

# LISTENING POST

© ISSUE NUMBER TWENTY-SEVEN OCTOBER, 1988

## MEMBERSHIP — Renew and Grow

**F**all is the season when the leaves change their color, football games become ubiquitous, politicians promise you the moon, and, most importantly, you renew your membership in the ILA. By the time you read this you already will have received your renewal notice in the mail. If you have not already done so, take a moment now and renew your membership. This year you have the option of either paying by check or by Master Card or Visa. If you choose the latter, be sure to sign your Directory Information form. Be sure to fill out the Membership Directory Information Sheet completely so that your correct

address information will be in the new directory. This is especially important this year since the National Office is "going computer." All member files are being put on computer so that we can keep better track of the growing membership. We are up ten percent in membership in the last three months!!!! The reason for this growth is simple - we have a top-notch Association made up of good people who cared enough to interest others in joining our organization.

And speaking of growing membership - - - in the letter that reached you concerning membership renewal you also received a membership information

request post card. You can help the Association grow more by filling in the card with the name and address of someone you know that would benefit from joining your Association. We have anticipated that you have used that card already and so another request post card is enclosed with this Listening Post. If you need more cards, simply write to the National Office and request some.

P.O. Box 90340  
McNeese State University  
Lake Charles, Louisiana 70609-0340  
318-475-5120

## From the President:

**K**ittie Watson is busy planning the program for our Tenth Anniversary Convention at the Intercontinental Hotel in Atlanta. The review process for papers and programs should be completed by the time you read this Newsletter. Every member of ILA should be making plans to attend our tenth birthday party. If you know former members of ILA, invite them to join you in Atlanta. We have a brand new hotel that is three hundred steps from the Buckhead stop on MARTA (rapid transit from the airport through downtown to Buckhead) and down an escalator to one of Atlanta's finest indoor shopping centers. Aside from all that Atlanta has to offer, you will have the opportunity to share several days with a group of people that have developed into a large caring extended family. ILA, unlike any of the eight other organizations to whom I belong, offers a special bond and an environment for growth and development. If you don't join us in Atlanta, you will be

missed by family.

Elsewhere in this Newsletter, you will see a list of committee and task force chairs with their addresses and phone numbers. If you are not a member of one of these groups, I encourage and invite you to call the chair of your choice and get involved. Every member of our family shares in our growth and development. Committee participation plays a vital role in the growth of our discipline and in the development of the ILA.

You will find two pages of this Newsletter devoted to a discussion of the Awards that we as an Association bestow on our colleagues and unique individuals who make a contribution to effective listening. I am inviting you to pause for a few moments and ask if you know some one who might be worthy of one of our awards. We give these awards not for fame, but to say thanks for making a special contribution to listening teaching, research, or service. They are awards that represent all of us so you

should contribute by nominating someone(s) you feel deserves that special recognition. Diane Corley wants to hear from you.

Charles Roberts indicates that we are experiencing slow but steady growth in the number of members. As I asked last time, each member should recruit two new members or get two former members of the family to return home. At every reunion, those in attendance always ask, where are they now? If you get those members back, they could be standing next to you at the reception in Atlanta.

Lest I sound too maudlin, the concept of family and the ILA is central to our Association. We all recognize the importance of listening in our society and how valuable effective listening is to the world. Isn't it nice to be part of organization that supports such a vital concern and is also concerned for each and everyone of its members.

*Bill Arnold*

**PROGRAM HIGHLIGHTS:**

**LISTENING:  
THE NEXT GENERATION**

The 1989 ILA Convention Program is taking shape. We have had more submissions that ever before and the program planning committee is excited about diversity of programs we'll offer in Atlanta.

As this LISTENING POST goes to press, members of the Program Planning Committee are reviewing, planning, and securing participants for an exciting program highlighting the theme: LISTENING: THE NEXT GENERATION.

The following is a sample of what we have in store:

1. Interdisciplinary Conference on Listening Theory, Issues and Methodology. A two-day pre-conference entitled "Perspectives on Listening Research: Planning for the Next Generation" is being planned by the Research Committee and special Listening Task Force. Key ILA members who are actively involved in organizing this worthwhile project are Phil Emmert, Belle Ruth Witkin, Michael Purdy, and Steven Rhodes.
2. Special Session: Interviews with the GURUS. Whenever listening foundations are discussed three names appear over and over: Ralph Nichols, James Brown, and Carl Weaver. ILA members will have the opportunity to observe these individuals interact during a special session arranged by Dick Halley. The program Chaired by Larry Barker will feature Ralph Nichols interviewed by Manny Steil, James Brown interviewed by Warren Gore, and Carl Weaver will be interviewed by Dick Halley.
3. Special Luncheon Speaker: Pat Koppman, Vice President, International Reading Association. (President Elect) Pat Koppman has been instrumental in establishing a Listen-

ing committee for the International Reading Association. She will discuss the listening-reading connection.

4. Special Luncheon Honoring Past ILA Presidents
5. New Track of Programs for Experienced Trainers/Consultants
6. Special Debut Program for Student Presenters

In addition to the programs and special events listed above, we have members and non-members who have made submissions covering diverse areas in listening. the following is just a sample of what we are likely to experience in Atlanta:

- Listening: The Older Generation
- The Impact of Listening on Managing International Conflict Memory Skills
- Listening and Participative Management at MOBIL oil
- Listening + Questioning = Sales
- Listening in Personal History: Discovering Subconscious Au-

- dio-images Effecting Listening
- Empathic Responses to Significant Emotion
- The Listening-Reading Connection
- Training Teachers to Teach Listening
- Corporate Listening Needs
- Listening Transactions in Adult Literacy Education
- Listening Ability in Foreign Language Acquisition
- How to Get Listening Articles Published
- Adults: The NEXT Generation of Learners
- Developing a Listening Curriculum at the Elementary Level
- Speaking Out for Listening

Our program promises to have something for everyone. Make plans now to attend our 10th Anniversary Convention in "Atlanta." a convention preview will be mailed to all ILA members in December and the convention program will be mailed the first of January.

