

A PRAGMATIC "SHARING" WORKSHOP IN LISTENING PEDAGOGY: WHO'S  
TEACHING LISTENING AND HOW?

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A Two-Hour Workshop Presented at the  
First Conference of the  
International Listening Association

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Atlanta, Ga.

A DAYTON, OHIO, CASE STUDY INQUIRY RELATING TO THE TEACHING OF LISTENING COMPETENCY  
IN THE SCHOOLS. . . OF "HOW DO WE TEACH LISTENING?"

Fairmont East High School (enrollment: 1450; public)  
3000 Glengarry Drive  
Kettering, Ohio 45420

1. Research Respondent:

Mrs. Arlene C. Akerman, Speech Teacher and Director of Forensics and Drama  
B.A. degree in Secondary Education from Mount Union College, Alliance,  
Ohio; graduate work at Miami University, Oxford, Ohio; teacher of speech  
for thirty years; actively involved in the National Forensic League, the  
Ohio High School Speech League, and the Speech Communication Association  
of Ohio

2. Listening Courses in Curriculum: None

3. Courses in Which Listening Units Are Taught:

Elected Courses: Contest Speech (10, 11, 12); Debate (11, 12); Speech and  
American Literature (11, 12); Reading (10, 11); numerous language arts  
courses

Required Courses: Segments in English courses

4. Number of Courses with Listening Units Taught Per Year: 9+ offered each semes-  
ter or 18+ per year

Length of Class Periods: 55 min. of which 55 min. one week per semester; 15  
min. one/two weeks per semester; short 5 min. segments are planned throughout  
the course/s for teaching/learning of listening theory and skills.

5. Courses with Listening Units Taught By:

"I would have to list several language arts teachers in addition to myself.  
Many of these teachers, when questioned, explained that they devote lengthy  
periods to teaching listening skills or they use short segments of time  
for brief listening exercises."

6. Listening Unit Objectives: Students should be able to:

- a. know the difference between hearing and listening
- b. identify the four kinds of listening (informative, appreciative, cri-  
tical, and instructional)
- c. correlate listening techniques with other activities, i.e. taking direc-  
tions.

7. Required Text: None

8. Supplemental Text: Wright, Theodore H. Tuning In: Learning to Listen.  
Middletown, Conn.: Xerox Corporation Publishing and Editorial  
Offices, 1972. Address: 215 Long Hill Road, Middletown,  
CN 06457

9. Listening Unit/s Content:

Listening and Nonlistening Defined  
Positive Listening and Reasons for Not Listening  
Physical and Verbal Feedback  
Barriers to Feedback



## 3. Courses in Which Listening Units Are Taught (continued):

American Authors (10)-- 1 cre.	3	French I, II, IV (9, 10, 12) 2 1 1	1 cre.
Personality and Vocation (12) 1/2 cre.	3	Cultural Enrichment (9)--1/2 cre.	6
Spanish II, III, IV (10, 11, 12)-- 1 cre.	3	Death and Dying (11, 12)--1/4 cre.	6

All of the above courses are elected. \*\*\*Number times per year course is taught by the same teacher

## 4. Number of Courses with Listening Units Taught Per Year: 30 comprising a mixture of 1 credit courses and 1/2 and 1/4 credit courses.

Length of Class Periods: 50-min. class periods of which 15 min. is applied for listening in the 1 credit course (36 weeks); 20 - 25 min. in the 1/2 credit course (18 weeks); and approximately 41 min. in the 1/4 credit course (9 weeks)

## 5. Courses with Listening Units Taught by:

Doug Benbow (Theology)	John Norman (Theology)
Diane Masar (English)	Tina Pernik (French)
Janet Niekamp (Spanish)	Paul Templeton (Fine Arts--Music and Voice)

## 6. Listening Unit Objectives: Students should be able to:

- be aware of the total expression of the person to whom he/she is listening;
- understand the content of a message conveyed in native language, in foreign language, in music, in posture, and in silence;
- gain self-confidence in being effective members of interpersonal relationships;
- realize that every human being has something of value to say.

