

Malory Vos
PCM 493/ Interactive Listening
Kathy Thompson/12/07/07

**PREPARING TO LISTEN AS YOU LEARN
AND LISTEN TO A NEW LANGUAGE
An exercise in Perceptual Readiness**

PURPOSE

To learn to listen with your perpetual set, or readiness, to increase the likelihood that you will hear what you are prepared to hear.

AUDIENCE

Students of any age learning a new language. (Example uses Spanish; however, any foreign language can be substituted to meet classroom needs)

REQUIREMENTS

A speaker of the Foreign Language, or a recording of someone speaking natively in that language and one handout of reflective questions that lead to a discussion of the *preattentive process*.

SETTING CONTEXT

Learning a language is a slow process that begins with listening. As you listen to the language via instructors, music, or movies, you must prepare yourself and use your perpetual set, or readiness, to your advantage. Your mind needs to be focused, and expecting. Being familiar with the different sounds within the new (Spanish) language will help you prepare. By becoming more aware of the different sounds within the new (Spanish) language, you will more quickly recognize the language and be able to then interpret and respond accordingly. This is an essential step in your process to learn a new language.

PROCESS

Listen to someone speak the language (Spanish) and respond to the page of reflective questions. If a speaker is not available use a recording.

PROCESSING

This exercise can be presented to a class of any size. Students can reflect on their responses to the questions verbally in order to share with the entire class, and to then transition to the context of the discussion.

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Were you caught off guard by the introduction of the presentation?

If so, what was unexpected about the introduction?

What could have been done to prepare you for this introduction?

We will discuss your responses shortly.

¡MUCHAS GRACIAS!

Bob Bohlken, Ph.D.

Professor Emeritus, Northwest Missouri State University

Listening to/with Your Significant Other (nonverbal)

Objective: to create an awareness of and to provide a means of discussion of nonverbal relationship listening. After each participant completes the inventory, they compare results.

1. How does your significant other respond non-verbally when he/she questions what you are saying? (eye movement, forehead/eye brows, lips, body attitude/movement, hand gestures, vocal sounds)
2. How do you respond non-verbally when you question what your significant other is saying?
3. How does your significant other respond non-verbally when he/she disagrees with what you are saying?
4. How do you respond non-verbally when you disagree with what your significant other is saying?
5. How does your significant other respond non-verbally when he /she is really interested in what you have to say?
6. How do you respond non-verbally when you are really interested in what your significant other is saying?
7. How do you respond non-verbally when you are having difficulty in understanding what your significant other is saying?
8. How does your significant other respond when he/she is having difficulty understanding what you are saying?
9. What non-verbal cues do you display indicating that you are happy or sad?
10. What non-verbal cues does your spouse display indicating that he/she is happy or sad?
11. What do you believe is the strongest non-verbal indicator of your attitude or feelings in a conversation with your significant other?
12. What do you believe is the strongest non-verbal indicator of your significant other's attitude or feelings in a conversation with you?
13. How important is **hand touching** in your relationship communication?

Bob Bohlken,

Ph.D. Professor Emeritus, Northwest Missouri State University
Significant Other Listening Self-inventory

Objective: to create an awareness of and to provide a means for discussing relationship listening with a significant other.

1. For what purpose do you most frequently listen to your significant other? (To get information, to relate, to be critical, to understand, to share a feeling or emotion, to solve a problem, to be motivated)
2. What is your significant other's most common topic of conversation? (Sports, feeling, other people, news, friends, day happenings, religion, your relationship, money, social)
3. How interested are you in that topic? What is your preferred common topic?
4. What personal characteristic of your significant other most influences your listening? (Appearance, voice, speech rate/rhythm, vocabulary, eye contact, facial expressions, attitude)
5. What personal characteristic of your own distracts you most from listening to your significant other? (Preoccupation, being tired, time, stress, interest in topic)
6. About what topic do you least like to converse with your significant other?
7. What characteristic of the physical setting influences your listening the most? (Lights, space, wall color, noise, temperature, media distractions)
8. What physical distraction or noise most interferes with your listening to your significant other in the home? (radio, television, music, newspaper, computer, others talking, etc.)
9. In what room of your home does most of your listening take place?
10. How do you respond to your significant other when you are listening effectively?
11. How do you know if your significant other is listening effectively to you?
12. How often do you and your significant other converse daily? What is the average duration of the conversations?
13. What percent of the conversation time do you listen?
14. What time of the day would you prefer to listen to relate? To comprehend information?
To share feelings? To solve a problem? To be critical?
15. What is the most distracting factor in your communication with your significant other? (Your own characteristics, your significant other's characteristics, the situation, your interest in the topic, time of day, available time, etc.)

Upon completion of this questionnaire, share your results with your significant other and together discuss the results. Hopefully, if you are honest with each other, this discussion will improve your relationship and communication.

The purpose of this exercise is to encourage the listener to concentrate on the message of the other person.