**"Please Listen To Me"**

*by Bob Bohlken*

When I want you to listen to me and you immediately give me all kinds of advice -

When I want you to listen to me and you quickly tell me I shouldn't feel the way I do -

When I want you to listen to me and you insist on solving my problems before we hear them through -

You are not really listening; you are talking, only thinking you're being nice.

When I want you to listen to me and you treat me as if I am helpless and dumb -

When I want you to listen to me and you try to convince me that my fears and inadequacies are unfounded and untrue -

When I want you to listen to me and tell me my feelings are irrational and unclear to you -

You are not really listening; you are telling me that I am a helpless bum.

Please listen, not talk or do, just listen; that's really what I want from you.

Perhaps that's what prayers sometimes are nice . . . God doesn't interrupt with his advice.



**ILA LISTENING POST  
Listening Post Deadlines**

The Deadline for all Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is December 15, 1988

**ILA LISTENING POST  
NOW ACCEPTING  
ADVERTISING**

To provide service to ILA members and suppliers, the ILA Listening Post will accept advertising. Acceptance of all advertising will be subject to editorial approval.

**1988 RATES**

Full Page . . . . . \$250.00  
1/2 Page . . . . . \$150.00  
1/4 Page . . . . . \$75.00  
1/8 Page . . . . . \$40.00

All ads must be camera-ready and pre-paid. Send all material and ads to:

**ETHEL GLENN, Editor**  
Communication Department  
University of North Carolina  
Greensboro, NC 27412

**ATTENTION:  
Vendors, Publishers,  
Consultants, Trainers**

**ILA 1989 Program Ads**

The 1989 ILA Convention Program is under preparation. Now is the time to make sure you and your services are included in the ILA Annual Convention Program.

**RATES**

1. The measurement of a full-page ad is 5 x 8.
  2. The measurement of an half-page ads is 5 x 4.
  3. All ads must be camera ready.
  4. Ads can be prepared in camera ready form for \$100.00 if submitted by November 1, 1988.
  5. *Fee Structure:*

Full Page Ad	\$60.00
Half Page Ad	\$40.00
Inside Cover	\$100.00
Outside Back Over	\$150.00
  6. **AD DEADLINE: Nov. 18, 1988**
- For additional information, call or write:

Kittie W. Watson  
First Vice President, ILA  
Post Office Box 5031  
Contract Station 20  
New Orleans, LA 70118  
(504) 831-4440

**Site For 1990 Convention**

We very much need for offers for cities in which to hold the 1990 Convention. We are especially interested in moving to the midwest. Think of the travel money you'd save if we came to your city!!! This is important—call today to express your willingness to help with hotel selection and other details needed to sign a contract.

Please contact:

Dr. Mary Louise Shannon  
Florida Community College  
at Jacksonville  
101 West State Street  
Jacksonville, FL 32202  
Phone: (904) 633-8161

**Call For Program Chairs**

The Program Planning Committee is currently reviewing all program proposals/paper submissions for inclusion in ILA's 10th Anniversary convention (Atlanta, GA March 1-4, 1989). We need ILA members to help introduce and chair the programs that are selected. Please volunteer your services and be included as a participant on the 1989 ILA Program.

All interested in serving as program Chairs should submit your names by November 5, 1988 to:

Kittie W. Watson  
Program Planning Chair  
Department of Speech Communication  
Tulane University  
New Orleans, LA 70118  
(504) 865-5730

We look forward to hearing from you.

**GOOD NEWS from the Nominating Committee!**

We are happy to report that Attila the Hun will not be an ILA officer next year. We have received many nominations of outstanding ILA members, which we feel will provide much more positive leadership than Attila would have. We appreciate your input and your concern about ILA leadership. If you would still like to nominate someone for an office, there is time, but we will need your nomination immediately (no later than October 31).

**Thanks for your nominations.**

**The Nominating Committee**

Sheila C. Bentley, Chair  
Larry Barker Carol Grau  
John Murphy Emma Plattor

**Please send your nominations to:**

Sheila C. Bentley  
1035 W. Tree Dr.  
Collierville, TN 38017



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Fri.

  
*We Love To Fly And It Shows..*

# CALL FOR PAPERS

## **JAMES I. BROWN STUDENT AWARD** **for Excellence in** **Listening Research and Theory Development**

The third annual JAMES I. BROWN STUDENT AWARD will be presented by the Institute for Study of Intrapersonal Processes (ISIP) at the International Listening Association (ILA) Convention in Atlanta, GA on March 4, 1989. The award, named in honor of Dr. James I. Brown, is presented for the best research based or theoretical paper submitted by a student.

Papers accepted to appear on the ILA Convention program are automatically eligible for the competition. Full-time students, as defined by the ILA Bylaws can compete. The award will cover the ILA convention fees (including meals), a cash award, and certificate of merit.

Members of the ISIP Advisory Board will serve as readers for the award. The paper will be presented at one of the Research Committee Meetings and/or on a panel during the conference. The award will be presented at the banquet at the end of the ILA Convention.

Interested Students should submit their papers in triplicate by January 30, 1989. Send your submissions to:

Dr. Margaret Fitch-Houser  
Chair, Brown Award  
Department of Speech Communication  
Auburn University  
Auburn, AL 36849

## **RALPH G. NICHOLS AWARD** **for Excellence in** **Listening Research and Theory Development**

The fourth annual RALPH G. NICHOLS AWARD will be presented by the Institute for Study of Intrapersonal Processes (ISIP) at the International Listening Association (ILA) Convention in ATLANTA, GA on March 4, 1989. The award, named in honor of Dr. Ralph Nichols, is presented for the best research based or theoretical paper presented at the conference.

