

# LISTENING POST

©ISSUE NUMBER TWELVE

NOVEMBER 1984

## JOIN US IN ORLANDO 1985 ILA CONVENTION MARCH 14 - 16



**FREE 1985 ILA CONVENTION REGISTRATION ...**

(Details on page 6)



BY Andrew D. Wolvin

### Collective Action through the ILA offers Challenging Possibilities for All of Us.



When I tell people that I am president of the International Listening Association, my remark usually stops all conversation. I'm met with incredulous stares that communicate, "What can that be?" Is listening an academic discipline? This fall, I had a student enrolled in my Listening course admit to the class that she registered because she couldn't imagine what an entire course in listening could possibly be about. After all, everyone must already know how to listen.

We know what listening is all about, but do our friends and neighbors? I suspect that we have much work to do to enlighten the American public as to what this complex communication behavior--listening--really is. For too many Americans, listening is viewed as a passive, receptive act. That anyone should be trained to be a listener is often misunderstood, for most people still assume that if one can hear, one can listen.

Even Ann Landers, who encourages those with troubles to go to a listening pastor or counselor, reflects the pervasive American attitude toward listening. This summer she ran a column about the art of being a skilled conversationalist and urged her readers to ask questions to stimulate the other person to talk. But she didn't complete the process by urging those asking the questions also to listen to the responses--which we ILAers understand to be the key to effective communication.

The International Listening Association offers all of us an excellent framework to launch a campaign to encourage all Americans to get serious about listening. As we saw at our summer conference, some states are attempting to put in place a listening curriculum in their public schools. And we know of corporations where some of our colleagues are working with employees, managers, and executives to improve their listening skills.

But we have much work to do to encourage good listening practices in the home, the church, and all other facets of our busy lives. Collective action through the ILA offers challenging possibilities for all of us. As we work to build membership and to establish a solid financial base, let's not lose sight of our objective--to promote the study and development of effective listening.

## JOIN US IN ORLANDO!



### CHRIS ANDERSON JOINS ILA AS ADMINISTRATIVE SECRETARY

During the 1984 ILA Summer Conference, the ILA Executive Board moved to hire an ILA Administrative Secretary to handle the "trillion things" that must be done on a daily basis to keep our organization operating smoothly.

After an extensive search, Chris Anderson joined us on August 7, 1984. With 12 years of experience in the travel industry as a Senior Travel Consultant and, newly married, Chris is greatly enjoying her career change. As ILA Administrative Secretary, Chris is responsible for the on-going processing of all membership renewals, new members and information requests. In addition, with responsibility for handling all everyday ILA office operations, Chris has contributed greatly to the numerous ILA special projects and various ILA committees.

Chris is enthused over the great interest in, and excitement about listening. She has enjoyed the pleasant, friendly and cooperative nature of our ILA members and is looking forward to meeting each of you in person in Orlando, Florida in March. When you call the ILA office, greet Chris and welcome her to a great organization!

### ILA POST

**Deadline for All Materials,  
Articles and Photographs is  
December 20, 1984. (for  
January Issue of ILA POST)**

*The Listening Post* will begin to accept advertising in the January issue of 1985. Advertising may take the form of inserts accompanying the *Listening Post* or advertisements printed in the pages of the newsletter. If you are interested in such advertising, contact Kathy Jones, *Listening Post* editor, 6224 Logan Ave. So., Richfield, MN 55423 for criteria and rates.



# Listening and the Elementary Classroom Teacher

by John Warren Stewig

The University of Wisconsin-Milwaukee

Assertions about the importance of listening and how to teach it are commonplace. Both raise questions of what teachers know about listening, and how they feel about listening instruction. Yet a search of the ERIC retrieval system revealed no study of these two questions. Because such information might influence pre-and inservice experiences thus affecting current classroom practice, a survey questionnaire was developed.

## The Sample

One hundred teachers responded: (24 male, 76 female) who had taught from 1 to 35 years; 42 in urban schools, 55 in suburban, and 3 in rural schools. The respondents taught at a range of grade levels from kindergarten through 8th grade, with the majority teaching in 4th through 6th grade. In all, a total of 16 school districts were represented.

## The Questionnaire

The 26 item questionnaire asked teachers what they did in class, how they felt about what they were doing, and what factual information they knew about listening. Information items were drawn from content in current language arts methods texts.

## Background Information

Some questions asked about teachers' preparation to teach listening. For example:

1. "In my college language arts methods course, about \_\_\_\_% of the class time was devoted to methods of teaching listening." Response ranged from a low of 0% (12 respondents) to a high of 5% (16 respondents).\* Thirty-one percent had no course.

Though listening courses offered by college communications departments have proliferated recently, only 2% of these respondents had taken such courses.

## Classroom and School Practice

Several questions asked about classroom practice, and what school administrators were doing about listening. Some samples:

3. "In my classroom, children are expected to listen about \_\_\_\_ hours each day."

\*Because there were 100 respondents, this and the following numbers represent both a frequency and a percentage.

Response ranged from 7-8 hours per day (1 respondent) to 2-3 hours (33 respondents).