Divide the group into pairs. One starts the conversation on a topic of his or her choice. The other listens and when the first speaker stops, the second person has to start his or her response with a word that begins with the last letter of the last word the first person.

For example, if person one ends with "...and that's it for today," then the second person has to start with a "y" word in a way that makes sense, such as "Yet we know...." Each person can stop at any point, at which the other person picks up the conversation.

The exercise is most effective when the length is no more than 2 – 3 minutes.

Debrief by asking how each listened differently under these circumstances and what it meant to listen all the way through a conversation.

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Working with people who want to speak and listen effectively

Comprehensive Listening

Purpose

To heighten awareness of white noise, and display to participants how difficult it is to be an effective listener.

Audience

College students.

Requirements

- The children's book entitled *I'm a Manatee* (Lithgow, 2003) read by Jane Claas.
- Note cards given to each student, each labeled with one random distraction for the participant to do during the exercise.
- Students will be instructed to not share their card/random distraction with others.
- Some kind of instrumental music will be played at a low level in the background during the book reading as a distraction.
- Polaroid pictures will be taken during the book reading as a distraction.
- At the end of the story, participants will answer 3 questions about detail of story. Discuss answers as a group.
- At the end of the exercise, presenters will ask 3 general questions about listening distractions.

Setting Context

According to Wolvin and Coakley (1996), "Comprehensive listening is listening to understand the message. Some of the challenge of comprehensive listening is determining what information is valuable, focusing on the information, and resisting distractions. You must also get past personal interests and be prepared for information." In the college classroom setting we want to help college students understand the objective of listening. If they listen effectively and understand how to filter out distractions effectively, they can then begin to not only take in the information they are receiving, but also comprehend it in a way that they can record what they have heard.

Process

Instruct the student participants that their main objective is to listen to the story. Presenters will then distribute the note cards to students, play the music, take pictures, and begin to read the story all at the same time. After the story, the music and picture taking will end.

Presenter will hand out "Story Questions" (see attached). Give participants 1 - 2 minutes to answer the questions and then have the presenters ask the participants to share their answers as a group.

The last exercise is for presenters to ask student participants and discuss as a large group, during the last 5 - 6 minutes, the following questions to generate discussion about comprehensive listening:

- 1.) What was your distraction?
- 2.) How were you affected by what you heard and what you missed?
- 3.) On a scale from 1-10, 1 being "not at all" and 10 being "severely," rate how the distractions affected you.

Jan Hofmaier and Sheryl Hoyt

LISTENING EXERCISE IN PERCEPTUAL SET

In this exercise, we will tell the class we are giving them a little language exercise. The exercise will be in Latin. It's not a hard one and although they may not be familiar with Latin, we will say that we think they will figure it out.

We then say -

INPIN TARIZ,

INOK, NONIZ.

INMUD EELSAR,

INCLA, NONEIZ

We then ask the class to repeat it and ask what it means. They will surely stumble.

We would then say: Let us repeat it for you slowly.

IN PINE, TAR IS,

IN OAK, NONE IS.

IN MUD, EELS ARE,

IN CLAY, NONE IS.

The lesson is that that since we said it was Latin, they expect to hear Latin. This is the perceptual set. All we actually did was put a different emphasis on the English words.



Daniel R. Corey, Michael Z Murphy

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Intrapersonal and Interpersonal Listening

“UNVEILING AN IDEA”

PRIMARY OBJECTIVE: Participants, working in pairs, will identify in language an inchoate or hidden idea that may be thought of as a hunch or feeling

SECONDARY OBJECTIVES: Participants will 1) ask a series of questions, 2) prompt extended responses, and 3) summarize responses succinctly

PROCEDURE:

1. Participants work in pairs. Audio recording is highly recommended but not required.
2. Participant A focuses on a hunch, a seed of an unidentified idea, a sense that the mental “gears are turning” in order to fully identify that idea.
3. Participant B uses the list of “Suggested Topics” below to interview Participant A about that idea and must prompt extended or deeper responses. Any or all of the topics may be used in any order. Other topics may be added freely.
4. Participant B notates in no more than 4 words the central idea in each response.
5. Participant A jots down any ideas developed or made apparent during the process.
6. Participants continue until A unveils the idea that has been hidden.
7. Participants reverse roles and repeat the process.

EXAMPLE INTERVIEW:

B: What color is your idea?

A: I don't know.

B: What color does it seem like?

A: It seems yellowish.

B: Why?

A: Well...it seems warm and very illuminating. It's got the urgency and pull of a sunny day.

B: (writes “illuminating, urgent”) Is it more in the middle of pavement or a pasture?

A: Definitely a pasture because it's so big and because it's hard to see any one particular part of it.

B: (writes “big, has components”) Is it straight forward or circuitous?.....etc.

SUGGESTED TOPICS:

1. What color is it?
2. What does it smell like?
3. What season is it most like?
4. Is it hot, warm, cool or cold?
5. What does it taste like?
6. To your fingertips what does it feel like?
7. Is it more like:
 - a. fast food or fine dining?
 - b. the chicken or the egg?
 - c. sand or clay?
 - d. fresh or salt water?
 - e. pavement or pasture?
 - f. sneakers or shoes
 - g. sun, shade or moonlight?