The recipient will receive a cash award and certificate of merit. Members of the ISIP Advisory Board will serve as readers for the award. The award will be presented at the banquet at the end of the ILA Convention.

Interested participants must submit their papers in triplicate by January 30, 1989. Send your submissions to:

Dr. Steven Rhodes  
Nichols Award Chair  
Communication Arts and Sciences  
Western Michigan University  
Kalamazoo, MI 49008

*ISIP is a foundation dedicated to the advancement of research and human development in all areas of intrapersonal communication including listening. Additional information about ISIP and its' activities may be received by writing: ILIP, P.O. Box 5031, Contract Station 20, New Orleans, LA 70118.*

Books on Communication, Listening, Leadership FOR CONSULTANTS, WORKSHOP LEADERS, AND OTHERS.

\_\_\_\_\_ **Effective Listening for Supervisors and Managers. (70 pp.)**

\_\_\_\_\_ **Management Skills for Supervisors and Managers. (80 pp.)**

\_\_\_\_\_ **Effective Communication for Supervisors, Managers, and Staff. (47 pp.)**

\_\_\_\_\_ **Managing Time and Stress. (92 pp.)**

Authored by Dr. Gib Whiteman (ILA Life Member) Price reduced for ILA members from \$9.50 each to \$5.00 each (plus 50¢ per book shipping). All four titles \$17.50 plus \$2.00 shipping. No C.O.D.'s

**Dr. Gib Whiteman, President (203) 453-4079**

**The Whiteman Resource**

**P.O. Box 224, Guilford, CT 06437**

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for the number of books marked above, with appropriate shipping costs. Send to (No. P.O. Box):

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Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

## **SPEAKING OF LISTENING**

"Listening, like speaking, is not a subject you can teach like arithmetic. It's an emotional activity, what's going on in your gut, and if your emotional attitude toward a person is not good, if you really don't give a damn, then it's really going to be very difficult."

**Sandy Linver**  
*Speakeasy*  
Atlanta, GA

"I got this raspy voice 'cause I have to yell all the time 'cause nobody around here ever LISTENS to me."

Trudy from  
The Search for Signs of  
Intelligent Life in the  
Universe  
Jane Wagner

"I have just wandered back into our conversation and find that you are still rattling on about something or other. I think I must have been gone at least twenty minutes, and you never missed me."

Dragonflies, Codfish & Frogs  
**Ric Masten**

"Lenin could listen so intently that he exhausted the speaker."

**Sir Isaiah Berlin**

"One of the best ways to persuade others is with your ears—by listening to them."

**Dean Rusk**

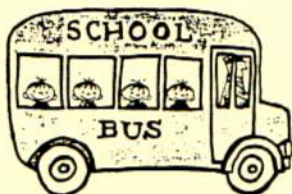
# Listening Activities For Teachers and Trainers

Reprinted from The Listening Post, newsletter of The International Listening Association.

The following activities, designed by members of the ILA, are useful in teaching elementary students to have better listening skills.

## ATTENDING

Explain to the students that you are going to draw a map on the board, and that they should pay careful attention to everything you say, as they will be expected to answer a question after you have completed drawing the map.



### READ THE FOLLOWING TO THE STUDENTS AS YOU DRAW YOUR MAP:

Assume that you are a bus driver and you take your bus out of the garage at point A and you drive your bus 4.3 miles to point B. (All of this time you will be drawing on the board. How the map actually looks is up to you.) Then you take your bus and you turn at this corner and you drive directly north for 1.3 miles to point C. Now you drive your bus 4.3 miles east and then turn one more time for a 7.2 mile ride that takes you back to the garage.

At this point, ask the students to write down (without letting anyone else see) the answer to the following question: HOW OLD IS THE BUS DRIVER?

Ask several students to read their answer aloud. Since the "correct" answer may be different for different students, there will be more than one correct answer. The students who have "figured it out"

should not share how they arrived at the answer until you have given several students chance to respond.

At this point, explain to the students that during your map drawing, you told them 8 times that THEY ARE THE BUS DRIVER.

## WHO SAID WHAT?

The following is an activity for practicing **SELECTIVE ATTENTION**.

Have three students with similar vocal quality, pitch, rate, volume, etc., stand behind another student who is designated the "listener". One student should stand behind the listener, one to the listener's right, and one to the listener's left. The listener may be blind-folded. The three students - discussing three different topics - should speak to the listener simultaneously for three minutes. Afterwards, the listener should record on paper or tell the class what he or she actually comprehended from the one-way conversation. Repeat this exercise using two senders instead of three.

### DISCUSSION

Did the listener become frustrated? How could the class tell? Did the listener comprehend comments made by all three

## DISCRIMINATION

■ In order to provide students with practice in auditory discrimination of everyday sounds, put together a listening tape of sounds that would be familiar to all students. The tape should include sounds such as a door buzzer, telephone busy signal, vacuum cleaner, dog barking, lawn mower, baby crying, door closing, finger snapping, popcorn popping, etc.

These sound can be taken from records of sound effects and/or can be recorded live. Play the tape and ask the students to identify the sounds by listing them on a piece of paper.

Allow students to go on a "sound hunting expedition" and bring back new sounds for the students to identify.

■ Ask the students to listen carefully to, and make a list of, all the sounds they can hear in the room. Classify the sounds into pleasant sounds, unpleasant sounds, loud sounds, soft sounds, familiar sounds, strange sounds, and so forth. Have the students express how the particular sounds make them feel.