## 7. Required Text:

Spanish II: Usted y yo, Zenia Sachs Da Silva. New York: Macmillan Publishing Co., Inc., 1975. (Exercises throughout the text)

French I, II Valdman, Albert et al. Chicago, Illinois: Scott, Foresman and Co., 1972. (Exercises throughout the text) Sonet Sens

Speech and Semantics Irvin, John V. et al. New York: Holt, Rinehart, and Winston, 1979. (Chapters 2 and 3) Speaking Effectively

## 8. Supplemental Text/s: None

## 9. Listening Unit/s Content:

Listening as a Vital Facet of Human Relations  
 Listening as a Process of Learning  
 Listening as a Means of Greater Understanding (foreign languages)  
 Awareness of Listening as Applied to Voice and Music

## 10. Grade Level Listening Units Taught: 9, 10, 11, and 12

## 11. Immediate Results: Students are able to:

- develop a positive attitude toward listening in class;
- improve classroom listening skills;
- understand French and Spanish more easily on a daily basis;
- use listening techniques inside and outside of the classroom so as to become more aware of people around them; and
- improve the quality of course assignments and test results as respective courses emphasize listening skills.

12. Long-Range Results of Listening-Unit Teaching: Students are able to:
- realize that every human being has something to say which deserves a listening;
  - become more aware of other people and their messages as we grow;
  - communicate more effectively in Spanish and French;
  - feel more confident with themselves in job interviews and other interpersonal relationships;
  - become more aware of the expressions that exist in drama, voice, and music.
13. Listening Unit Resources:  
Individual teachers develop resources consonant with the subject area.
14. Is your school answering responsibly the students' need to acquire knowledge and competency in listening?

"All teachers deal with listening to the extent that students are responsible for lecture material and directions given. However, the nature of our world dictates that we, as educators, do more extensive work in the area of listening. We need to teach our students to listen critically, to cut through the noise, and to listen to the human beings around us."

15. Suggestions for improving listening pedagogy in your school:

"Workshops to instruct teachers in listening theory and in the implementation of listening skills would be highly beneficial."

#### Sharing Ideas:

Archbishop Alter High School: See Resources I through P

Workshop Sharing:

Sinclair Community College (enrollment: 17,000; public)  
444 W. 3rd Street  
Dayton, Ohio 45401

1. Research Respondent:

Professor Clar Barter

Received the B.A. degree with a major in Journalism from the University of Michigan in 1952; later he received the M.A. degree with a concentration in Speech at the University of Michigan. Professor Barter taught in the Department of Communication Arts at the University of Dayton until 1964 at which time he joined the Speech Department at Sinclair Community College.

2. Listening Courses in Curriculum: None

3. Courses in Which Segments of Listening Are Taught:

Fundamentals of Effective Speaking, Advanced Public Speaking, Voice and Diction, Theatre and Acting, Interpersonal Communication, Oral Interpreta-

tion, Interviewing, and Conference and Discussion.

Note: Sinclair Community College operates on the quarter system; all of the above-listed courses are offered for four quarters a year with the exception of Advanced Public Speaking which is offered once a year.

4. Number of Courses With Listening Segments Taught Per Year: 29  
Length of Class Periods: 50 min. of which 45 min. is applied for listening in the Fundamentals of Effective Speaking Course and the Voice and Diction Course. Allocation of time for teaching listening has not been determined in other courses.

5. Courses with Listening Segments Taught by:  
Research Respondent and four colleagues with academic background and expertise in communication.

6. Listening Segment Objectives: Student should be able to:  
a. transmit and receive messages accurately;  
b. cross question any area in the body of knowledge pertinent to the message;  
c. respond to intermittent type of questions during and immediately after the speech;  
d. participate in a listening-period critique of the speaker and message; and  
e. develop attention listening through message performances.

7. Required Text:  
Heuhn, Richard and Linda. Public Speaking: A New Speech Book. St. Paul, Minn.: West Publishing Co., 1979. (Content emphasized via listening activity)  
Anderson A. Virgil. Training the Speaking Voice. Englewood Cliff, N. J.: Oxford Press, 1977. (Data from text used in conjunction with the oscilloscope for reinforcement of sound through sight.)

8. Supplemental Text: Chapters on listening from basic speech texts.

9. Listening Segment/s Content:  
Listening for Message Information  
Listening with Critical Analysis of Student and Guest Speakers  
Seeing Phoneme Dysfunction Via the Oscilloscope

10. Grade Level Listening Units Taught: College Freshman and Sophomore Years

11. Immediate Results: Students are able to develop more alertness in discerning important strategies of speaking as they apply functional listening.