- h. rock or cork?
- i. swimming, floating or sinking?
- j. elevator or escalator?
- k. window, wall or door?
- l. sidewalk or path?
- m. mist, sprinkle, rain or downpour?
- n. solid or porous?
- o. walking, jogging, sprinting or skating?
- p. absorption or reverberation?
- q. entrance or exit?
- r. flurry, snow, blizzard or hail?
- s. driving or being driven?
- t. buying or selling?
- u. the photo or the frame?
- v. cash, credit or debit?
- w. front or rear?
- x. desert or jungle?
- y. victim or perpetrator?
- z. radio, television or movie?
- aa. laptop or desktop?
- bb. player or spectator?
- cc. leader, follower or rebel?
- dd. emptying or filling?
- ee. vacuum cleaner or leaf blower?
- ff. push or pull?
- gg. speaking or listening?
- hh. sound or silence?
- ii. shower or bath?
- jj. love, hate or ambivalence?
- kk. salt or pepper?
- ll. sitcom, talk show, reality show or drama?
- mm. past, present or future?

Mary C. Dahl
PCM-493
Swap Shop Activity
November 30, 2007

Developing a Deeper Sense of Empathy

Objective: To help a newly formed peace & justice committee gain prayerful perspective on how their ability to listen with empathy to one another will enhance or diminish their ability to work together toward common goals.

Time Frame: 30 minutes

Procedure:

- Set up chairs as a circle within a circle - the inner circle facing out, the outer circle facing in - enough to accommodate all participants face-to-face. Be prepared to add or subtract chairs to keep the essence of the two circles intact. The leader can opt out of the circles if there is an odd number of participants.
- Have a simple table at the center with a lit candle and an open Bible displayed.
- As persons arrive, have each one fill out a name tag with first name only.
- Hand out the prayer sheets and randomly assign the parts to the opening prayer experience.
- After everyone has gathered, all be seated and the leader welcomes everyone warmly.
- Following the prayer outline, the leader acts as time-keeper giving two to three minutes for each sharing portion.
- Allow for silence if it occurs for deep reflection.
- At the end of the prayer experience, have the inner circle turn their chairs to the center; ask everyone to share something with the whole group about the listening aspect of the prayer experience -- how did it make them feel?
- Formulate a mission statement for this new committee; brainstorm goals.

The Call to Be a Peacemaker

- Leader:** Let us remember that we are in the holy presence of God.
(Pause for stillness to emanate.)
- All:** In the name of the Father, and of the Son, and of the Holy Spirit. Amen.
- Leader:** We are here, Lord. It is good for us to be here. What would you have us do?
- All:** Ever-living God, you reveal that those who work for peace will bear fruit. Help us speak the words of peace and to work without ceasing for that justice which brings true and lasting peace. We ask this through Jesus Christ, our Lord. Amen.
- Leader:** As we pray together, let us be conscious of the person next to us, the person in front of us, the person behind us, so that being united in the spirit of awareness we may give one another the true Spirit of God. Let us try to listen with the ears of our Lord.
- All:** Lord, make us instruments of your peace. Where there is hatred, let us sow love.
- Reader 1:** LOVE... The person next to you is the greatest miracle, the greatest mystery that you will ever meet at this moment; a testament of the Word made flesh, of God's continuous Advent into our lives. Love that person!
- Leader:** Inner Circle - Take a moment and share with the person across from you, someone in your life whom you think of as your greatest miracle or mystery. (Allow 2-3 minutes)
- All:** Where there is injury, pardon.
- Reader 2:** PARDON... The person across from you is sensitive to attitudes, desires, acceptance, and approval, needs loving forgiveness, is aware of failings and defects, but is still a unique wonder of God's own fashioning. Pardon this person!
- Leader:** Outer Circle - Take a moment and share something in your life for which you have received pardon, or for which you bestowed it. (Allow 2-3 minutes)
- All:** Where there is doubt, faith.
- Reader 3:** FAITH... The person to the left of you or to the right of you believes in something, stands for something, lives for something, labors for something. Believe in this person!
- Leader:** Inner Circle - Take a moment and share something that you have recently stood up for in your family or more publicly.
(Allow 2-3 minutes)
- All:** Where there is despair, hope.

Reader 4: HOPE... The person behind you is an inexhaustible reservoir of possibility with unlimited potential. This one is striving to become SOMEONE, to arrive at some destination, to have a story and a song, to be known and to know. Trust in this person!

Leader: Outer Circle - Take a moment and share one of your own dreams for your own future. (Allow 2-3 minutes)

All: Where there is darkness, light.

Reader 5: LIGHT... This person beside you is a unique individual whose life is shaped by both necessity and possibility, dread and desire, smiles and frowns, laughter and tears, fears and hopes, all struggling to find expression. Listen to this person!