4. On an average, we spend about \_\_\_\_ minutes per day on specific instruction in how to listen effectively. Response ranged from a low of 0 minutes per day (24 respondents) to a high of 70 minutes or over (3 respondents).

## Perceptions of Support

To be effective, teachers need to feel supported by groups which influence curriculum. Three groups which often affect what is taught include principals, other teachers and parents. Subjects of this study were asked to speculate about the level of support they might receive if they spent more time teaching listening. For example:

8. If I were to spend more time teaching listening, the amount of support I would get from my *principal* would be:

1. complete	32	4. little	2
2. considerable	28	5. none	6
3. moderate	27	NR	2

School districts are doing little to provide listening inservice for teachers. The information is incomplete, however. Many school districts do ask teachers for help in planning inservice. It is not known from this data if teachers had requested such listening inservice

and requests had been ignored, or if it had not occurred to them to make such requests.

Despite this, most teachers expected their children to listen 2-3 hours per day, a figure comparable with Wilt's results, obtained in 1950. Most teach-

ers (29%) reported teaching listening an average of 10-20 minutes per day, though these self-reports were not compared with in-classroom observation of actual practice. Among these respondents, 24% devoted no time at all to specific instruction in listening.

For these teachers, textbooks are not a significant source of information on listening, which supports Brown's finding. Nearly 40% of the teachers didn't use a textbook. Of those who did, 32% used books devoting 10% or less of their content to listening. Apparently textbook publishers still feel listening is of minor importance.

Most teachers felt supported in efforts to teach listening. Sixty percent felt either complete or considerable support from their principal while 32% felt other teachers would support their efforts to begin a school-wide listening program. Fifty percent felt parents would give complete or considerable support.

Responses to the knowledge questions revealed that these teachers, for the most part, were well informed about information contained in introductory language arts tests.

Few statistically significant differences were discovered, though an unexpected one did show up. Teachers who had taken a language arts methods course expected their children to listen less than teachers who had not had such a course. The reason for this is not apparent.

A significant difference was that female teachers are more aware than males of information on environmental noise and cultural differences (questions #17 and 18).

The lack of statistical differences between urban and suburban teachers is also important. In this study, classroom practice, perceived support, and knowledge about listening was comparable, suggesting we need to reconsider some of the negative generalizations commonly made about urban teachers.

The survey reports some base data about how 100 teachers are teaching listening. It also includes preliminary information on what they know about listening, and feel about their efforts to teach listening. Using such a questionnaire with other teachers would give direction to planning pre-and inservice listening experiences for teachers.

For a complete copy of the questionnaire and study results, write the author c/o The University of Wisconsin, PO Box 413, Milwaukee, WI 53201.





# REPORTS...REPORTS...REPORTS...

## INVITATION TO ALL MEMBERS

The site committee needs you! We have been hard at work and have arrived at some basic guidelines which will help us pick favorable sites for our future conventions and conferences. The guidelines follow:

- Our conventions, historically held in March, should be rotated in the southern sectors of our country in order to avoid harsh weather and unsafe travel conditions.
- Our first summer conference was held in July and our future conferences will be held some time during the summer months - the northern sectors of our country and Canada should be considered for our summer gatherings.
- Careful consideration of where our ILA population resides is a must when picking a location. For instance: more than half of our membership live in the North Central and North Eastern sectors of the country (according to the demographic study/survey submitted to the committee by ILA headquarters). We have to consider our population density before picking a site for obvious reasons.
- The area should have leisure time attractions (such as Scottsdale and Orlando) in order to attract members with families toward a possible vacation/business trip.
- The area should be easy to travel to and should have discount travel rates available from our major cities.

At least five (5) hotels in the potential site area should be physically visited and investigated fully for the following:

- Location - is it easy to get to?
- Location - is it *close* to tourist attractions?
- Rates - will we be offered a reduced rate?
- Decor - does it fit a first class image?
- Service potential - will the staff respond to our needs?
- Meeting rooms - will they fit our needs?
- The hotel should express a strong desire for our business.

The above guidelines are not necessarily complete but should be considered whenever a site selection process is employed.

**So...why do we need you?** Well...if we were to do all of the above investigating in order to pick favorable sites and *good* hotels, we would have to do a lot of traveling and that would take a lot of time. Also, we would then have to pick a local arrangement committee to plan and run the event and there would be no guarantees at the outset that such a *willing* group exists.

We need you to recommend sites to us based on the above broad guidelines. We also need you to form a committee of three or four committed members who are willing and eager to ensure a successful gathering. This local committee should submit a signed proposal which addresses all aspects of site selection.

The proposal to host a future ILA convention is enclosed. Please complete it and mail to John Murphy, 41 Canterbury Hill, Topsfield, MA before December 16, 1984.

Thank you,

John R. Murphy  
Site Selection Committee-Chair

## FUND RAISING UPDATE

John Murphy  
Member-at-Large

I promised that I would let you all know how we fared as a result of my open letter to you on fund raising in our last issue of the *Listening Post*. I received a variety of responses and feel much better about our financial future. The fund raising committee and I now have even more ideas on how to raise much needed funds for our association and -more importantly- we now know you all will actively participate in this most important endeavor!

