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THE MARYLAND LISTENING CURRICULUM FRAMEWORK

by

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LITERATURE SEARCH/DISTRIBUTION/REVIEW

Listening Committee members researched, distributed, and reviewed literature relevant to their charge. Among the literature studied were the following:

John Muchmore and Kathleen Galvin, "A Report of the Task Force on Career Competencies in Oral Communication Skills for Community College Students Seeking Immediate Entry into the Work Force," Communication Education 32 (April 1983): 207-220.

Myron C. Tuman, "A Comparative Review of Reading and Listening Comprehension," Journal of Reading 23 (May 1980): 698-704.

Andrew D. Wolvin and Carolyn Gwynn Coakley, Listening Instruction (Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1979).

MarDel Oral Communication K-12 Resource Manual, 1982.

SCA Guidelines: Speaking and Listening Competencies for High School Graduates.

Vicki Lord Larson, "Strategies for Assessing and Enhancing Listening in the Junior High Student" (Paper presented at the Second Annual Conference of the International Listening Association, Denver, Colorado, March 5, 1981).

W. Arthur Williams and Deborah Hefferin Vrhel, "Developing Programs for Integrating Listening Instruction into a K-12 Curriculum" (Paper presented at the Fourth Annual Conference of the International Listening Association, St. Paul, Minnesota, March 5, 1983).

Phil Backlund, et al., "A National Survey of State Practices in Speaking and Listening Assessment," Communication Education 31 (April 1982): 125-129.

Rebecca B. Rubin, "Assessing Speaking and Listening Competence at the College Level: The Communication Competency Assessment Instrument," Communication Education 31 (January 1982): 19-32.

Donald L. Rubin, et al., "A Review and Critique of Procedures for Assessing Speaking and Listening Skills among Preschool through Grade Twelve Students," Communication Education 31 (October 1982): 285-303.

Vincent S. DiSalvo, "An Identification of Communication Skills, Problems and Issues for the Business Professional Communication Course" (Paper presented at the Central States Speech Association Convention, Milwaukee, Wisconsin, April, 1982).

INITIAL LISTENING COMMITTEE MEETING--OCTOBER 25, 1984

Co-chair Carolyn Coakley distributed the following paper to stimulate discussion regarding the charge of the committee:

DEVELOPMENT OF PHILOSOPHY

"Rule" of curriculum planning: "Students ought to be taught what current living demands of them."

Considerations:

- The importance of listening in contemporary society
 - Relationships (within home/outside of home)
 - Occupations
 - Education
 - Citizenship
 - Daily activities
 -
- The aspects of listening
 - Capacity (ability) to listen--knowledge/skills
 - Willingness to listen--attitudes
 - Listening habits--behaviors
- A definition of listening

DEVELOPMENT OF GOALS/SUBGOALS

Considerations:

- Goals and subgoals should include what is needed to improve the aspects of listening in order for students to be more effective listeners in relationships, occupations, education, citizenship, daily activities, etc.
- Goals and subgoals should incorporate the following five purposes/types of listening:
 - Discriminative--to distinguish auditory (sound) and visual (nonverbal) stimuli
 - Comprehensive--to understand
 - Critical--to understand and then evaluate
 - Empathic--to serve as a "sounding board" for a distressed speaker
 - Appreciative--to obtain sensory stimulation or enjoyment
- Goals and subgoals should cover the levels of communication:
 - Intrapersonal
 - Interpersonal
 - Group
 - Public
 - Mass

SECOND LISTENING COMMITTEE MEETING--NOVEMBER 30, 1984

Each Listening Committee member distributed a copy of his/her paper consisting of his/her view of what the philosophy and goals of the listening curriculum framework should be. Excerpts from members' papers are as follows:

"Natural abilities, attitudinal modification, and positive behavioral patterns are the concentrations of the curriculum. The listener's volitional choice to partake of aural stimuli without physical impairment leads to listening patterns which can assist the student in becoming a participating member of his society. Thus, listening skills developed in youth lead to a fuller and richer life for the listener." Claire Satta