Leader: Inner Circle - Take a moment and share something that is uppermost in your emotional life at this point in your life. (Allow 2-3 minutes)

All: Where there is sadness, joy.

Reader 6: JOY... These people, present to you, have problems and fears, moments of insecurity and indecision, are ones who need you for comfort, understanding and love.

Leader: Outer Circle - Take a moment and share a story of someone who has been comfort, understanding and love to you. (Allow 2-3 minutes)

Reader 7: A reading from the prophet Isaiah.
The castle will be forsaken, the noisy city deserted, until the spirit from on high is poured out on us. Then will the desert become an orchard and the orchard be regarded as a forest.
Right will dwell in the desert
and justice abide in the orchard.
Justice will bring about peace;
right will produce calm and security.
My people will live in peaceful country,
in secure dwellings and quiet resting places.
Happy are you who sow beside every stream,
and let the ox and the ass go free.

-Isaiah 32:14,15-18,20

Silent Reflection

Psalm Response (Psalm 122)

Inner: I was glad when they said to me, "Let us go to the Lord's house." And now we are here, standing inside the gates of Jerusalem!

Outer: Jerusalem is a city restored in beautiful order and harmony. This is where the tribes come, the tribes of Israel, to give thanks to the Lord according to His command. Here the kings of Israel sat to judge their people.

Inner: Pray for the peace of Jerusalem:

Outer: "May those who love you prosper. May there be peace inside your walls and safety in your palaces."

Inner: For the sake of my relatives and friends I say to Jerusalem, "Peace be with you!"

Outer: For the sake of the house of the Lord our God I pray for your prosperity.

Prayer

Leader: We pray for ourselves that there may be an end to violence and war and that peace may become a reality in the hearts and minds of all peoples.

All: Lord Jesus, sometimes our hearts reproach us. But you are greater than our hearts! Your pardon is greater than our weakness; your joy lessens our anguish, and your strength overcomes our distress. Keep us in the assurance of your love and our hearts will remain at peace.

Leader: The Lord bless you and keep you! The Lord let goodness and mercy shine upon you and be gracious to you! The Lord look upon you kindly and give you peace! *(based on Nm 6:24-26)*

All: Amen!

Leader: Live Jesus in our hearts,

All: FOREVER!

Mary Lou Jones
PCM 493
Swap Shop

Empathic Listening

Purpose

To learn to actively listen to a patient in a hospital setting with empathy.

Audience

Nurses

Requirements

Two separate handouts for the individuals to read out loud and one small piece of paper.

Setting Context

According to Miller, as cited in Janusik (2007), in a linear one way listening task, when presented with a list of words, people can remember on average 7 items. When presented with many unrelated sentences and asked to remember the last word of each sentence, people can remember on average 2-3 items.

It is important for nurses to listen to their patients because they're there to help and listening to the right information is part of the treatment.

Process

Need to people to participate. One person will read a scenario to another person of a health situation and the other person has to actively listen and remember all that was said. Then that person will tell the class what they can remember about the situation at the end of the exercise. The listener can take notes on a small piece of paper. Next the individuals will change roles and the listener will then become the storyteller and the storyteller will become the listener.

Processing

This exercise can be done in a whole or in a small group of 2 people. Active listening is a skill that can develop. The two individuals will sit across from each other at a table. One person to be the “storyteller” and the other is the “listener.” The “storyteller” will read a scenario out loud to the “listener” in 2 minutes or less. Then the “listener” has to try to remember as much as possible to discuss to the class at the end of the exercise and the listener has a small piece of paper to write down notes. . Next the individuals will rotate roles and the next person will have to read the scenario, but the listener can not take notes.

Scenario 1

“Storyteller” Read the following (Read this scenario and try to sound upset and scared): This takes place in a clinic setting. Feel the part act out the feels.

NURSE I HAVE A BIG PROBLEM!!!!

I'm having problems when I go to the bathroom. I go to the bathroom **10-15** times a day. It burns and I have a dreadful odor. I just got back from my vacation **2** days ago and I had an affair. I think I got a STD, **PLEASE HELP ME!**

WHY, WHY, WHY, ME.....

When my husband finds out he's going to kill me.

What do you think I have?

My **husband** is out of town for business and he will be back tonight. I need something to treat my STD **NOW!**

Scenario 2

“Storyteller” Read the following (Please sound as if you are a tough and crazy person) you are a 24 year old female: This takes place in a prison setting, however the patient is extremely depressed and does not like to talk to anyone.

Try to look as if you are in pain, rock back and forth in your chair and hold on to your stomach. No eye contact! Use a soft and quiet voice.

Why am I here?

I told the guard that I was feeling fine.

Can I please go back to my cell?

I need to lie down.

Can I lie down on your couch?

Nurse for scenario 1

How can I help you this morning?

Then just listen to the patient and write down notes on this piece of paper if you need to.

Nurse for scenario 2

Hi how are you feeling today?

Then just listen and absorb her behavior. Then tell the class what you thought the patient was experiencing.