It is interesting to note that most of you who responded to my article were more willing to contribute ideas and suggestions than your time. That was not surprising to me and the committee and I will do our best to respect your wishes. In the coming weeks you will be contacted by a fundraising area representative who will read a shopping list of articles and prices available for your purchase. These articles will be sold to you through our ILA headquarters and will result in ongoing and consistent profits for our association.

Please buy as much as your personal financial situation will allow and if you are able to purchase only one article, then at least you played a positive part in our future.

If anyone does not wish to participate in our efforts, *please call me* and I'll see to it that you won't be bothered. If I do not hear from you, we will assume that you will contribute to our critically important fundraising effort.

Before I close, let me thank you all for your interest and future participation - it is people like yourselves who make our organization the special one that it is, and allow us to advance the cause of Listening.



# REPORTS... REPORTS... REPORTS...

## NOMINATING COMMITTEE REPORT

**Carolyn Coakley, Chair**  
**Betty Stratton**  
**Dean Thomlison**  
**James Gallagher**

Prior to the election of officers at the Sixth Annual ILA Convention in Orlando, the Nominating Committee would like for each ILA member to MEET THE CANDIDATES. In this issue of the *Listening Post*, we would like to provide you with one way to MEET THE CANDIDATES. Thus, we are including an excerpt from each candidate's response to the statement: "My motivation in seeking nomination for the ILA office \_\_\_\_ is . . .".

### First Vice-President:

**Larry L. Barker** -- "To serve ILA by contributing creativity, energy and ideas to its programs and policies."

**Sara Lundsteen** -- "I am deeply grateful to the ILA for opening many doors for me, and I would welcome the opportunity to serve the membership as they have served me. As I look into the crystal ball, I see ILA playing a very vital role in awareness-raising in the public schools, the research community and other populations. I would like to meet the needs of this organization and the population it serves."

### Second Vice-President:

**Terry Newton** -- "To further research in the measurement of listening ability, to expand our knowledge and practices in developmental listening and to enlarge the number of members of the ILA by introducing other areas of the world (especially Latin America) to the ILA."

**Deborah Hefferin Vrhel** -- "I have gained a great deal from the expertise and friendships offered by the membership. I would like to give something back."

### Secretary:

**Mary Lou McKibben** -- "I place ILA at the top of my professional activities and my group of friends--people I care about deeply....I feel I have contributed to the association and would like to continue to do so."

**Jane Glotfelty Rhoads** -- "I feel that a stronger link needs to be established between ILA and the public school systems. I would use my position....to work to strengthen this relationship."

### Treasurer:

**Wayne Bond** -- "To return contribution to ILA that I have gained from ILA...share experience in organizational planning gained from participation in other organizations and from serving on executive boards and from conference planning . . . (and) aid in communicating the need for Listening Training and Education in our Schools, Colleges, Community Organizations and Business."

**Alan Zimmerman** -- "...to make a positive contribution to the organization by ensuring that we stay focused on the practical. From my perspective, many professional communication associations have lost sight of the practical, and as a result no longer serve their members nor their society as a whole. I want ILA to always be vital, practical servicing organization."

### Member-at-Large:

**Patricia J. Anderson** -- "...As an educator, I'm interested in seeing listening receive the attention it deserves. I believe I can strengthen that focus on listening by serving as an officer of ILA, representing all of our membership."

**Peter Van der Schaft** -- "To help ILA develop to a strong professional organization, with a real international character. Put the I in ILA."

In the next issue of the *Listening Post*, the Nominating Committee will provide a second way for members to MEET THE CANDIDATES; a biographical sketch and a picture of each candidate will be featured.

The Nominating Committee has established the following slate of candidates for the 1985-86 ILA Executive Board:

### First Vice-President

Larry L. Barker  
Sara Lundsteen

### Second Vice-President

Terry Newton  
Deborah Hefferin Vrhel

### Secretary

Mary Lou McKibben  
Jane Glotfelty Rhoads

### Treasurer

Wayne Bond  
Alan Zimmerman

### Member-at-Large

Patricia J. Anderson  
Peter Van der Schaft



## Convention Report

by Marguerite Lyle, 1st Vice President

I am elated to report that the program for Orlando sounds really exciting! New faces and new ideas are abundant and I predict that many of us are going to have great difficulty deciding which programs we will miss. Let me urge you to plan your Orlando trip early so that you can take advantage of the best air fares; if you also want to save money on hotel rates by sharing a room, a "roommate" form is in this issue. Send it to **Susie Berkheimer** before February 15, and she will try to match you up with a compatible companion.

Let me appeal to you to make reservations at our convention hotel - The Buena Vista Palace. If ILA members do not use all the rooms we reserve, our treasury will have to pay the cost of those rooms -- a cost we cannot afford. If you are willing to share a room with one or more colleagues, your nightly cost for a room in a first-class hotel can be in the range of \$30 - \$60, and you'll have the convenience of free transportation around Disney World as well! Rates at Disney hotels are \$120 per day for 1, 2, 3 or 4 people. Please complete the enclosed *Convention Attendance Intention Form* to help our planning.