12. Long-Range Results of Listening-Segment Teaching:  
Students are prepared to function as effective speakers and listeners in personal, academic, and business situations.

13. Listening Segment Resources: Developed by the speech communication instructors in the respective areas.

14. Is your school answering responsibly the students' needs to acquire knowledge and competency in listening?

"Yes, we have attempted to build listening into all speech communication courses on an intrinsic basis. Much of the class activity is critical listening and evaluated on the spot."

15. Suggestions for improving listening pedagogy in your school:

"There is a need to structure a unit-type of listening pedagogy at Sinclair Community College and other schools not only in speech communication courses but in other disciplines including English."

Sharing Ideas!

Sinclair Community College: No Resources Submitted

Workshop Sharing:

Wright State University (enrollment: 15,000; public)  
Dayton, Ohio 45435

1. Research Respondent:

Dr. James E. Sayer

Received B.S. degree in Education at Northern Arizona University in 1968 with a major in History and the M.A. degree at University of Arizona in 1969 with concentration in Speech. From 1969 - 1972, Dr. Sayer was an Instructor of Speech at Northern Arizona University. He received the Ph.D. degree in Speech at Bowling Green State University in 1974 at which time he joined the faculty of the Speech Department at Wright State University.

2. Listening Courses in Curriculum: None

3. Courses in Which Listening Units Are Taught:

Essentials of Public Address	Business Communication
Essentials of Communication	Small Group Communication

4. Number of Courses with Listening Units Taught Per Year: 28 (Wright State University is on the Quarter System.)

Length of Class Periods: 50 min. of which 25 - 30 min. is applied for listening pedagogy on the average of two class periods per quarter.

5. Courses with Listening Units Taught by:

Dr. James Sayer, Associate Professor  
Dr. Beverly Gaw, Associate Professor  
Dr. Ronald Fetzer, Assistant Professor  
Dr. R. Gene Eakins, Associate Professor

6. Listening Unit Objectives: Students should be able to:

- understand the importance of listening;
- recognize the different types of listening;

6. develop more effective critical listening habits

7. Required Text: None

8. Supplemental Text: None

9. Listening Unit/s Content:

Barriers to Listening  
Weaknesses in Listening  
Essentials of Listening  
Interpersonal Aspects of Listening

Listening Categories: Evaluative, Interpretative, Supportive, Probing, and Understanding

10. Grade Level Listening Units Taught: College Freshman and Sophomore Years

11. Immediate Results:

Students seem to be more humanistic in listening behavior.

12. Long-Range Results:

No data.

13. Listening Unit Resources: Individual Instructors develop resources consonant with the subject areas.

14. Is the University answering responsibly the students' needs to acquire knowledge and competency in listening?

"Yes, given the constraints of the all-too-short Quarter System and the necessity to deliver other information."

15. Suggestions for improving listening pedagogy at the University:

"Perhaps a course in listening on a one-time trial basis."

Sharing Ideas!

Wright State University: See Resource Q

Workshop Sharing:

University of Dayton (enrollment: 10,000: private)

1. Research Respondent:

Dr. Florence I. Wolff

Received the B.S. degree in Business Education and English at Temple University in 1942, the M.A. in Secondary Education at Duquesne University in 1967, and the Ph.D. with a double major in Business Education and Rhetoric at the University of Pittsburgh in 1969. She has been on the faculty in the Department of Communication Arts at the University of Dayton since 1969.

2. Listening Courses in Curriculum: Undergraduate, none; Graduate, one

3. Courses in Which Listening Is Taught:

Undergraduate: Fundamentals of Effective Speaking, Interpersonal Communication, and Introduction to Mass Communication Media  
(Results of a Questionnaire Survey indicates that of the 12 full-time faculty 10 indicate that they do not teach listening in their respective courses.)

Graduate: An Investigation of Listening Problems (See Appendix A)

4. Number of Courses or Courses With Listening Units Taught Per Year:

Undergraduate Listening Unit Courses: 17 (three-term system)

Graduate Course: Taught once every two years

5. Courses or Courses With Listening Units Taught by:

Dr. Don B. Morlan, Professor of Communication Arts

Dr. Florence I. Wolff, Associate Professor of Communication Arts

Mr. John W. Lawson, Assistant Professor of Communication Arts

Mr. Donald Jones, Instructor in Communication Arts

6. Objectives for:

Undergraduate Courses With Listening Units: Student should be able to:

- a. understand the importance of listening in the total communication process;
- b. acquire specific skills to improve listening;
- c. differentiate between hearing and listening; and
- d. recognize the major listening constructs for message transmission.