■ Try the above exercise again, only this time with the eyes closed. Listen carefully to the shutting of a door, the opening of window, an airplane or insect buzzing. Note the differences in sound. How

## DESCRIPTIVE WORDS FOR SOUNDS

Loud	Touching	Sharp
Soft	Sensuous	Blurry
Harsh	Bleak	Flat
Harmonious	Eerie	Contrasty
Bright	Noisy	Balanced
Intense	Clean	Life-Like
Clear	Resonant	Funny
Garbled	Beat	Sad
Raspy	Blunt	Swooping
Grating	Crisp	Gliding
Rumbling	Muted	Climbing
Hollow	Distorted	Shocking
Nasal	Discordant	Startling
Light	Dead	Quick
Capturing	Diffused	Peppy
Irritating	Reverberated	Sleepy
Ringing	Precise	Graceful
Echoing	Motivated	Forceful
Shrill	Counterpointing	Strident
Soothing	Reinforcing	Sloppy
Muddy	Stinging	Slick
Busy	Distracting	Professional
Buzzing	Underscoring	Brassy
Smooth	Realistic	Cool
Continuous	Symbolic	Hot
Pleasing	Rhythmic	Sunny
Disruptive	Jangly	Chopped Up
Uncomfortable		

does closing and opening the eyes alter the relationship of the listener to the sounds and the surrounding space?

■ Have the students become aware of - i.e., listen to - their own breathing; they should not be asked to breathe in any special way; simply become aware of their own normal breathing. Awareness of, or listening to, one's own breathing is entirely personal and individual and should not be a part of any form of discussion. Breathing is deeply connected with personal rhythm of life. Nevertheless, this is a most important exercise, as it helps each person become aware of him/herself as a living entity, different from the many other factors, both near and far, within the immediate and more remote environment of existence.

senders? Did the listener apply selective attention and listen to only one of the senders? Was it more difficult for the listener to listen to three senders than to two? In the students' daily lives, how many senders can they attend to a given time? To how many can they give their full attention?

## MONEY, MONEY



Coins of different denominations have very different sounds. Ask the students to close their eyes. Now drop (onto a hard surface) a penny, nickel, dime, quarter, fifty cent piece, and a silver dollar. Identify the coins as they are dropped. Repeat this several

times until the students are familiar with the sound of each coin. Now drop the coins randomly, one at a time, and ask the class to identify each coin. Hand signals can be used—one finger for a penny, two for a nickel, three for a dime, four for a quarter, five for fifty cents and a fist for a silver dollar.

Now tell the students that you will drop five coins in succession, and they should remember the sequence. (One coin can be picked up and dropped several times). This activity requires more concentration as it involves memory as well as discrimination.

Now make it really interesting. Ask the students to add up the sum of the coins in their heads as the coins are dropped. This is a good way of getting students to concentrate on listening as well as leading them into a math lesson.

## MAKE IT FAST

**OBJECTIVE** – To give students intensive practice in listening to rapid and difficult material, thereby increasing their ability to understand it.

**EXERCISE** – Have students listen for ten minutes to a compressed speech tape containing difficult subject matter. After listening to the tape, each student should note on paper important ideas and so on. Discuss the material with the students and collect their notes in order to ascertain the progress of each student. Repeat the exercise for another ten minutes, this time covering a different subject area. If possible, gradually increase the speed and/or length of the compressed speech tapes.

**DISCUSSION** – What difficulties did students have in tuning in to the rapid rate? Once they had tuned in, could they comprehend the message? Can this practice help students in listening at normal conversation rate? How? Since the average speaker does not speak at this rapid rate, how can listeners utilize their spare time in a productive manner?

## AIRPORT

Divide the class into two groups.



One group will be designated **A** and the other **B**. One person from each group will be partnered with one from the other group. If the students do not know one another, allow them to converse until **A** can recognize **B's** voice well enough to pick **B** out by voice alone. Those in group **A** will

be blindfolded. Their partners in group **B** will be the leader of their team.

One person from group **A** will be blindfolded. Set up an obstacle course in the room. The obstacles must not pose any danger to the blindfolded person. Pillows that "may not be stepped on" or just squares of construction paper taped to the floor would do nicely indoors.

The person blindfolded will stand on one side of the obstacle course, while the person's partner in group **B** will stand at the other end.

Now, just to make it a little more complicated, three other people from group **B** will also stand at the other end. All four will give conflicting directions. None of those observing may make any noise. The object of the activity is to see if the person with the blindfold can distinguish the voice of his/her partner and follow the directions without being distracted by the others who are all competing and giving all the wrong instructions.

After each team has successfully negotiated the ob-

stacle course, another person from team **A** will be blindfolded, the obstacle course will be changed, and the activity will be repeated. Remember, it is not easy to give accurate verbal instructions to someone who cannot see, but like a pilot being brought in by an air traffic controller, the members of the team must work together, regardless of the distractions.

\* Don't allow older children to arrange signals to recognize their partners!

## WHO IS WHO

This activity is designed to provide students with practice in auditory discrimination and analysis of voice quality.

Have students record their voices on tape for thirty seconds. They are not to identify themselves through content in any way. Instruct some to use their natural voices and others to try to disguise their voices. Play the tape for the class, and have them identify each voice.

### DISCUSSION

How many students were correctly identified? What vocal cues led to correct identification? Was it easier to identify students who used their natural voices or ones who disguised their voices? Why?

## DID YOU FORGET SOMETHING?

**OBJECTIVE** – TO DEMONSTRATE TO STUDENTS THAT ACCURATELY GIVING AND FOLLOWING DIRECTIONS IS A DIFFICULT TASK.

**EXERCISE** – Designate several students as speakers and several students as listeners. Each speaker prepares an explicit, step-by-step list of directions for completing some simple task such as opening a new book, raising an umbrella, putting on a coat, sharpening a pencil, opening a locked closet door, etc. Pair a speaker with a listener. One at a time, each listener should follow the speaker's directions to the word in front of the class. The speaker cannot add information that he or she does not have written down; the listener can do only what he or she has been told to do and cannot communicate with the speaker.

**DISCUSSION** – Were the directions complete? Was this a frustrating experience? For whom? If the task was not completed, whose fault was it? Why was this a difficult experience? From this exercise, what have the students learned about giving and following directions that will help them in their everyday lives?