You will notice some changes in this year's program. We will begin at noon on Thursday so that many of you will have time to fly in on Thursday morning thus saving a day's hotel expense. Our convention will end with a major activity on Saturday night. Since most airlines offer cheaper fares if you return on Sunday, you will save money by staying through the final award banquet.

For those who choose to spend Sunday in Epcot or Disney World, two optional Disney "walking seminars" are offered for \$10 each. A description of these can be found elsewhere in the POST.



**JOIN US IN ORLANDO!**

## PRE-CONVENTION PUBLIC SEMINARS TO BE HELD

Orlando, Florida - Thursday, March 14, 1985

The following Public Seminars will be held prior to the ILA Convention with the additional cost proceeds going to benefit the ILA. More information in the Pre-Convention Issue of the ILA Post.

### LISTENING INSTRUCTION IN THE COMMUNITY COLLEGE

Deborah Vrhel, Nadine Marsnik

### LISTENING RESEARCH METHODS AND DESIGNS WORKSHOP

Larry Barker, Sara Lundsteen, Kittie Watson

### RIGHT/LEFT BRAIN DOMINANCE: A NEW TOOL FOR INTERROGATION AND WITNESS EVALUATION

Charles Gott

### SEMINAR FOR BUSINESS PERSONNEL

Lyman K. Steil

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**ILA CONVENTION**

**MARCH 14 - 16**

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# CONVENTION

## PROGRAM LISTINGS FOR ORLANDO CONVENTION

- 1. NEWCOMERS' PROGRAM**

Carolyn Coakley, Chair, Ethel Glenn, Dr. Lyman Steil, Mary Lou McKibben  
This program will explore definitions of listening, the history of ILA and the opportunities for active participation in the organization; questions will be entertained.
- 2. EFFECTIVE READING COMPREHENSION THROUGH USE OF LISTENING SKILLS**

Sue Burdette, Jane Rhoads, Dr. Laura Edwards  
A combination of workshop and lecture will be presented showing the close relationship between listening and reading skills. Rationale for using aural processing as means of stimulating more effective technical reading will be discussed.
- 3. LISTENING COMPREHENSION IN ELEMENTARY SCHOOLS**

Gail E. Tompkins, Marilyn Friend, Patricia Smith, Dr. Mary Lou Johnson  
The presenters will report the results of three studies which examined factors influencing listening instruction in elementary schools. A lecture will then promote knowledge of and instruction in the skills of listening comprehension.
- 4. LISTENING AND READING: THE DYNAMIC DUO**

Dr. Ella Erway, Dr. Sara Lundsteen  
A panel will present the role of story grammar and discourse structure in developing inference skill in listening and reading.
- 5. LISTENING WITH 'PICTURES IN THE MIND': A COGNITIVE AND PEDAGOGICAL APPROACH TO AURAL VISUALIZATION**

Dr. John Demidovich, Chair, Dr. Florence I. Wolff, Dr. John L. Meyer  
This program will contain recent research supporting the prominent recognition and development of the concept of "making pictures in the mind" to improve the level of listening competency.
- 6. LISTENING INSTRUCTION FOR SPECIAL STUDENTS**

Dr. Hal Dalrymple, Rhea I. Dalrymple, Dr. Lynne G. Halevi, Joan W. Belzer  
Special Listening Needs of Gifted Students  
A lecture and guided discussion will inform the audience of characteristics of a gifted student which create special listening needs; strategies for meeting those needs will be suggested.  
Simultaneous Writing, Speaking and Listening: An Approach to Remediation of Dysfluent Speech  
A lecture will be presented to acquaint people with an effective way of treatment of stutterers.
- 7. GRAPHIC ORGANIZERS: COMBINING VISUAL AND AUDITORY PATHWAYS TO LEARNING**

Dr. Patricia J. Anderson, Dr. Parmalee Hawk  
A workshop and lecture will be presented which will relate the use of graphic organizers to listening skills and information acquisition.
- 8. TEACHING THE COLLEGE COURSE ON LISTENING OR TEACHING THE CRITICAL LISTENING UNIT OF THE COLLEGE LISTENING COURSE**

Dr. Mary Bozik  
This workshop would give teachers resource materials and ideas with which to teach the listening course.
- 9. VALIDATION OF AND RESEARCH ABOUT THE WATSON/BARKER LISTENING TEST**

Dr. Larry L. Barker, Dr. Kittie W. Watson, Daniel T. Vierthaler, Dr. Frank Cancelliere  
A panel discussion will interpret research gathered mostly during the fall quarter of 1984 at Auburn University using two versions of the Watson/Barker Listening Test. A workshop will also be presented that will provide an opportunity for participants to share their listening experiences and be involved in listening exercises.
- 10. RESEARCH DIRECTIONS FOR INTERCULTURAL LISTENING**