Graduate Course: Students should be able to:

- a. report, understand, and apply the fundamental listening theories and skills advocated by an array of recognized authorities in the area of listening. (See Items #7 and 8, Required and Supplemental Texts)
- b. design and accomplish a research project to reinforce or supplement theory and/or skills in the area of listening.
- c. fulfill the objectives noted above for the undergraduate courses with listening units.
- d. complete this graduate course according to the syllabus and data reflected in Appendices A, B, and C.

7. Undergraduate Course Required Text: (Unit and Intermittent Teaching of Listening)

Ochs, Donovan J. and Anthony C. Windler. A Brief Introduction to Speech. New York: Harcourt Brace Jovanovich, Inc., 1979, Chapter 2, "Listening."

Graduate Listening Required Texts:

Nichols, Ralph G. and Leonard A. Stevens. Are You Listening? New York: McGraw-Hill Book Company, Inc., 1957.

Nichols, Ralph G. The Dun & Bradstreet Complete Course in Listening Conference Workbook, Manager Development Series. New York: Dun and Bradstreet, Inc., 1968.

8. Undergraduate Supplemental Listening Texts: (Unit/Intermittent Teaching)

Adler, Ron and Neil Towne. Looking Out! San Francisco: Holt, Rinehart & Winston, 1975. (Exercise: "The Great Mokusatsu Mistake," p. 257.)

## Undergraduate Supplemental Listening Texts (continued)

DeVito, Joseph A. The Interpersonal Communication Book. New York: Harper & Row, Publishers, 1976. (Exercises on Feedback in Communication, pp. 224-230)

## Graduate Supplemental Listening Texts (a partial listing):

Barker, Larry L. Listening Behavior. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971.

Duker, Sam. Listening: Readings. Metuchen, N. J.: The Scarecrow Press, Inc., 1971.

Ibid. Listening Bibliography. New York: The Scarecrow Press, Inc., 1964.

Girzaitis, Loretta. Listening: A Response Ability. Winona, Minn.: St. Mary's College Press, 1972.

Harris, Jud. The Art of Listening. Industrial Education Institute, 1967. (Farnsworth Publishing Inc., Boston, Mass.)

Holtzman, Paul D. The Psychology of Speaker's Audiences. Glencoe, Ill.: Scott, Foresman and Company, 1970.

Keefe, William F. Listen Management. New York: McGraw-Hill Book Co., 1971.

Koile, Earl. Listening As a Way of Becoming. Waco, Tex.: Word Books, 1977.

Mills, Ernest Parker. Listening: Key to Communication. New York: Petrocelli Books, 1974.

Weaver, Carl H. Human Listening: Processes and Behavior. Indianapolis, Ind.: The Bobbs-Merrill Co Inc., 1972.

Erway, Ella A. Listening: A Programmed Approach. 2nd ed. New York: McGraw-Hill Book Company, 1979

## 9. Undergraduate Listening Unit/Segment Content:

- a. Basic Facts About Listening
- b. Poor Listening
- c. Preparing to Listen; Mental Consonance with the Speaker
- d. Undermining the Speaker's Message; "Keep Cool"; Taking Notes
- e. Listening for: Central Idea; Evidence; Definitions; Irrelevancies, Recommendations, Suggestions, and Conclusions

Graduate Listening Course Content: Review of Undergraduate Content Plus Basic Content of Texts Noted Above; Reviewing/Reporting on Recent Literature; Design and Implement Research Projects Related to Listening in Professions.

10. Grade Level Undergraduate Listening Units/Segments Taught: 4 University Years  
Graduate: Master Degree Candidates; Part-time Students; Professionally Employed
11. Immediate Results: Minimal for undergraduate students; Positive for Graduate Students
12. Long-Range Results: Impossible to Determine on Undergraduate/Graduate Levels
13. Listening Unit/Segment and Course Resources: For Undergraduate, see Appendix B; For Graduate Listening Course, resources developed by Professor and students.

14. Is your school answering responsibly the students' needs to acquire knowledge and competency in listening?

No. The Department of Communication Arts has not recognized, at yet, the need to structure a listening course in the undergraduate curriculum. On the graduate level, the course is offered every second year and, therefore, does not affect a large number of students.