## IF I HAD A MILLION DOLLARS

Have students sit in a circle on the floor.

The first student begins by saying: "If I had a million dollars, I'd buy a sports car" (or whatever he or she wishes to say). The second repeats what the first student said and adds another item. The exercise progresses as each new student adds an item to the list after first repeating the previous students' items. No item can be chosen by more than one student.

### DISCUSSION

What was the noise level in the room? How many repetitions were made before a student broke the chain? When the chain was broken, whose item did the student forget? Was it most often the student immediately preceding him or her? Why? Were students more successful the second time the exercise was conducted? How did students behave as they were concentrating? How difficult is concentrating? How difficult is remembering items in a sequence?

## A WORD IS JUST IS WORD

Loaded words and phrases can interfere with listening effectiveness. This activity is designed to make students aware of loaded words and phrases.

Have students list words and phrases that trigger a surge of emotion within them. Have them read their words and phrases (or you can collect their lists and distribute the composite list to the class).

### DISCUSSION

Is there a variety of words and phrases? Are there any similarities among the words and phrases? Can they be categorized under a few headings (for example, racial slurs, obscenities, parental criticisms, etc.)? Why do certain words arouse personal antagonism in so many people? Why do these words and phrases affect the listeners as they do? How do they affect students' listening efficiency? What can listeners do to help moderate their reactions to emotion-laden words and phrases?

## MEOW - FEAR

This activity should help to make students aware of the impact that certain sounds have on their emotions.

Tape, or assign students to tape, four tapes of sounds. Tape 1 should contain inanimate sounds (church bells, telephone ring, door chimes, sirens, thunder, etc.); Tape 2 should have animal sounds (dog barking, cow mooing, cat meowing, rooster crowing, etc.); Tape 3, musical sounds (symphonic, jazz, rock, operatic, disco, etc.); and Tape 4, human sounds (cough, sneeze, laughter, crying, hiccup, ssh, scream, etc.). Many of these sounds can be taken from records of sound effects. As the tapes are being played, have each student write down what they associate with each sound. These associations should either be an emotion (sadness, happiness, anger, etc.) or a recollection (such as a time, place, season, person, etc.) Make it clear to the students that they are not to identify the sound; they are merely to state in one or two words what it brings to mind.

### DISCUSSION

What did the students associate with each sound? Why did they have such reactions? Why are associations/reactions so different among the students? How can students' feelings affect their listening?

## THE SEVEN SKILLS FOR APPRECIATIVE LISTENING

1. Listening to VISUALIZE
2. Listening for the SPEECH RHYTHM
3. Listening for the speaker's STYLE
4. Listening to interpret CHARACTER from dialogue
5. Listening to recognize TONE and MOOD
6. Listening to understand the effect of the speaker or reader's VOCAL QUALITIES and PHYSICAL ACTION
7. Understanding the EFFECT OF THE AUDIENCE on the listener's own responses.

### LEVELS OF APPRECIATION

1. SENSORY IMPRESSION
2. ENJOYMENT
3. CRITICAL RESPONSE

### ACTIVITY

1. Select a piece of literature - a play script or interesting short story with lots of action and good, strong characters. (select 1-3 pages)
2. Make sufficient copies to hand out to students who will be involved in the presentation of the literature to the rest of the class.
3. Have one student read the material to the class, with no preparation whatsoever.
4. Allow a second student time to prepare the same selection, and then read it to the class.
5. Finally, allow adequate time for a group to prepare the same material for a readers theatre presentation, which they will then perform for the class.

### DISCUSSION

After each presentation, discuss with the class the following questions:

#### QUESTIONS FOR DISCUSSION

1. What sensory impressions did the students get from the material? Were they able to visualize what was happening in the story? did the reader convey the "feel" of the story?
2. Did they enjoy the performance? Why or why not?
3. What did the material "say" to them?
4. What were their reactions to the reader(s) style and technique? Did the reader(s) convey the mood of the story? Did the reader(s) voice(s) help the students get "caught up" in the physical action of the story?
5. Did the reader's presentation help the students distinguish the different characters in the story? Did the students relate to those characters?
6. Did the audience reaction affect the reader's presentation?
7. How did the students' responses to the performance differ? What does this experience tell the students about their appreciative listening? Did they listen in a "different" way than they listen when they are simply trying to get information from a reader? Did they listen for "feelings" rather than just facts?
8. How did the students' responses to each of the three different

## THE SEVEN SKILLS FOR APPRECIATIVE LISTENING

Con't from Page 7

presentations differ? To which of the three presentations did the students listen with the most appreciation?

To make the above activity even more meaningful, allow the children to do the three types of presentation before they see a fully staged performance of a play by professional actors. The ability to compare the different experiences should help them reach an even higher level of appreciation.

This same activity could be applied to music, with someone plunking out a tune with one hand, one musician performing the music, a recording of a full orchestra playing the same selection, and, finally, a live performance of a symphony orchestra.

## BUT MY PROBLEM IS MORE IMPORTANT

The following activity should help make students more sensitive to the need to listen with understanding.

Divide students into groups of four or five. Each group member is to share a personal problem that he or she genuinely wants to solve; examples of personal problems might be curfew time, a grade in a certain class, telephone restrictions, unemployment, or playing time on a sports team. Each member should try to keep the discussion focused on his or her own problem. Whenever one group member shares a problem and asks for help, other group members should turn that problem around to relate it to their own problems.

### DISCUSSION

Was real communication taking place during this exercise? Why? For real communication to occur, what behaviors are necessary? How did students feel as they ignored others' problems? Have students ever been involved in this type of "communication" in their daily lives?

