-anxious readers had a mean of 12.9. The slow anxious readers had a mean of 12.30 while the slow, non-anxious readers had a mean of 11.3. In other words, on long term listening the fast-anxious persons means were the same as the slow non-anxious ones, and the slow-anxious persons scored the same as fast non-anxious ones. It should also be noted that the lack of anxiety has a much greater effect on short term listening than on long term listening.

The differences in the patterns of the interaction of the

anxiety and speed factors on **Brown-Carlson I and II** indicate differences in the long and the short term listening processes.

These findings support the following conclusions: that different factors influence short term and long term listening abilities. And that although sometimes the same factors influence both long and short term listening, they do not influence them in the same way.

The influences on short term listening as measured by **Brown-Carlson I** include: intelligence, reading comprehension, reading rate, cognitive independence and the interaction of reading speed and anxiety factor.

Long term listening as measured by **Brown-Carlson II** is influenced by intelligence, reading comprehension and the interaction of reading speed and anxiety.

This study could have several implications for the teaching of listening skills, both long and short term. Realizing that short term and long term listening are separate skills may enable students to understand why they function well in one listening situation and not in another.

The study findings can also be used to point to directions in the improvement of these separate listening skills. Short term listening skills training might be enhanced through exercises such as number drills and any activities which encourage the rehearsal skills. Long term listening skills might be strengthened through materials designed to increase the students' abilities to recognize structure and organization of material. Also, thought needs to be given to the whole area of personality factors and listening. One approach to listening improvement might involve beginning with a personality test of the person, assessing his natural tendencies, and then in light of the findings of this study, methods of corrections or improvement could be suggested. In other words, begin with who the person is and work from there.



INTERNATIONAL
LISTENING ASSOCIATION
366 N. Prior Ave.
St. Paul, MN. 55104