15. Suggestions for improving listening pedagogy at the University of Dayton:

Offer undergraduate courses in listening and offer the graduate course in listening more frequently.

Sharing Ideas!

University of Dayton Resources: R through Z through A-9

Workshop Sharing:

Appendix A (Graduate Course Syllabus)

COM 521 Investigation of Listening Problems

3 credits

Dr. Florence I. Wolff

Six-Week Summer Graduate Course

Office Hours:

J-310

Phone: 229-3049

Daily:

Special:

Composite Description: (Graduate Course)

Studies dealing with the importance and complexities of listening. A comprehensive study of the place of listening in our society and its direct relationship to the various forms of communication. Investigation will be made into an analysis of the many related skills involved in effective listening and to the reasons for poor listening habits. Research will be pursued to demonstrate how listening can be improved along with specific procedures for refining the skills necessary for good reception.

Objectives:

1. To acquire the theoretical knowledge for the improvement of listening habits and skills through readings and communication research.
2. To improve oral performance technique in interpersonal, small-group, and public speaking situations as listening theories and skills are applied and developed.

Specific Procedures:

1. Basic required reference: The Dun and Bradstreet Conferee Workshop for the Complete Course in Listening, Ralph G. Nichols (purchased during first class meeting).
2. Students will examine theories and skills of listening in the writings of Brown, Barker, Erway, and Weaver; individual oral reports, with specific performance objectives, will be presented to the class.
3. For improving listening skills during the course, students will be directed to overcoming distractions, detecting central ideas, maintaining emotional control, and evaluating the message.
4. Measurement of the students' improvement in listening skills will be by comparison of their performance on the Nichols Pre-Test at the beginning of the course and the Post-Test at the end of the course.
5. The course structure includes persistent emphasis on improving each student's speaking techniques in interpersonal communication and oral reporting of research.

Class ScheduleWeek #1

Session A: Introduction of Dr. Ralph G. Nichols' Complete Course in Listening  
distribution of Conferee Workbooks (Tape 1)

Completion of Personal Data Sheets

Dyad preparation for the Speech of Introduction/Objectives  
Assignment:

3-minute Speech of Introduction

Session B: Delivery of Speech of Introduction: Evaluations, Listening Exercise, and Analysis Chart

Assignment:

The Dum and Bradstreet Complete Course in Listening  
Workbook: pp. 1-14, 23-30, 39-57, 66-67, and 85-91.

Ralph G. Nichols and Leonard A. Stevens, Are You Listening  
(New York: McGraw-Hill Book Company, Inc., 1957).

Selected Listening Text: Explanation of Recording the  
Text Nichols' Recording: 25 True-False Questions, Answers,  
Pages

Week #2

Session A: Nichols' Pre-Test (Modified)

Lecture and Discussion: Definitional Aspects of Listening

Assignment:

Interpretive Reading: Narrative Poetry/Performance and  
Listening Test

Session B: Narrative Poetry Performance/Listening Testing

Assignment:

Continue Reading and Recording of Nichols' text and  
Selected Text

Week #3

Session A: Written Test: Nichols' Conferee Workbook and Text Class  
Exercise

Assignment:

Continue Reading and Recording of Selected Text

Session B: Lecture: Brown-Carlson Listening Comprehension Test  
Explanation of Research Assignment (On-the job research;  
library research 4 articles)

Assignment:

Complete Reading and Recording of Selected Text  
Organize and prepare discussion format on Selected Texts  
Prepare Listening Test on Selected Text Data

Week #5

Session A: Presentation of Discussion Groups on Selected Text Data  
Administration of Listening Tests

Assignment:

Rough Draft of Plans for Research

Session B: Personal Conference for Research (if necessary)

Week #6

**Session A: Research Reports Submitted (Impromptu Speeches)**  
 "Braining Storming" the research results  
 Listening Tests

**Session B: Nichols' Post-Test (Modified)**  
 Evaluation of Professor and Course

**CONGRATULATIONS!!! You have completed the course.**

Course Evaluation

Your final course evaluation for Com 521 Investigation of Listening Problems was determined by a composite average of each evaluation for the following assignments:

1. Nichols' Objective Test
2. Nichols' Essay Test
3. Recording of Nichols' Text
4. Introductory Speech
5. Interpretive Reading of Poetry
6. Selected-Text Speech
7. Recording of Selected Text (1/2)
8. Recording of Selected Text (1/2)
9. Research Project
10. Listening-Improvement Range (Difference of Nichols' Pre- and Post-Tests)
11. Listing of Major Listening Concepts (End of Post-Test)

Please note on the inside cover of your folder the listing of your evaluations and the calculations which reflect the composite average of your work. Each of the assignments objectively evaluated with specific criteria established for that assignment; however your work compared with these criteria determined the evaluation that you received. In evaluating eleven specific assignments, a professor is able to afford students the opportunity to be evaluated on those assignments which they can accomplish proficiently and, simultaneously, offset those assignments which they perform with less proficiency.

The continuu, noted below, contains each student's final evaluation. Your final evaluation is circled; therefore, you are able to compare your work with all other graduate students in the class.

4.9	A
4.8	A
4.6	A
4.5	A
4.5	A
4.5	A
4.3	B
4.3	B
4.22	B
4.1	B
3.8	C
Incomplete	

N = 12

While I realize that the assignments were demanding, I feel that the exposure to recognized listening theories would enable interested students to improve their

listening skill. Also, the opportunities each student had to "develop improvement objectives" as he spoke before a live audience can only enhance his public speaking technique. The Analysis Chart is your own personal profile; refer to it for future speaking assignments or engagements.

If I can be of any help in the future, contact me. Relax and enjoy the remainder of the summer!!!

APPENDIX B      Lawson Slide and Tape Exercises

John W. Lawson, Assistant Professor  
 Department of Communication Arts  
 University of Dayton  
 Dayton, Ohio 45469

and Director of the Lawson Research Institute  
 for Conducting Meetings and Employee  
 Training Workshops  
 2504 Hazelwood Avenue  
 Dayton, Ohio 45419      Phone: 513-293-4646

Slide Exercise

This 50-min. session, similar to the glorified Telephone Game used by psychologists, businesspersons, and management training systems, creates an awareness of problems in transmitting information accurately.

Procedure: After 5 persons leave the classroom, flash a slide on the screen for 90 sec. Remove the projection and call in Person #1. From the class, select a Descriptor who explains the image to the listener, Person #1. The Descriptor may take as long as necessary to give the data to the listener who may ask questions. Person #1 becomes the Descriptor and relates the slide message to Person #2 who becomes the Descriptor. Continue this process until Person #5 enters the room and stands with his or her back turned from the screen. The slide is shown to the class while Person #5 relates the message of Person #4. Using five slides involves 25 students in the listening/speaking process. Slides used:

- |                            |   |
|----------------------------|---|
| #1 Boy and Girl in a Swamp | #4 Statue from Egyptian Culture                           |
| #2 A Statue                | #5 Night Scene of Modern Building and<br>Decorative Tower |
| #3 Two-Story House         |   |

Learning Outcomes:

1. The more complex the initial description of the slide, the more distortion in the final description.
2. A Descriptor who can give precise data of major segments of the image will cause a more accurate final description.
3. As the message is repeated, it becomes shorter and details are lost.
4. New details are added as each person interprets what they think they heard; details become distorted.

Tape Exercise

This 50-min. exercise will enable students to apply discriminate listening in order to understand words with music background.

1. Select 4 popular songs timed from 2 - 4 min. with clearly enunciated lyrics.
2. On cassette, record song #1 twice, song #2 twice etc.
3. In class, after students have listened to song #1 twice, have students take a quiz: a 5-multiple choice question relating to the Topic and Central Meaning of the song and the Feelings Revealed.
4. Repeat the same procedure for songs #2, #3, and #4.
5. Record 4 other popular songs and provide students with copies of the lyrics as they listen to the songs.
6. Prepare a quiz: a 5-multiple choice question relating to the Topic, the Central Meaning, and the Feelings of the songs.

Learning Outcomes:

1. Students learn to listen discriminately to understand words with a music background.
2. Repeating the songs twice enables students to clarify the topic and central meaning of the musical messages.
3. Students learn to associate different feelings with verbal and musical symbols.
4. Students begin to perform duality of listening by responding to both verbal and musical messages.