"A strong curriculum in listening skills will spin out of the listening needs of students. Further, the curriculum ought to be developed so that the student begins with a clear understanding of just what is the process of listening and then how he/she performs as a communicator within the process. Once the student understands the process of listening, it is appropriate to work for the development of specific listening skills. The taxonomy of listening types--discriminative, comprehensive, critical, appreciative, therapeutic--works well to shape a curriculum based on listening objectives and on the appropriate behaviors/responses of listeners within those objectives." Andrew D. Wolvin

"A language arts curriculum should be organized around goals and learning experiences that benefit not only society but also the learner. Since listening is the most basic and most frequently-used language arts skill as well as the primary means by which the learner communicates and learns, a language arts curriculum should promote effective listeners. By promoting effective listeners, the curriculum is meeting both society's needs for a communicative and learned citizenry and the learner's needs for a knowledgeable, willing, responsible, and skilled receiver of oral messages." Carolyn Coakley

Goals

1. to help students to apprehend auditory stimulus
 2. to help students understand an aural message
 3. to help students come to a conclusive judgment about what he/she understands
 4. to help students readily comprehend the feelings of others
 5. to help students deal aesthetically with aural input"
- Claire Satta

"Build a classroom climate which encourages respectful participation--interaction in which students build on the teacher's and each other's ideas....
Understand the functions and importance of listening as an integral part of the oral communication process." Helen Schmidt

"A student trained in listening should be able to:...

4. Understand his/her own listening behavior and how he/she is functioning as a listener at any given time in the process...

12. Listen with responsibility, assuming at least 50% of the communication function as an active listener." Andrew D. Wolvin

"LISTENING GOALS...

1. To help students understand the process of listening...

2. To help students understand the role of listening in their lives, the costliness of ineffective listening, and the benefits of effective listening...

3. To help students develop a willingness and readiness to listen...

4. To help students understand and develop responsible and appropriate listening behaviors...

5. To help students develop their capacity to listen by understanding and practicing the skills necessary for combined as well as specific listening purposes...."

Carolyn Coakley

Drawing on members' papers and committee discussions, the Listening Committee members composed the first draft of the philosophy and goals of the listening curriculum framework. The first draft was as follows:

LISTENING

Philosophy

Listening is a complicated process which involves four separate but interrelated components: receiving; attending; assigning meaning; and remembering.

Listening is a continual process which requires direct instruction, reinforcement, and integration within the language arts curriculum and, collaterally, within any other curriculum.

The motivating force of a positive teacher role model to build a classroom climate where the learner is encouraged to develop effective listening skills.

The learner needs to develop the willingness to listen, the capacity to listen, and positive listening habits in a variety of situations--intrapersonal, interpersonal, group, public, or mass communication.

The skills the learner would employ are determined by the purpose of listening:

1. Appreciative (to enjoy)
2. Comprehensive (to understand)
3. Discriminative (to distinguish)
4. Therapeutic (to help)
5. Critical (to evaluate)

The development of listening skills enables the student to be an effective and responsible citizen in today's society. It prepares the listener to deal with his/her social environment, job orientation, continuing learning experiences, political focus, and pleasure-oriented activities. The student is enabled through this developmental process to enhance his listening skills in all aspects of the life experience.

Goals

Students will understand the process of listening

Students will understand the role of listening in their lives

Students will understand the function of listening as an integral part of the oral communication process

Students will understand their own listening behavior and how they function as listeners at any given time in the oral communication process

Students will develop a willingness and readiness to listen

Students will formulate their own purposes for listening and use appropriate strategies to meet those purposes

Students will develop the capacity to listen by understanding and practicing appropriate listening skills

Students will understand and develop responsible and appropriate listening behaviors

THIRD LISTENING COMMITTEE MEETING--FEBRUARY 9, 1984

The Listening Committee members revised listening goals, added expansions explaining the goals, and added subgoals. The resulting paper was as follows:

LISTENING GOALS

1. Students will develop a willingness to listen responsibly.

(Goal 1 focuses on the development of receptive and responsible attitudes in the listener.)