### IMPORTANT ADDRESSES

Remember these three important addresses:

**International Office:** Executive Director, Charles Roberts  
P.O. Box 90340  
McNeese State University  
Lake Charles, LA 70609-0340

**The Listening Post:** Ethel Glenn, Editor  
Dept. of Communication & Theatre  
UNCG  
Greensboro, NC 27412

**The ILA Journal:** Robert Bostrom, Editor  
College of Communication  
University of Kentucky  
Lexington, KY 40506

## WHO'S ON THE DEFENSIVE?

The purpose of this activity is to illustrate for students how different types of responses are used when one responds to another's problem(s).

### READ THE FOLLOWING TO THE CLASS:

- Man, I'm sick and tired of school. I hate it, and I'm going to quit - just quit. For the last eleven years, I've gone through the same old stuff, day after day. Where does it get you? Nowhere. Sure don't help you get along in the world. I'm quitting.
- That teacher is impossible! I wrote the best term paper that I've ever written and do you know what grade he gave me? He gave me a C. I spent a month writing that paper. I hardly did anything else that whole month. There was not one mechanical error in the whole paper - not one red mark! His only comment was, "You need to develop your main ideas with more supporting material." I had an example for every single, solitary idea! I had to make at least a B on that paper in order to get an A in the course. And I really need that A to make up for the D I'm getting in biology. If I don't make the honor roll, I won't be able to keep my insurance rates down. Then my parents will say, "Sorry, son, but you know the conditions for using the car." I can hear it now. No wheels just because of that teacher!

After reading these situations to the class, have the students write out how they would respond to a friend who was discussing that problem with them. Have students then form groups of three or four, share their responses, and decide which response would be most helpful to the person with the problem. One person in each group should write down the group's chosen responses.

Review Jack Gibb's defensive and supportive communication behaviors before leading a discussion on the chosen responses.

### JACK GIBB'S DEFENSIVE AND SUPPORTIVE COMMUNICATION BEHAVIORS.

A supportive climate is free of defensive communication behaviors (evaluation, control, strategy, neutrality, superiority, and certainty).

It is characterized by description, problem orientation, spontaneity, empathy, equality, and provisionalism.

A supportive climate fosters openness and trust - two necessary components for building a meaningful relationship between a troubled speaker and a therapeutic listener.

### DISCUSSION

Which kinds of responses did the groups choose? Were they defensive or supportive? Which of these responses would help the individual with a problem? Which would make the problem more difficult for the person to work out a solution?

A reprint of this Activities section may be had by sending \$1.00, postage included, to Ethel C. Glenn, University of North Carolina at Greensboro, 27412. Eleven or more copies, .75¢ per copy. Make checks payable to ILA.



# WHAT'S HAPPENING News & Notes About ILA Members

**NY REGION OF ILA MEETS . . .** Wayne Bond sends word of the NY Regional Conference to be held at Montclair State College on Saturday, Oct. 15. The day conference is to focus on Listening training for the Business and Corporate World. Sounds exciting! The New Yorkers continue to offer us a wonderful model for state and regional divisions of the ILA.

**FRESHOUR A POPULAR GUEST SPEAKER . . .** Frank Freshour was invited to speak to the Telemarketing and Business Telecommunications Conference at the Georgia World Congress Center in Atlanta in September. His topic was improving listening. Frank also has been invited by Training Magazine and Personnel Journal to be on their faculty for the December conference at the Jacob Javits Center in New York, teaching listening and behavioral styles. In August, Frank was a featured speaker for the Florida Department of Education/American College Testing Institute in Orlando. The institute dealt with drop-out prevention and teachers-as-advisors. Congratulations, Frank.

**PAST PRESIDENT LYLE WINS AWARD . . .** Marguerite R. Lyle was recently awarded the Outstanding Public Servant Award from the Acadiana Arts Council, a group which promotes the arts and provides artists in the schools. She received the award for her efforts to promote arts education in Lafayette Parish. Thirty-two teachers attended her summer workshop, "Teaching Listening and Memory Skills." In September, Marguerite gave five workshops and three major speeches before heading for a walking tour of Germany, Switzerland, and France! Sounds as if she needed the vacation!

**A BUSY SANDY STEIN . . .** Sandy has sent us copies of her latest newsletter, which she edits, for Hughes, a Subsidiary of GM Hughes Electronics. The company has an active affirmative action program, described in the newsletter. Sandy also sent a delightful cartoon of her when she was in a wheel chair from a broken hip, which apparently did not slow her down much. This fall she will teach at Pima Community College, the University of Phoenix, and at Chapman College. While the courses are in Oral Communication and Stress management, Sandy

promises a liberal listening component in all of them.

**WORKSHOP MATERIALS FROM SWANSON . . .** Charles Swanson spent this past summer preparing materials for a new upper-division course, Listening: Theory and Practice, and for four workshops he presented during August. He has been kind enough to share some of those materials with us, and you will find them in this issue of the LP. Thanks, Charles.

**CORINNE GEETINGS WRITES AND DRAWS . . .** Corinne has sent us a copy of her most recent column from West Art, a bimonthly publication for which she writes regularly. This issue is titled "Creativity and Listening" and presents an excellent argument that creative listening is the first step to artistic creativity. Another publication was a recent Universal Press Syndicate release (to over 100 papers) about Corinne and Baxter and their many experiences as tour guides. And Corinne has sent a few new poems and sketches for us to use in upcoming Listening Posts. Our thanks to a very busy, gracious lady!

**KEEP THOSE CARDS AND LETTERS COMING . . .** Send notes about what's happening to you, what you're up to, or any news to Ethel Glenn, Dept. of Communication & Theatre, UNCG, Greensboro, NC 27412.

## HELP PROMOTE MEMBERSHIP

If you have friends or colleagues you would like to receive an invitation to join ILA, please send their names and addresses to Wayne Bond (address below). He will send a personal letter and membership form inviting them to join. If you would like to serve on the membership committee and/or have any ideas about promoting membership, please let Wayne know.

And don't forget that ILA membership makes a wonderful gift!