LISTENING IN TWO-WAY COMMUNICATIONS

Comprehensive Listening Activity

Objective

To help students/trainees understand comprehensive listening and how it affects communication in a two-way setting.

Introduction

Judi Brownell says, "One way you can promote comprehension is to listen completely to our partner's ideas before interrupting, even if you believe your questions are important ones." Because we are exposed to various forms of communication daily, the most important thing we can do for another is to listen to what they have to say.

Purpose

This activity will show students/trainees how important it is to concentrate during an exchange of communication. Also, it will illustrate how crucial it is to understand what is being said, as well as, making sure you are being understood.

Time

30 minutes

Directions

The students/trainees will be separated into two groups, one to discuss the objective of Abbott and one to discuss the objective of Costello. In the space provided below, the individual teams are expected to share their perspective on the assigned objectives. Evidence should be provided to support their viewpoint.

<http://video.google.com/videoplay?docid=-8342445135331678445&pr=goog-sl>

Comprehensive Listening Activity

Who's on first? Does it really matter, not really, what does matter is being heard, being understood and understanding.

After review of the comedic stand-up of Abbott & Costello's "Who's on First", separate the class into two groups; assign each group the task of discussing the objective of Abbott and Costello. The group should discuss the viewpoint of the assigned objective through comprehensive listening. The students/trainees should be ready to share their findings with the class with supporting evidence.

Give an explanation of Abbott's objective:

Given an explanation of Costello's objective:

Comprehensive Listening Activity (*Instructor Copy*)

Who's on first? Does it really matter, not really; what does matter is being heard, being understood and understanding.

After review of the comedic stand-up of Abbott & Costello's "Who's on First", separate the class into two groups; assign each group the task of discussing the objective of Abbott and Costello. The group should discuss the viewpoint of the assigned objective through comprehensive listening. The students/trainees should be ready to share their findings with the class with supporting evidence.

Give an explanation of Abbott's objective:

Abbott is the Manager of the baseball team that Costello plays for. Abbott was trying to explain to Costello where the players are on the field. Abbott was answering Costello's questions with simple one word answers by replying with the players' first names (Who, What, Why and I don't know). Costello was misinterpreting Abbott's answers as questions, making the conversation gain irritableness for Costello. Costello was getting frustrated and Abbott saw the humor in his confusion and continued to reply with simple answers. Abbott could have modified his response by being assertive. Stopping Costello from interrupting and talking so fast could have allowed Abbott to explain that these were answers to where the players' were on the field not clarifying questions. However, correcting Costello would have taken the humor out of the whole situation of the importance of understanding and how **effective** it is to **listen** to what you hear.

Theresa Enk

Given an explanation of Costello's objective:

During a casual conversation, Costello asked the question, "What were the names of the players on the team?" This simple question has sparked the largest debate in history, "who's on first?" As he attempts to comprehend what Abbott is saying, he becomes more confused.

In order to understand another, we must focus our attention on the speaker. Hearing and understanding is harder than we think and it requires concentration and controlling how we listen. Costello could have controlled the conversation by asking more appropriate questions to clarify or confirm what was being said. Through his questioning, this would have told Abbott, that I don't understand what you're saying and ask him (Abbott) to restate it. By checking the perception of the conversation and his understanding he could have changed the outcome of the communication.

Comprehension in two-way communication can be achieved when the listener listens to the entire message. Controlling your thoughts and not interrupting will help in accurately understanding what is being said, as well as, facilitating open communication and in being understood.

Juliet Starks

Listening Proverbs from Around the Globe

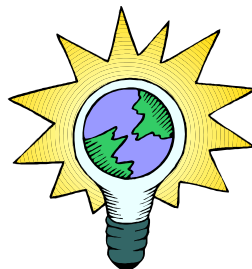


Read through the listening proverbs from around the globe. Choose one or two that you think are particularly insightful. You may wish to focus on those from your ethnic heritage, if you desire. What about the quotation makes it meaningful to you?

<i>Arabian Proverb</i>	Examine what is said, not him who speaks.
<i>Arabian Proverb</i>	A friend is one to whom one may pour out all the contents of one's heart, chaff and grain together, knowing that the gentlest of hands will take and sift it, keep what is worth keeping, and with a breath of kindness blow the rest away.
<i>Argentine Proverb</i>	Who speaks, sows; Who listens, reaps
<i>Chinese Proverb</i>	If you wish to know the mind of a man, listen to his words.
<i>Chinese Proverb</i>	To be heard, there are times you must be silent.
<i>Chinese Proverb</i>	Listen to all, plucking a feather from every passing goose, but, follow no one absolutely.
<i>Chinese Proverb</i>	You talked when you should have listened.
<i>Cuban Proverb</i>	Listen to what they say of the others and you will know what they say about you.
<i>Cuban Proverb</i>	Listening looks easy, but it's not simple. Every head is a world.
<i>Ethiopian Proverb</i>	Advise and counsel him; if he does not listen, let adversity teach him.
<i>French Proverb</i>	It is a stupid goose that listens to the fox preach.
<i>German Proverb</i>	He who would rule must hear and be deaf, see and be blind.
<i>German Proverb</i>	The wise man has long ears and a short tongue.
<i>Hebrew saying</i>	The beginning of wisdom is silence. The second stage is listening.
<i>Iranian Proverb</i>	Listening to good advice is the way to wealth.
<i>Irish Proverb</i>	Listen to the sound of the river and you will get a trout.
<i>Irish Proverb</i>	Dance as if no one were watching; sing as if no one were listening; and live everyday as if it were your last.