- to develop a desire to take advantage of opportunities for listening
- to develop an attitude of openness
- to develop a curiosity about and interest in a variety of topics and people

2. Students will understand the role and process of listening as a function of communication.

(Goal 2 focuses on the understanding of listening as a complex process and as an influential force.)

- to understand that listening is an integral part of the communication process
- to understand that listening is a complex process of four separate but interrelated steps--receiving, attending, assigning meaning, and remembering
- to understand that the role of listening significantly affects attitudes, behaviors, and understandings

3. Students will establish suitable purposes and use selected strategies for listening.

(Goal 3 focuses on the development of appropriate listening skills and behaviors.)

- to establish suitable listening objectives
- to use appropriate listening strategies in order to accomplish selected objectives
- to establish means for monitoring and assessing the effective selection of purposes and appropriate use of strategies

FOURTH LISTENING COMMITTEE MEETING--FEBRUARY 10, 1984

Having presented the previous draft to the total Curriculum Framework Committee and having received evaluative comments and suggestions for improvement, the Listening Committee composed the following draft:

LISTENING

PHILOSOPHY

Listening is a communication process which involves four separate but interrelated components: receiving, attending, assigning meaning, and remembering. As the learner develops, the complexity of the listening process increases.

Listening is a continuing process which requires direct instruction, reinforcement, and integration within the language arts curriculum and, collaterally, within any other curriculum.

The motivating force of a positive teacher role model helps to build a classroom climate where the learner is encouraged to develop effective listening.

The learner needs to develop the willingness to listen, an understanding of listening, the capacity to listen, and positive listening habits at a variety of levels--intrapersonal, personal, interpersonal, group, public, and mass communication.

The skills the learner would employ are determined by the purpose of listening:

1. Discriminative (to distinguish)
2. Comprehensive (to understand)
3. Empathic (to help)
4. Critical (to evaluate)
5. Appreciative (to enjoy)

The development of listening knowledge, skills/behaviors, and attitudes enables the learner to be an effective and responsible citizen in today's society. It prepares the listening learner to deal with his/her social environment, job orientation, continuing learning experiences, political focus, and pleasure-oriented activities. The student is enabled through this developmental process to enhance his/her listening in all aspects of the life experiences.

GOAL 1: Students will understand and practice the process of listening

- 1.1. understand that the process of listening is an integral part of the oral communication process
- 1.2. use appropriate listening strategies

- 1.3. practice appropriate listening skills
- 1.4. establish means for monitoring and assessing the effective use of strategies and skills

GOAL 2: Students will listen for a variety of purposes

- 2.1. select purpose(s) for listening. To listen
 - discriminatively
 - comprehensively
 - empathically
 - critically
 - appreciatively
- 2.2. match purpose(s) to the elements of communication:
 - source
 - message
 - medium
 - context

GOAL 3: Students will develop a willingness to listen responsibly

- 3.1. develop a desire to take advantage of opportunities to listen
- 3.2. develop an attitude of openness
- 3.3. develop curiosity about and interest in a variety of topics and people
- 3.4. develop an appreciation of the significant role of listening in the formation of attitudes, behaviors, and understandings

FIFTH LISTENING COMMITTEE MEETING--MARCH 13, 1984

Having presented the previous draft to the total Curriculum Framework Committee and having received evaluative comments and suggestions for improvement, as well as having been told by Pat Williams of framework format decisions that had been made (such as the stem of the goals and subgoals will be, "The student will...."), the Listening Committee composed the following draft of a listening definition, goals, and subgoals:

LISTENING

DEFINITION

Listening, an integral part of the oral communication process, involves four separate but interrelated components: receiving, attending, assigning meaning, and remembering oral/visual messages. As the learner develops, the complexity of the listening process increases.