Dr. Kenneth Paulin, Dr. Michael Purdy, Dr. Erika Vora  
This will be a panel discussion to explore methods for the study of intercultural listening issues. Members will give short intros to highlight methods and research from already available sources, and to suggest directions to be pursued.
- 11. RESEARCH IN LISTENING AND LISTENING BEHAVIOR - PART I**

Dr. William E. Arnold, Jamie Pickering, Fletcher Wilcox, Kathy A. Wenell  
The combined actions of workshop, lecture and audience interactions will enlighten participants as to the results of four listening studies.
- 12. CURRENT RESEARCH IN LISTENING - PART II**

Dr. William E. Arnold, Bonnie Leeds, Linda Dillion, Pat Burns, Lorraine O'Heren, Tsukasa Nishida  
This program will present the results of studies of listening behavior that examine the role of self concept and receiver sex on empathic listening skills, a need for attentive nonverbal behaviors in listening comprehension and the impact of the representational system of Neurolinguistic Programming on Listening behavior.



**13. PERCEIVED LISTENING BEHAVIORS OF SCHOOL PRINCIPALS**

Dr. Michael B. Gilbert

This presentation will discuss the results of a listening research survey that explored the training needs of school administrators.

**14. LISTENING AND CULTURE: OBSERVATIONS ON THE ROLE OF LISTENING IN CULTURAL INTERFACE**

Dr. Benjamin Broome, Dr. Katie Paschal, Dr. Bill Kennan, Dr. David Dobkins, Dr. Devorah Liberman

This panel discussion will identify and isolate behaviors present during intercultural interactions as well as help attendants understand the cultural influence in other specific contexts.

**15. INTERCULTURAL LISTENING AND COMMUNICATION**

Michael Purdy, Gayle Perry, Peter Van der Schaft, Nadine Marsnik

A panel/workshop where several ILA members who have been working with listening interculturally will share their experiences and present useful principles.

**16. CULTURAL LISTENING FILTERS**

Peter Van der Schaft

This program focuses on two kinds of cultures. Listeners will participate in an "impromptu survey. Results of the program will be that participants are aware of a wide range of cultural listening filters and their influences, enabling participants to include these aspects of the listening process in their teaching and consulting.

**17. IF WE ARE COMMUNICATING, WHY AM I SO CONFUSED?**

Marilyn Corrigan

This workshop will focus on the Myers/Briggs Type Indicator (MBIT) and illustrate how knowledge of your preferences will increase your listening effectiveness.

**18. KNOWING, APPRECIATING AND DOING: FINDING THE RIGHT FORMULA FOR IMPROVING LISTENING INSTRUCTION**

Dr. Judi Brownell

This program focuses on some of the issues concerning how listening can be most profitably defined and most effectively taught. Participants will be asked to analyse their current practices and also exchange ideas and strategies. The session will be a combination of lecture/discussion and small group activity.

**19. EXPECTATIONS AND APPLICATIONS OF THE GENERAL ELECTRIC "EFFECTIVE LISTENING" COURSE: FROM BOTH MANAGEMENT AND EMPLOYEE'S POINT-OF-VIEW**

Jim Gallagher

A lecture and workshop that will identify the basis for the expectations/applications of G.E.'s Listening Course from management and employee's point-of-view.

**20. LISTENING POWER SKILLS: "LEARN TO INFLUENCE THROUGH THE POWER OF LISTENING"**

Dr. Mary Ann Heinrichs

The presentation will focus on those skills of listening which overcome resistance and made it possible to influence the commitment of others. The acronym SPIRIT outlines the skills needed for powerful listening. Each of these skills will be explained and examples will be given.

**21. CONFLICT TRIGGERS: THE LISTENING PITFALLS OF UNFAIR COMMUNICATION**

Carol Susan DeVaney

This will be a workshop that will enhance conflict resolution and negotiation skills and demonstrate the importance of listening for conflict triggers.

**22. SLOGANS: A STRATEGY FOR DEVELOPING EVALUATIVE AND SELECTIVE LISTENING SKILLS**

Dr. Patricia J. Anderson, Dr. Lester Laminack

A workshop and lecture that will present a relationship between selective and evaluative listening skills. SLOGANS, a seven-step strategy for extending such skills will be discussed and demonstrated. Opportunities will be provided for participants to create their own slogans for listening instruction.

**23. TINKER TOYS AND TEAM BUILDING**

Dr. Frank Cancelliere, Debra Duxbury Cary

The participants in this workshop will learn how to use Tinker Toys to teach listening. Participants will also be offered techniques on how to establish a climate of trust and openness that allows the group to become a shared responsibility team.

**24. BRAIN DOMINANCE: A COMMUNICATIONS AND RELATIONS MODEL**

Dr. Charlie Gott

This lecture will include audience participation. When participants leave they will know their own brain profile, how to read others orientation, how to speak the language of all profiles and how to increase the use of neglected areas.

**25. A HISTORY OF COMPRESSED SPEECH AND ITS POSSIBLE FUTURE**

Christopher Riley

A lecture and discussion with audience will include the following: a) a demonstration of god literature and poetry in compressed speech; b) a medical and psychological presentation that asserts that compressed speech is the equal of reading; and c) a discussion of compressed speech's economic and technical feasibility.