## GIVE A GIFT OF GOOD LISTENING

Membership in the INTERNATIONAL LISTENING ASSOCIATION makes a unique and thoughtful gift for a friend, colleague, or business associate who is celebrating a Birthday, Graduation, Wedding or any other special day. And it is so easy. Just complete the form below with each recipient's name and address and include a \$50.00 membership fee and we will forward a MEMBERSHIP GIFT CERTIFICATE to your friend compliments of you.

GIFT RECIPIENT'S NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

COMPLIMENTS OF: \_\_\_\_\_

Make \$50.00 Check payable to ILA and send to: **Wayne Bond, ILA Membership, Dept. Speech/Theatre, Montclair State College, Upper Montclair, NJ 07043.**

## LISTENING AWARENESS DAY

by Harry Cook

"Listening Awareness Day" will be Saturday, March 4, our fourth year of securing proclamations from governors across the United States. Response to date has been excellent, but not perfect. President Bill Arnold said recently, "We want all fifty states!" To achieve that goal, I need your help!

Early in November, I will send each governor (and the Mayor of Washington, D.C.) a letter requesting that March 4, 1989, be declared as "Listening Awareness Day." I will also send a model proclamation with each letter. However, experience has shown that the great majority of states require that such requests come from state residents. That's where you come in!

The selection process for state residents to help has been somewhat random in the past. It is time to design more effective tactics. This year I will do the following:

1. Ask those ILA members who have helped in the past to help again. My records contain a few holes, however, so if you have helped in the past and do not hear from me by Thanksgiving, PLEASE send me a postcard so I will know that I missed you.
2. Ask the entire ILA membership for help. "Listening Awareness Day" should not be

limited to the United States. ILA members from other countries should join in—if their countries do not issue such proclamations, find some other way to celebrate listening. Follow the same process: let me know you are willing, I will send the model letter and proclamation, and you follow up with the proper government official.

3. Contact governors in states where we have no members (see the list below.) Help out if you live nearby, or get your relatives who may live in those states to help.

All proclamations should be sent to me ahead of time or brought to Atlanta. After a display at the Convention, they will be entered into the ILA archives.

While the process is simple, it does require some time. I hope you will be willing to invest a few minutes to help. "Listening Awareness Day" gives all ILA members the opportunity to make a meaningful contribution toward the purpose of the organization, whether or not they attend the yearly conferences. Please do not hold back because you do not plan to be in Atlanta.

From the following states, I need someone to write a letter (based on the

model I will send you): Arkansas, California, Colorado, Hawaii, Idaho, Maine, Mississippi, New Hampshire, Oklahoma, South Carolina, Utah, and Virginia. If you live in one of these states and are willing to help, please drop me a postcard as soon as possible.

The following are states in which we have no members (according to the latest directory): Alaska, Nevada, New Mexico, North Dakota, Rhode Island, South Dakota, and Vermont. If you have contacts in those states, please let me know, and I will forward the materials.

I know that the dynamic membership of ILA will cover me with cards and letters! We cannot have too much support or enthusiasm for "Listening Awareness Day." In the next edition of *The Listening Post*, we will add some suggestions for things you can do in your own community to reinforce the national efforts.

Send your cards, letters, and further suggestions to

Harry B. Cook  
Academic Advising Center  
Southwest Missouri State University  
901 South National Avenue  
Springfield, MO 65802

## SUBMIT STUDENT DEBUT PAPERS

With the '89 convention theme of "The Next Generation," the ILA is especially interested in promoting student involvement next year. To facilitate this, a "Convention Debut" program will be initiated at the convention. Our intention is to provide a depressurized opportunity for "the next generation" to make its presence known in the listening field.

As a student, I can attest to the excitement and rich experience that is "a given" for students attending a scholarly/professional convention. But the richest convention experience of all, no doubt, is presenting one's own work to a group of interested and potentially helpful listeners, such as those who make up the ILA.

Any student (high school, undergrad, or graduate) who has put his or her heart into a research or theoretical project of interest to those in the field of listening is strongly encouraged to submit a copy of the project BY **DECEMBER 1, 1988** for Debut program consideration. Each presentation should be planned to last roughly 5-10 minutes, although this time frame is negotiable. (In addition, students are encouraged to submit their papers to Margaret Fitch Hauser for consideration in the James I. Brown student research contest).

Send Debut Submissions to:

Michael P. Zizzi  
University of Maryland  
Dept. of Comm. Arts and Theatre  
Tawes Fine Arts, Room 1146  
College Park, MD 20742

## WHY TEACH LISTENING?

By Charles Swanson

1. Listening abilities are not developed naturally or caught like measles. Listening is a skill, learned by imitation and instruction. The listening skill of untrained students tends to erode as they grow older. Practice without instruction ingrains bad habits.
2. How can we expect our students to learn when we haven't even taught them how to listen? Students must listen to assignments, instructions, definitions, descriptions, explanations, discussions, and lectures. Listening is learning.
3. Academic success depends most on the skill of listening.
4. Listening is thinking or mental, while hearing is physiological.
5. Listening is the foundation skill for acquiring the other communication skills—speaking, reading and writing. Only after a child listens to language used will he/she be ready to form spoken language, to relate what is read to what has been learned, and to listen for effective expression in his/her own writing.
6. Listening unlocks the language arts by providing the basis for language acquisition. Students who hear, but cannot listen, lack the basis for understanding vocabulary and syntax as well as more advanced levels of language usage.
7. Listening is sharing. Understanding is the purpose of listening; however, understanding does not require agreement. One of man's most basic needs is the need to be understood and to understand.
8. Listening is caring. Listening is an acknowledgment and a commitment to the other person, recognizing the existence and value of that individual. Thus, real listening is an act of love.
9. "Some kids are literally dying to be heard."