<i>Italian Proverb</i>	From listening comes wisdom, and from speaking repentance.
<i>Japanese Proverb</i>	Where there is no antagonist, you cannot quarrel.
<i>Jewish Proverb</i>	No one is as deaf as the man who will not listen.
<i>Kurdish Proverb</i>	It is easier to make a camel jump a ditch than to make a fool listen to reason.
<i>Latin Proverb</i>	Keep quiet and people will think you a philosopher.
<i>Native American Proverb</i>	Listen or thy tongue will keep thee deaf.
<i>Native American Proverb</i>	Listening to a liar is like drinking warm water.
<i>Native American Proverb</i>	Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.
<i>Polish Proverb</i>	Words must be weighed, not counted.
<i>Russian Proverb</i>	Eat what is cooked; listen to what is said.
<i>Spanish Proverb</i>	God will listen to you whatever cloak you wear.
<i>Spanish Proverb</i>	Don't speak unless you can improve on the silence.
<i>Swiss Proverb</i>	When one shuts one eye, one does not hear everything.
<i>Turkish Proverb</i>	Listen a hundred times; ponder a thousand times; speak once.
<i>Yiddish Proverb</i>	How many will listen to the truth when you tell them?
<i>Yiddish Proverb</i>	Don't judge a man by the words of his mother, listen to the comments of his neighbors.
<i>Yiddish Proverb</i>	The devil comes to us in our hour of darkness, but we do not have to let him in. And we do not have to listen either...
<i>Zen saying</i>	Knock on the sky and listen to the sound.
<i>Zulu Proverb</i>	What the poor man says is not listened to.



The Hidden Meaning of Silence

Unscramble these letters to form a common English word:



E I L N S T

What does silence mean?

1. Silence is neutral or respectful. It means someone is not ready to speak or is deferring to someone else.
2. Silence means you agree with what is said.
3. Silence means you disapprove or have withdrawn from participating.





Case Studies

1. Egyptian pilots requested permission to land at a Greek airport. Greek traffic controllers responded with silence. What happened next?



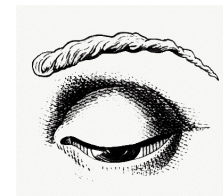
The Greeks intended the silence as a refusal; the Egyptians interpreted the silence as consent. When the Egyptians tried to land the plane, the Greeks fired on the planes. Several people were killed.

2. An American businessman offered a widget to a Japanese businessman for sale at the price of \$100,000. The Japanese businessman remained silent for 10 minutes. What happened next?



The American lowered the price by \$10,000. The Japanese businessman was irritated that the American was such a poor (impatient) negotiator.

3. An American storeowner was giving directions for the day's work to a Hispanic teenage worker. The teen looked at the floor and did not say a word while her boss was speaking to her. What happened next?



The teen was showing respect by averting her eyes; the boss was furious that she did not show respect by making direct eye contact.



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Hearing Screening

Type of Listening being addressed (discriminative, comprehensive, critical, empathic, relational, appreciative, etc.)
discriminate

Objective: to explore the importance of good listening in your professional life.

Procedure/Process: Pair and share with you local or University Speech Pathology department. Have you students' hearing assessed. My listening students have a rather thorough hearing screening done. Pathology students, who are required to amass several clinical hours, and my students are provided with a good service opportunity. After the screenings, the students write a short paper including the following:

Be prepared to share information and reactions orally also.

1. Ask the technician for a copy of your hearing profile; bring it to class with you.
2. Where and when did your hearing screening take place?
3. Discuss the results of your screening with the technician. What did s/he say?
4. What did you learn about your hearing level?
5. What significance can you place on this activity overall?
6. Search online for information regarding hearing and listening.

Be proud of your work! I reserve the right to deduct points for errors in spelling or grammar!

After the papers are due, we spend a class period discussing the results. The speech pathology students attend as well to lend credibility to the discussion particularly about the mechanics of hearing.

Your Name: Dr. Lyman K. (Manny) Steil

Your School or business affiliation: International Listening Leadership Institute

Your e-mail address: lks@listeningleaders.com

Type of Listening being addressed if applicable (Universal)

Objectives/Student Outcomes: Individuals will broaden their philosophical perspective about the world of Listening.