**26. ILA PROFESSIONALS INVOLVED IN THE COMMUNITY: LISTENING TRAINING FOR HOSPICE VOLUNTEERS**

Wayne Bond, Carole Taylor

This workshop and discussion will focus on how ILA professionals can contribute Listening Training to Community Volunteer groups with emphasis on Listening Training for Hospice Volunteers. It will include a discussion of the effects of aging on memory.



### 27. LISTENING TO THE ARTS

Sara Gayle Pyfrom, Marilyn Hoffs, Kathy A. Wenell  
The audience will be entertained with activities and assignments that can be used in teaching appreciative listening and listening in a business setting.

### 28. USING THE CARKHUFF APPROACH TO TEACH LISTENING: A PARTICIPATION WORKSHOP

Dr. T. Dean Thomlison  
This mini-course will provide an overview of one way to teach listening by using the Carkhuff approach. Representative activities, handouts, text materials and model will be presented.

### 29. LISTENING SKILLS: AN INVISIBLE DIMENSION

Harold Sharkey, Dr. Mary Ellen Ross  
A workshop and lecture will explore the effects of the telephone on our society. Listening in business and in crisis situations as well as use of the phone for obscene calls will be explored. A lecture accompanied by demonstrations will describe active listening skills as they are taught in a counseling class.

### 30. USING MICROCOMPUTERS AND VIDEO CASSETTE PLAYERS TO TEACH AND EVALUATE LISTENING SKILLS: SAY WHAT?

Ron Williams  
The focus of this presentation will be to demonstrate a computer assisted video instruction program designed to support listening instruction and also demonstrate a video listening test that measures comprehensive and critical skills

### 31. AUDIENCES AND MESSAGES

Dr. Robert L. Bohlken, Marvin D. Jensen  
A Psycholinguistic Approach in Critical Listening for Message Objectivity

The critical listener must be able to identify the psycholinguistic constituents which indicate the degree of objectivity of a particular message. The five identifiable factors will be explored and exercises for determining the differences in degrees of objectivity of messages will be presented.

#### The Decline of the Audience

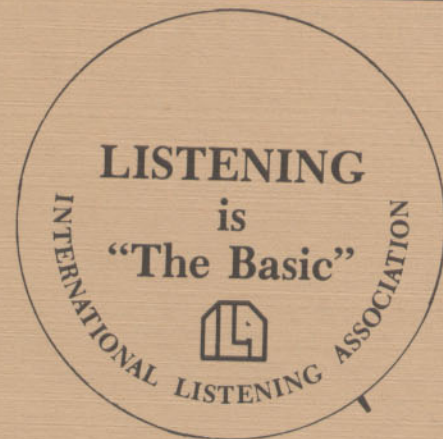
Specific examples of audience misbehavior which occurs during public speeches, theatre performances and concerts will be examined. Specific suggestions will be offered regarding instruction in appreciative listening.

### 32. LISTENING TO YOUR PHYSICAL SELF

Dr. Kenneth Paulin, Harvey Weiss, Thomas Hickerson  
The panel members will explore and examine the relationship between good physical health (taking care of our bodies) and effective listening.

### 33. LISTENING AND SELF-ESTEEM: PROFESSIONAL AND NON-PROFESSIONAL DIFFERENCES, MALE AND FEMALE APPLICATIONS

Dr. Alan R. Zimmerman, Larry G. Schnoor, Patsy Meisel  
This workshop focuses on how listening attitudes and behaviors positively and negatively affect the self-esteem of the talker. More specifically it will contrast professionals and students as well as males and females.



A new ILA button is available from the ILA office in various quantities (see below).

Please order pre-paid and make checks payable to the ILA.

Share this button with selected educational decision-makers.

1 - 5	= \$1.00 each
6 - 25	= \$ .75 each
26 +	= \$ .50 each

## FIRST ILA SUMMER CONFERENCE TAPES & PROCEEDINGS AVAILABLE

The 1st ILA Summer Conference is now summarized in written proceedings and available on audio tape. The complete set of six tapes and summarized written proceedings, of all the presentations of the Conference, can be ordered using the order blank in the materials sent with this issue of the *Listening Post*. Each tape and written proceeding may also be ordered separately. Assuming sufficient demand, these materials will be sent to you promptly. Note: all orders must be prepaid.

### 34. HUMAN DEVELOPMENT, MOTIVATION AND PERSONAL WELL-BEING: NEW APPROACHES THROUGH LISTENING PROCESSES

John Strong

A workshop will be presented to develop a clearer understanding of the listening process related to understanding oneself (intrapersonal communication) and/or helping others to listen to themselves.



# AWARDS COMMITTEE SEEKS NOMINATIONS

Nadine Marsnik, ILA Awards Committee Chair and members Larry Barker, Ella Erway and Florence Wolff ask members to submit nominations for this year's ILA Awards to be made at a special awards ceremony at our Sixth Annual Convention in Orlando.

The ILA Board approved the following awards and criteria submitted by the Awards Committee. We request that members study the awards classifications and submit the names of those members they feel should be considered for each.