GOAL 1: To develop a positive attitude toward the value of listening

SUBGOALS:

1. develop a curiosity about and interest in a variety of topics and people
2. develop a willingness to listen actively, openly, and responsibly
3. value the significant role of listening in dealing with the social environment, job orientation, continuing learning experiences, political focus, and pleasure-oriented activities

GOAL 2: To understand the four components of the listening process and practice appropriate process skills

SUBGOALS:

1. receive by sensing oral and/or visual information
2. attend by practicing concentration skills
3. assign meaning similar to that intended by the sender
4. remember by practicing memory techniques
5. monitor and assess the use of listening process skills

GOAL 3: To listen for a variety of purposes

SUBGOALS:

1. discriminate among varied oral and visual stimuli and their sources
2. comprehend verbal and non-verbal messages
3. empathize by providing appropriate responses in a supportive climate
4. evaluate the message and its sender on the basis of established criteria
5. appreciate a variety of aesthetic listening experiences

STATE REVIEW--March 14, 1984 through May 20, 1984

During the period between March 14, 1984, and May 20, 1984, the Maryland Listening Curriculum Framework (along with the speaking, reading, writing, language, and literature frameworks) was mailed statewide for broad base review. Copies of the frameworks were sent to approximately 175 reviewers, who consisted of college and university departmental chairpersons and professors of English, communication arts, and education; current and retired county language arts specialists and supervisors; graduate reading program directors; language arts coordinating teachers; classroom teachers; etc. These reviewers, twelve of whom were paid (\$150.00 each) reviewers, had been recommended by members of the Maryland Language Arts Curriculum Task Force, the six curriculum framework committees, and the Maryland State Board of Education. Approximately 35 reviewers (including 11 of 12 paid reviewers) responded; thus, there was close to a 20 percent response rate.

Excerpts from some reviewers' reviews are as follows:

Definition:

"The definition fosters a passive, uncritical attitude toward listening. Subgoal #4 of goal #3 [evaluate the message and its sender on the basis of established criteria] needs to be incorporated into this definition."

"Replace remembering with evaluating."

"Are 'receiving, attending, assigning meaning, and remembering...' really separate components? I think we can distinguish them in order to clarify their interrelationships. But I do not think they are experienced or understood--at least by me--as separate. So I would substitute 'distinguishable' for 'separate' in the definition."

"...I'm not sure that it [the last sentence in the definition] is necessarily true. As the learner develops, I'm not sure that the complexity of the process increases. Perhaps learners are expected to gain a more complex array of information through listening."

"Rewrite definition."

Listening is the receiving aspect of the oral communication situation. It involves skills of concentration, determinations of meanings appropriate to speakers' intentions, and evaluation of speaker's effectiveness and honesty. Listening may also require skills for retaining what is germane to the listener's purpose. (In other words, the listener--not the speaker--must determine the degree of retention.)

"Making connections, assimilating and reading applications--goes beyond remembering."

"I wonder whether remembering is essential to listening; if it is, perhaps we need to define listening for a pre-set goal differently from listing in general. How essential is visual message in goals for listening?...."

"...Suggest emphasis on what listening is....listening is a transactional process involving the exchange of meaning through active participation by the listener in the communication experience. It is an integral element in the total process and involves four separate but interrelated components: receiving, attending, assigning meaning and remembering both oral and visual messages. Through a sustained effort in the study of listening, students should come to the realization that much of what they learn is achieved through the aural assimilation of spoken messages."

Goal 1 and Subgoals:

Change goal 1 to "To develop a personal appreciation for the value of listening, where by one can and does listen to acquire information and personal satisfaction."

"I think these are fine. Listening is connected to important human experiences, so that the instruction itself will seem important to students."

"I have trouble with this goal especially if I think ahead to the rest of a curriculum design model which generally includes an evaluation component. I'm not certain how one would assess #1 and #3 [subgoals]. At the very least I would modify #1 to read something like 'Develop a curiosity about and interest in listening to a variety of topics and people.'"

"Do you need a positive attitude towards the value? Could it be a positive attitude toward listening?"

"Cannot assess a positive attitude."

Subgoal 1--"does not mention listening--curiosity could stem from silent reading."