Procedure/Process/Details/Assessment: The process is simple and involves 4 action steps. Step 1: Go to www.listeningleaders.com Step 2: On the left side, scan down and open the Listening Leaders Newsletter Archives Step 3: Read selected Newsletter Topics and Issues of your choice Step 4: Reflect on the implications of the topics in your daily listening life. The process is free and is designed to expand your listening related thought process.

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Swap Shop

Appreciative Listening

Dawn A. Evans
PCCO493
December 7, 2007

Purpose

To examine and determine specific emotions attached to various types of music. As athletic directors it is vital that we are aware of what types of music create productive emotions in our athletes and employees. Appropriate music will produce emotions that not only allow our sports teams, but our faculty and staff to become excitable, optimistic, and will create a more conducive environment.

Audience

Athletic Directors and Coaches

Requirements

The CD labeled PCM493 Swap Shop. There are ten music clips ranging in length from seventeen seconds to twenty-eight seconds. A blank sheet of notebook paper is also needed. A sheet providing the titles and performers of the music will be distributed once the exercise is complete.

This is done to ensure that there is no predisposition to the song or artist on the CD.

Setting Context

“Appreciative listening is the highly individualized process of listening in order to obtain sensory stimulation or enjoyment through the works and experiences of others” (Wolvin and Coakley, 1988). There are numerous studies that suggest that music is tied to emotion. Though, music will stir up different emotions in different people. “One great problem that arises in trying to study music's emotional power is that the emotional content of music is very subjective” (<http://serendip.brynmawr.edu/bb/neuro/neuro04/web2/gvaidya.html>). Numerous sports teams use music in order to excite and “pump” themselves up before competition. As athletic directors, it is important that awareness as to the emotions attached to specific types of music is understood.

With this understanding athletic directors will gain better knowledge as to what types are appropriate for whatever mood they are trying to achieve with their athletes. They must, however, be cognizant of the subjective response to the music.

Process

Introduce the concept of appreciative listening and what it means. Instruct each participant to listen to each clip and to write the first emotion they feel as they hear the music on the CD.

Processing

Have the audience discuss the particular emotions felt while listening to the music. Select a few of the songs and discuss why the music stirred up that emotion and if there is a connection to previous exposure to the song. Discuss why the selected songs would either help or hinder and athlete's performance.

CD Selections Titles and Artist

1. Eye of the Tiger - Survivor
2. Philosophy - Ben Folds Five
3. Nessun Dorma - Paul Potts
4. Sandstorm - Countdown Singers
5. Just Lose It - Eminem
6. Jump Around - House of Pain
7. When You Say You Love Me - Josh Groban
8. Crazy - Patsy Cline
9. Virtual Insanity - Jamiroquai
10. Bye Bye Bye - N'Sync

References

Vaidya, Geetanjali (2004). Music, Emotion, and the Brain. Retrieved from <http://serendip.brynmawr.edu/bb/neuro/neuro04/web2/gvaidya.html> on December 5, 2007.

Wolvin A. and Coakley C.G. (1988). Appreciative Listening. *Listening* (pp. 321- 336). Dubuque, Iowa: Wm. C. Brown Publishers

Introduction

In Chapter 8 of Judi Brownell's book, *Listening: Attitudes, Principles, and Skills*, the responding component of the HURIER model is discussed. This chapter introduces the concept of ego states in relation to responses. Brownell (2006) states, "Recognizing and identifying behavior in terms of ego states helps you choose the most appropriate listening response for each situation" (p. 278).

This exercise focuses on the responses a human resources professional applies in her/his field. The activity will consist of two scenarios where an inappropriate and appropriate response is conveyed to a job applicant arriving for an interview.

Purpose

To recognize inappropriate responses in professional settings and apply proper responses with the appropriate ego state in mind.

Audience

Human resources professionals.

Directions

There are two scenarios in this activity. Read scenario one. Identify the ego state the hr professional exhibited. In the question and note section, list the listening barriers or filters the hr professional may have had when she greeted the job candidate for to the interview.

Read scenario two. Identify the ego state of the hr professional in this situation. In the question and note section, list some of the responses or displays of behavior the hr professional demonstrated when she greeted the job candidate.

Definition of Child Ego State

According to Brownell (2006), "When you feel yourself respond emotionally you can be sure you are in your Child ego state" (p. 279).

Definition of Adult Ego State

According to Brownell (2006), "The Adult ego state, then, is characterized by mental objectivity and rationality. It is reality oriented, calm, and most appropriate for problem solving" (p. 281).

Scenario One

After a long day of interviewing candidates for the position of Administrative Assistant at Company XYZ, you are waiting for the last individual to arrive for their interview. You are tired after interviewing the previous six candidates and a hungry because you didn't have time to finish your lunch and your stomach is growling. The company receptionist calls to inform you the candidate arrived and is waiting in the lobby. You look at your watch and realize the individual should have been here 10 minutes ago. Now you are a little dismayed because this throws the schedule off and will make you late for an evening hair appointment. You walk to the lobby to get the candidate and are already thinking the candidate is not making a good first impression by arriving late!