# ILA 1989 AWARDS

The Awards Committee is sounding a call for nominations for the 1989 ILA Awards presentations. The process starts with the members of ILA. Please review the criteria for each award. The nominations must be submitted on a copy of the 1989 ILA Submission Form, and it is of extreme importance that careful DOCUMENTATION accompany it. The Executive Board as well as the Awards Committee is desirous of honoring those who have made noteworthy contributions to the ILA and the field of listening. The President's Certificate of Appreciation has been created to allow the president of ILA to recognize those who have given outstanding service during the president's term of office. Please help the ILA to give recognition where recognition is due by sending in your nominations.

**1989 Awards Committee**  
**Diane Corley, Chair**

## QUALIFYING CRITERIA FOR ILA AWARDS CATEGORIES

### I. HALL OF FAME AWARD

- A. Has achieved Recognition in the field of listening over a number of years
- B. Achievements in academic, business or other setting
- C. Submission by another ILA member
- D. Achievements and distinctions enumerated and DOCUMENTED according to the 1989 ILA Awards Submission Form

#### Awards Roster

1980: Ralph G. Nichols	James I. Brown
Sam Duker	Paul Rankin
1981: Wesley Wiksell	Sara Lundsteen
Miriam E. Wilt	Carl Rogers
1982: None	
1983: Charles T. Brown	Carl Weaver
1984: Larry L. Barker	Ella Erway
Paul Bagwell	
1985: Lyman K. Steil	Andrew Wolvin
1986: None	
1987: None	
1988: Carolyn Coakley	Kitty Watson

### II. ILA SPECIAL RECOGNITION AWARD

- A. Performance of outstanding service to ILA for an extended period of time
- B. Performance of an unusual service to the promotion of listening over a period of at least one full year
- C. Submission by self-nomination or another ILA member
- D. Achievements and distinctions enumerated and DOCUMENTED according to the 1989 ILA Awards Submission Form

#### Awards Roster

1980: Sperry Corporation	
1981: None	
1982: Lyman K. Steil	
1983: None	
1984: Telstar	
1985: Dee Steil	
1986: None	
1987: Peter Van Der Schaft	Ethel Glenn
1988: Nadine Marsnik	Richard Quainthy

### III. RESEARCH AWARDS

#### A. LISTENING RESEARCH AWARD

- 1. Outstanding level of achievement in research by ILA member or group
- 2. Researched-based text or research book published within three years of award year
- 3. Research-based article(s) in professional journals published within two years of the award year
- 4. Submission by self-nomination or another ILA member and with recommendation of the ILA Research Committee
- 5. Achievements and distinctions enumerated and DOCUMENTED according to 1989 ILA Submission Form

#### B. UNDERGRADUATE STUDENT RESEARCH AWARD

- 1. Full-time student status
- 2. Outstanding research reflected in project or paper
- 3. Research-based article(s) in professional journals published within two years of the award year
- 4. Submission by self-nomination or another ILA member with recommendation of the ILA Research Committee
- 5. Achievements enumerated and DOCUMENTED according to 1989 ILA Submission Form

#### C. GRADUATE STUDENT RESEARCH THESIS/DISSERTATION AWARD

- 1. Full-time graduate student status
- 2. Outstanding research reflected in thesis or dissertation completed in 1988
- 3. Submission by self-nomination or another ILA member
- 4. Achievements enumerated and DOCUMENTED according to 1989 ILA Submission Form

#### Awards Roster

1980-84: None	
1985: Andrew D Wolvin	Carolyn Coakley
Nadine Marsnik	Florence Wolff
Ralph G. Nichols	William S. Tacey
Larry L. Barker	Kitty W. Watson
Lyman K. Steil	Lyman K. Steil
Joan Summerfield	George DeMare
1986: None	
1987: Carolyn Coakley	Andrew Wolvin
1988: Judi Brownell	

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## LISTENING ACROSS THE CURRICULUM:

### SOME GUIDELINES

by Charles Swanson

1. Remember. When teachers list the characteristics of a "good student," they are also describing a good listener. Unfortunately, as many as three out of five students in most classes do not know how to listen because they have not been taught. Listening cannot be caught like measles.
2. LISTEN TO OTHERS AS YOU WOULD HAVE THEM LISTEN TO YOU. (Modeling is the most powerful method of instruction.) When you listen effectively, your students experience the importance of listening.
3. Create opportunities before, during or after school to listen to each student as an individual at least once a week. Answer questions when asked, not later.
4. Avoid using simple directives, such as "listen carefully" or "pay attention," as instructions; directives do not teach students how to listen.
5. If you want your students to listen to learn, speak in ways that encourage (and not discourage) listening: keep lesson-length within the attention span of your students; develop a variety of learning experiences; make your spoken presentation and content interesting.
6. Identify, and periodically review, for your students the methods you use to emphasize important points.
7. Give oral assignments and directions once; repetition teaches non-listening. Always alert students before giving assignments and directions orally. Redirect repetitive questions to other students for answers.
8. Begin each lesson with a review of prior materials, creating a context and preparing the students to listen.
9. Finish each lesson with a review, - testing student memory of important facts, definitions, principles, and concepts. Such a review—not graded and not retributive—checks listening and a reinforces the lesson.
10. Create special listening experiences appropriate to each subject: read to your students from quality writing; play recordings of readings, speeches, plays, poetry, etc.; tape record natural and man-made sounds for students to identify; have students tape, replay and identify sounds; play different kinds of music during study periods and between classes; record each student so he/she can discover what others are experiencing of him/her. Distinguish between hearing and listening to life.

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## A SELECTED BIBLIOGRAPHY ON COMMUNICATIVE SILENCES

by Tom Bruneau

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Brummett, Barry. "Toward a Theory of Silence as Political Strategy," Quarterly Journal of Speech, 66 (Oct., 1980) pp. 289-303.

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Tannen, Deborah and Muriel Saville-Troike (Eds.) Perspectives on Silence (Norwood, N.J.: Ablex Publ.) 1985; (one of the newest sources; pauses and silences in several contexts and silence in communication theory considerations; some excellent readings).