## 1. Hall of Fame Award:

- a) A person whose achievements in the field of listening have received national recognition;
- b) Achievements may be in academic, business or other settings;
- c) Achievements and distinctions must be enumerated and documented by nominator;
- d) Nomination may come from member him/herself or from membership;

## 2. Special Recognition Award:

- a) Performance of an unusual service to ILA;
- b) Performance of an unusual service to promotion of listening;
- c) Unusual service will extend over the period of at least one full year.

## 3. President's Award:

- a) National and international promotion of listening;
- b) Outstanding service to ILA members (Nominator will enumerate and document service);
- c) Nominations may come from ILA President and members.

## 4. Listening Research Award:

Made to ILA member or members who have achieved outstanding level of achievement in research.

May appear in the following form:

- a) Dissertation or thesis;
- b) Research-based article in professional journal; (published within the one year period from March to March);
- c) Research based text or research book; (published within three years of year of award);
- d) Nominations by ILA member--self or other.

## 5. Membership Awards:\*

a. **Convention Registration Award:** Free Convention registration given to ILA member (excluding board of directors members or officers) who brings in the *most* new members in a single year (March to March).

b.) No nominations accepted for this award. Based solely on number of new members.

## \*c.) **Individual Membership Awards:**

Made to ILA members (excluding board and Officers) who increase membership within a given year (March to March) by at least 5 members and have made outstanding contribution to membership drive by:

- (1) Serving as Regional Membership Chair, and/or
- (2) Serving as contact person at professional conferences, and/or
- (3) Serving as telephone or mail contact person for membership committee, and/or
- (4) Serving in any other way deemed to be outstanding by the membership committee.

d) Nomination for membership award may be made by Membership Chair or committee members only. Final decision will be made by Awards Committee.

The Awards Committee asks that members use the enclosed Awards Submission form to submit nominations for awards by January 15, 1985. Please note: **If you have already submitted an early nomination, please re-submit the nomination using this form** in order to properly and fairly showcase your nominee's credentials

## Membership Committee Update

The last issue of *The Listening Post* names membership Regional Committee Chairs as they were set up at the Summer Conference. Some changes have been made in the committee structure as follows:

Eastern Regional Chair, Art Robertson  
Southern Regional Chair, Laura Edwards

Midwestern Regional Chair, Deb Hefferin Vrhel.

Southwestern Regional Chair, Sara Gayle Pyfrom

Western Regional Chair, Betty Kurkjian

Pacific Regional Chair, Tom Bruneau

European Regional Chair, Peter Van der Schaft

Canadian Regional Chair, Lydia Nicholson

If you forgot to return the membership committee questionnaire, but would be willing to help your regional membership chair in any way, please contact one of the above members who will accept your assistance with enthusiasm. These members have been working hard setting up regional networks. We thank them and all of you who have volunteered to make contacts at professional conventions and perform countless other membership functions. It is these "committees of one" who can accomplish things for ILA. However, their efforts do not minimize the *absolute* need for every ILA member to actively recruit at least one additional by convention time!!

## DIRECTORIES?

Are you in need of additional ILA directories for your office or home?

Copies are available through the ILA Office (\$7.50 pre-paid - includes postage and handling).



# MEMBERS IN ACTION

## ILA - Members on the Move

Dr. Lyman K. (Manny) Steil, ILA Executive Director, has recently spread the Listening and ILA word to Stockholm, Sweden; Helsinki, Finland; Toronto, Canada; plus numerous locations in the United States. In addition, Manny was featured in *Dagens Nyheter* (Swedish Newspaper), and in *Kaupalehti* (Finnish Newspaper); and Guest Host of the popular WCCO Radio's Boone & Erickson show; and was guest on "Your Personal World" of the Radio Talking Book, a 24 hour network for the visually impaired.

Dr. Stephen Boyd, Professor, Department of Communications, Northern Kentucky University, Highland Heights, KY, was named the University's outstanding professor of 1983-84.

Dr. Elaine Small Klein of Westchester Community College, Valhalla, New York, has a claim to fame as she was the Speech Teacher of Vice Presidential nominee, Gerry Ferraro, (1952-56 at Marymount Manhattan College). She has been interviewed by the newspapers, *Newsweek* and appeared on *Eye-Witness News*. Of course, she taught her to listen also.

## ILA WELCOMES FIRST CHINA SCHOLAR

The International Listening Association is pleased to welcome as a member, Ms. Jing-Yi Hong, our first China member. Jing-Yi is an experienced translator and broadcaster. She currently is a Ph.D student at the University of Maryland with Andy Wolvin. Upon completing her studies, Jing-Yi intends to return to mainland China and develop communication training programs in Chinese industry.