SHOULD LISTENING COURSES BE INCLUDED IN UNIVERSITY SPEECH COMMUNICATION  
CURRICULUM: A SURVEY OF UNIVERSITY INSTRUCTORS

In November, 1979, four hundred questionnaires were mailed to a geographically representative sample of university speech communication instructors. The thirty-six item questionnaire included the question:

Do you believe that universities should include in the speech communication curriculum a course entitled, "Listening," designed with a theoretical and practical structure? Yes \_\_\_\_; No \_\_\_\_ Please clarify your response.

Results indicated a 50-50 "yes-no" split; of the 188 respondents to the questionnaire (47% return), 81 responded "yes" to the question and 81 responded "no"; 26 checked both "yes" or "no" or did not respond.

Note the comments listed below: 20 comments support the "yes" response relating to teaching listening as a separate course; 9 comments support the "yes" response relating to teaching listening as a unit or segment within a speech course; and 20 comments support the "no" response to the question.

The comments are verbatim responses from the questionnaire.

The numbers following certain verbatim comments indicate the number of times the comments were written in support of a "yes" or "no" response.

Affirmative ("yes") Comments:

1. I think listening should be taught in every course.
2. It's needed! (4)
3. Too little time in current classworks to cover listening satisfactorily--Also, most people spend far more time listening than speaking--
4. Listening is a skill which is learned and thus should be offered.
5. Principles and training can be and should be a part of all courses taught. (3)
6. If the Dept. has some one w/ sufficient knowledge/interest.
7. Would help students handle classes better.
8. I think the course is needed--Currently it is only a unit--
9. Should be a vital part of all public speaking courses.
10. should be a major unit in beginning courses.
11. Course is useful and productive for students.
12. It's one aspect of communication which is neglected. It must be part of the process we call communication.

13. We have a 600 level grad course- 2 sections FILL every semester since 1971
14. Communication is a 2 way process (speakers and listeners)
15. People seem to have a hunger to learn these techniques.
16. One-credit hour course.
17. Personally I feel that to be effective in the dialogue of life people need to know how to speak and how to listen.
18. I think it would be nice-I'm not sure how much material is readily available (i.e., texts)
19. It's worth a try.
20. We already offer the class.

Listening Segments/Units Currently Taught Comments:

1. We cover this adequately in our Basic Oral Communication. (2)
2. Listening is already taught in many speech communication courses. (2)
3. Unit in other classes is adequate. (20)
4. No it should be built into the rest of the curriculum. We don't teach "Speaking" without listening--
5. Stressed in fundamental courses. (7)
6. Seems to me to be a luxury course when compared to our other offerings which include listening essentials. (5)
7. Listening is part of interpersonal course.
8. It is covered in Psych-of communication.
9. I teach the subject in my basic speech class- it would overlap and I do not see enough material to justify an entire semester course. (3)

Negative ("no") Comments:

1. Even though we spend so much of our time doing this, I think our major problems in communication begin with and are in the SOURCE.
2. I haven't been exposed to any research on listening that warrants inclusion in a university level course.
3. Principles can be learned quickly enough without course.

Miscellaneous Comments:

1. Listening was my specialty in Ph. D. work, as soon as I got my Ph. D. the whole field seemed to go cold on listening-so I switched my professional emphases.
2. It is best taught throughout the curriculum. It also has a weak theoretical base that doesn't allow strong social science approaches or treatment. (4)
3. Maybe--couldn't make it a very high priority. (4)
4. I've never seen much theoretical significance in the field-except for some work by Barker. (3)
5. It could make a good summer short course here. I think some universities may want such a course, not all.
6. Depends upon the dept., its place in the college, its available staff, etc., etc.
7. Such an activity is the SINE QUA NON of Communication.
8. There is ample opportunity in other courses to discuss relevant aspects of listening.
9. --lots of other courses, too-why just "listening"
10. I think it is a neglected area.
11. We cannot very well teach such a course now because of limited faculty but we recognize the need for specialized training in what might well be the most important single communication skill.
12. Students cannot read, write, or speak-neither do they know how to listen.
13. We give lip service to the importance of listening, but do little about this vital skill: Few people, in my opinion, know how to teach it!
14. Self-evident.
15. I don't know what such a course would do.
16. A unit and lab, yes: a course, no.
17. Undecided
18. It is so much a habit of mind that it is either developed or not developed by the time people reach university level.
19. Depends on the needs of the department and program.
20. Wish it were better handled in basic courses.