Subgoal 2--"Willingness not strong/It is an awareness of how important it is to listen."

Subgoal 3--Change to "Understand the role of listening in dealing with a variety of daily activities."

Goal 2 and Subgoals:

Change goal 2 to "To understand the four components of the listening process and apply strategies for the improvement of the appropriate listening processing skills."

Subgoal 1--"Sensing? Cannot write objectives."

"Replace oral (spoken) with the broader term aural in subgoal 1 to reflect focus of heard message."

"Is subgoal number 1 something that can be affected by instruction?"

"Subgoal #1 seems strange; if you take 'and/or' exactly, then the sentence could mean that in 'listening' one can 'receive by sensing...visual information.' Huh?"

"Meaningless. Omit or make more specific. I couldn't begin to write an activity for this goal."

Subgoal 2--"How is subgoal 2 measureable?"

Subgoal 3--"Impossible, unless the listener can read minds. Perhaps you should be more modest in expecting listeners to try to infer the speaker's intentions by noting the kinds of speech techniques he has used."

"'Assign meaning to message' is sufficient. How would one know for sure if other had been accomplished?"

"Is subgoal 3 completely attainable? Do we perhaps try to increase the ability to imagine what possibilities can exist and try to select the most probable one?"

Subgoal 4--Change to "Improve memory by...."

Change to "Improve the ability to retain what is relevant to one's listening purposes."

Subgoal 5--"Is the intention one of self-monitoring? If so, this needs to be clarified."

Subgoals 2 and 4--"Consider applying in place of practicing."

Goal 3 and Subgoals:

"Is listening to literature implied? It should be noted."

"...The goals do not imply purpose, as the basic goal implies. They are skills, skills involved in all listening, regardless of purpose, except for sub-goals #'s 3 and 5, which are affective rather than intellectual...."

Subgoal 3--Change to "Demonstrate empathy by providing...climate."

Subgoal 4--"What criteria has been established that will allow any of us to evaluate the sender of a message? Goodness knows we need a set!"

Further comments on the listening framework:

Add as a subgoal: "Increase understanding of self and others."

"Because of the transitory nature of the input, one's listening is subject to considerable variation depending on factors such as illness, stress, interference, and interest. For this reason information presented through listening should be developed in conjunction with other sensory input which confirms and reinforces the auditory stimulus."

"Again, the distance between listener and speaker is crucial, and should be dealt with in your goals. There is quite a difference in listening techniques between a give-and-take conversation in which speaker and listener become interchangeable in roles, and the kind of listening one gives to a formal speech. There is also a need to deal with listening to radio and TV, where the listener has no opportunity to challenge or respond."

SIXTH LISTENING COMMITTEE MEETING--MAY 30, 1984

Having considered the suggestions made by the state reviewers, the Listening Committee composed the following draft of a listening definition, goals, and subgoals:

LISTENING

DEFINITION

Listening is the active process of receiving, attending to, assigning meaning to, remembering, and responding to auditory and the accompanying visual messages. As a complex process, effective listening requires the learner's development of appropriate knowledge, attitudes, and behaviors for a variety of purposes at all communication levels.

GOAL 1: To understand the listening process and apply appropriate process skills

SUBGOALS:

1. establish suitable purpose(s) for listening
2. receive aural and accompanying visual messages
3. attend to the listening task
4. assign literal and interpretive meanings to messages received
5. remember relevant information by using memory techniques
6. respond to the message to further the communication process
7. monitor and assess self and others as listeners during the communication process

GOAL 2: To listen for a variety of purposes at all communication levels

SUBGOALS:

1. discriminate among varied auditory and accompanying visual stimuli and their sources
2. comprehend verbal and non-verbal messages
3. provide empathic responses in a supportive climate
4. evaluate a message and its sender on the basis of established criteria
5. appreciate varied aesthetic listening experiences
6. utilize purposeful listening skills at intrapersonal, interpersonal, public, and mass communication levels

GOAL 3: To develop a positive attitude toward listening

SUBGOALS:

1. develop a willingness to listen actively, openly, and responsibly

2. develop a curiosity about and interest in listening to a variety of topics and people
3. value the significant role of listening in human experiences.