## People in Print

James I. Brown's new edition of *Efficient Reading* (Sixth Edition, 1984) contains helpful material for the teaching of listening - a total of eight carefully chosen selections, each with comprehension tests and special listening exercises and evaluations. An article by Dr. Ralph G. Nichols, pioneer figure in listening, is included, along with an article by Dr. Lyman K. Steil, founder of the ILA. Robert L. Montgomery's article, "Are You a Good Listener," adds further important coverage. Other articles have a more literary flavor - those by James Thurber, Cornelia Otis Skinner and John Berry. The eight closely related exercises provide structure for evaluating the receptive skills of listening and reading and assessing differences in performance. In short, *Efficient Reading* contains valuable help for teaching listening and generating added interest in the area of listening and in the ILA.

## NEW ILA POST STAFF

Harvey Weiss and Mark LeBlanc are now assisting Kathy Jones in editing and producing the ILA Post.

Send in your articles, letters and include photographs for the January (Pre-Convention) Issue of the Post before December 20, 1984.

Kathy Jones  
Harvey Weiss  
Mark LeBlanc

## Secondary School Classroom Listening Training Project Receives Carnegie Grant by Bob Bohlken

Savannah High School (located in a Northwest Missouri community of four thousand people and with an enrollment of 400 students) has received a \$1,200 Carnegie Grant to fund a project and study of the improvement of student listening skills in the social science classrooms. Ms. Janet Jelavich and R.C. Ramsey are coordinators and Dr. Robert Bohlken, Professor of Communication at Northwest Missouri State University is the consultant for the project. The study involves the social science classes of government, geography, sociology. In these classes the listening skills: preparing to listen, developing closing skills, attending, language analysis, notetaking, compensating for teacher's speech rate, nonverbal cues, message duration and questioning are being studied in relationship to student attitude and comprehension of material presented.

The goals of the project are to determine the feasibility of training social science teachers how to listen and how to teach listening as part of social science classes for the improvement of education.



SEE  
YOU  
IN  
ORLANDO!



# ILA CHALLENGES

by Dr. Lyman K. (Manny) Steil, Executive Director

In 1979, twenty-seven individuals representing a variety of special interests met at the University of Minnesota to participate in a "State of the Art of Listening" Symposium and the International Listening Association was born. In brief retrospect, members of the ILA have individually and collectively accomplished a great deal in six years; yet our real challenges and opportunities lie ahead.

## THE EMBRYONIC EAR

From our humble beginning, we have grown into an organization that has significantly impacted on the advancement of Listening across many lands and in many communities. Although our total numbers remain small (403 presently belong - 738 have belonged), our breadth is wide. Presently, ILA members come from forty-six states throughout the United States and twelve countries. Without question, our members have raised the knowledge about, and skills of, listening in many quarters throughout the world.

In addition, members of ILA have extended the development of our pioneering forerunners through our: Annual Conventions (Orlando will be our 6th); Annual Summer Conference; *Listening Post* newsletters; Directories; Special Awards; Conference Proceedings and Tapes; Bibliographies; Special Committees; and more. The caring, sharing and networking of our members is, in the words of our members, "unparalleled in the professional world."

In thousand of ways, we have accomplished a great deal in a short time and deserve to be proud. Our officers, committee chairs, and numerous volunteers have been selfless in their service. As we add the contributions of so many, it is easy to be impressed; in addition, it is also easy to take the numerous efforts of so many for granted. In fact, few of our members will ever really know of many of our colleague's contributions. Yet, they have seen us through our embryonic stage and positioned the ILA for expanded impact.

## THE FUTURE CHALLENGES

As the ILA moves to expand the threshold of enhancing listening in the International arena in the latter half of the 80's, we *must* address a number of challenges.

The first and overriding challenge, in my mind, is the size and growth of the ILA. Although many of our members are content to remain at our present size, it is clear that we have a choice. We can remain at our present size, depend on totally volunteer service, reduce our member services or raise our membership fees, and witness a minimal impact of the ILA compared to both the universal need and our potential. On the other hand: We can significantly enlarge the numbers of our quality members; enlarge the number of contributing members; enlarge the available ILA resources, finances and services; and enlarge the impact of our mutual commitment - "Promoting the study and development of effective listening" throughout the world. A troubling observation is that the consistent call for every member who is committed to our mission to recruit additional quality members, is basically ignored. Approximately, five percent of our membership is responsible for recruiting the majority of our new members. Until *every* ILA member assumes an *active role* and *annually recruits at least two members*, we will not fulfill our promise. Your immediate action is important and requested.



Manny Steil

The second important challenge to our membership is *active participation*. Throughout the short ILA history, it is clear that we can only provide services to our members if enough of our members contribute to, participate in, purchase, and promote our various services. The newsletter cannot be produced by just a few - we need your contributions. The Annual Convention and Summer Conference cannot survive without more attendees - we need your attendance and participation. The ILA special projects (Conference Tapes and Proceedings; Fundraising, etc.) cannot be continued without your purchase and promotion. Committees need your service. Convention and Conference sites must be volunteered. And more.

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### "there ain't no free lunch"

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I trust you're not overwhelmed. Of course, the needs and challenges are great, but the opportunities are greater. We have the opportunity to significantly impact the world and the future of mankind. But "there ain't no free lunch". We need your active help and participation and we *need it now*.

**Until every ILA member assumes an active role and annually recruits at least two members, we will not fulfill our promise.**