LANGUAGE ARTS FRAMEWORK REVIEW PANEL MEETING--JUNE 6, 1984

On June 6, 1984, the Language Arts Framework Review Panel held a process meeting to review the Listening Committee's May 30th draft of the Listening Curriculum Framework. This panel, chaired by Richard Deasy (the Assistant Superintendent for Instruction of the Maryland State Department of Education), consisted of twelve nationally-prominent/locally-based language arts specialists. Among the members of this "oversight committee" were Joan Gibbons (Education Director of Department of Defense Dependent--that is, overseas--Schools), Richard Long (IRA Washington Representative), and Ramsay Selden (Senior Research Associate of the National Commission on Excellence in Education). Although this advisory group's written recommendations were not available at the time this paper was prepared, the group's oral recommendations consisted of the following two for the Listening Curriculum Framework:

--Many of Goal 2's subgoals, which are not perceived by the panel to be statements of purpose, should be revised so that they will be statements of purpose.

--Critical listening should be emphasized more strongly than it is in Goal 2, Subgoal 4.

MARYLAND STATE DEPARTMENT OF EDUCATION LANGUAGE ARTS
CURRICULUM TASK FORCE MEETING--June 11, 1984

Members of the Task Force met to suggest revisions of the Listening Committee's May 30th draft of the Listening Curriculum Framework (as well as the most recent drafts of the speaking, reading, writing, language, and literature frameworks). Although there was some discussion regarding the removal of the introductory phrase in the second sentence of the definition, the removal of "literal and interpretive" or the addition of "critical" in Goal 1, Subgoal 4, and the changing of Goal 2, Subgoal 2 to "Gain understanding by comprehending verbal and nonverbal messages," the only actual change was the deletion of the before "accompanying visual messages" in the first sentence of the definition.

FUTURE PLANS

The stages through which the Listening Curriculum Framework (as well as the other five frameworks) will now proceed are as follows:

--The Review Panel will provide the Task Force with its written recommendations on June 29, 1984.

--A committee consisting of the chairs of the Composing Committee (speaking and writing), the Interpreting Committee (listening and reading), and the Content Committee (language and literature) will meet in early July of 1984 to put the June 11th Task Force recommendations and the Review Panel's written recommendations into effect before the frameworks are sent out for national review.

--The six frameworks will be sent out for national review. The National Review Panel, consisting of national language arts specialists recommended by the Task Force, will review the frameworks and make suggestions for improvement. Although members of the National Review Panel had not been selected at the time this paper was prepared, I recommended the following listening specialists: Katharine Butler, Thomas Devine, Ella Erway, Paul Friedman, Marguerite Lyle, and Sara Lundsteen. The national review should be completed by the end of the 1984 summer.

--On September 19, 1984, the Maryland State Department of Education Language Arts Task Force will meet to respond to the suggestions made by the National Review Panel.

During the second year of this two-year project, the stages through which the project will proceed are as follows:

--Six of the twenty-four Maryland counties (local school districts)--with block grant money from the Maryland State Department of Education--will write curriculum objectives for each subgoal of the six language arts frameworks in order to test the viability of the frameworks as they stand.

--Further revisions of the curriculum frameworks will be made by the writing, speaking, reading, listening, language, and literature committees and the Task Force (with the Task Force being primarily responsible for the revisions).

--The philosophy of the language arts curriculum framework will be written by a Task Force committee and will be revised by the Task Force.

--The Language Arts Review Panel will hold a product meeting to make final recommendations prior to the time that the project will go to print.

--Revisions will continue to be made by the Task Force.

--The Maryland English Language Arts Curriculum Framework will be printed.

--The expectation is that the Maryland English Language Arts Curriculum Framework will become by-law for the Maryland public schools; thus, each local school district will have to match its local English language arts curriculum with the Maryland English Language Arts Curriculum Framework and officially state that the curriculums do, in fact, match.