HR Professional: (in a brief tone) Miss Jones, my name is Lilly Jovic. Please follow me.

Miss Jones: (in an apologetic tone). Yes, thank you. I'm very sorry I'm late. There was a train that came through just a few blocks away and that delayed me 10 minutes.

HR Professional: (taking a deep breath, looking at her watch) I do wish you called, but it doesn't matter. This has put me behind schedule but you're here now. Follow me.

QUESTIONS & NOTES

What ego state did the HR professional demonstrate?

Identify some of the listening barriers or filters exhibited by the HR professional.

Scenario Two

After a long day of interviewing candidates for the position of Administrative Assistant at Company XYZ, you are waiting for the last individual to arrive for their interview. You are a tired after interviewing the previous six candidates and hungry because you didn't have time to finish your lunch. You look at your watch and realize the candidate is 5 minutes late. You take the time while you wait to run to the ladies room and splash a little cold water on your face to feel refreshed. You come back to your office and realize you have time to eat the yogurt you didn't finish at lunch. You look at your watch again and realize the candidate is now 10 minutes late. You begin to feel concerned and wonder if everything is alright. You realize you will be late for an evening hair appointment and call your salon to state you are running a little behind and will be about 10-15 minutes late. The company receptionist calls to inform you the candidate arrived and is waiting in the lobby. As you walk to the lobby to get the candidate, you quickly pop a breath mint in your mouth and prepare to make a good first impression!

HR Professional: (welcoming tone, smile and extend hand for hand-shake) Hello, Ms. Jones. My name is Lilly Jovic, it's a pleasure to meet you. Welcome to Company XYZ. I will be conducting your interview.

Miss Jones: (feeling a little nervous embarrassed) Yes, hello, thank you. I'm very sorry I'm late. There was a train that came through just a few blocks away and that delayed me 10 minutes.

HR Professional: (direct eye contact, smile, nod) Oh, thank you for explaining. I was a little worried you may have gotten lost. The incident with the train has happened to many of our candidates that come in for an interview. I completely understand. May I take your coat and get you a glass of water before we begin the interview?

QUESTIONS & NOTES

What ego state did the HR professional demonstrate?

What did the HR professional do to in her situation to effectively problem solve her own dilemmas?

Identify some of the appropriate behavioral responses exhibited by the HR professional.



Melissa Wilichowski
PCM 493
12/07/07
Swap Shop

Objective: To better help and or train the effective listening skills in elementary school aged children, so that they are aware of their surroundings and what others are saying to them.

Procedure: For this activity the children will be sitting like a "pretzel" in a circle. They will focus their attention on me. I will start with a simple ABAB clapping pattern and they will repeat it. We will do this simple ABAB pattern 3 times. Then we will go into a longer more difficult clapping pattern. After I am finished with the patterns the children will always repeat them back.

Directions: Stand in the middle of the circle the children have formed. Start your simple ABAB clapping pattern. Have the children repeat it. Then continue this pattern two more times.

After they all have successfully repeated the pattern, start a different more intense pattern. Do this pattern two more times. Have the children repeat it. Keep increasing the number of claps and change the pattern two more times. This activity should last approximately 15 minutes.

Reason: It is my opinion and experience that this activity gets children prepared to listen. I use this activity everyday to grab my student's attention. When I start the clapping pattern the children immediately stop what they are doing and pay attention to me. In starting a listening curriculum in my classroom, I need to start off simple and train the children and their brain to hear what is going on in their environment. I want them to be able to actively listen to what I am doing so that they can repeat and actually hear what I am doing. They really need to be *listening* to be able to repeat the pattern. This is an effective way to start training the children in being active listeners.



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Intrapersonal and Interpersonal Listening

“UNVEILING AN IDEA”

PRIMARY OBJECTIVE: Participants, working in pairs, will identify in language an inchoate or hidden idea that may be thought of as a hunch or feeling

SECONDARY OBJECTIVES: Participants will 1) ask a series of questions, 2) prompt extended responses, and 3) summarize responses succinctly

PROCEDURE:

1. Participants work in pairs. Audio recording is highly recommended but not required.
2. Participant A focuses on a hunch, a seed of an unidentified idea, a sense that the mental “gears are turning” in order to fully identify that idea.
3. Participant B uses the list of “Suggested Topics” below to interview Participant A about that idea and must prompt extended or deeper responses. Any or all of the topics may be used in any order. Other topics may be added freely.
4. Participant B notates in no more than 4 words the central idea in each response.
5. Participant A jots down any ideas developed or made apparent during the process.
6. Participants continue until A unveils the idea that has been hidden.
7. Participants reverse roles and repeat the process.

EXAMPLE INTERVIEW:

B: What color is your idea?

A: I don't know.

B: What color does it seem like?

A: It seems yellowish.

B: Why?

A: Well...it seems warm and very illuminating. It's got the urgency and pull of a sunny day.

B: (writes “illuminating, urgent”) Is it more in the middle of pavement or a pasture?

A: Definitely a pasture because it's so big and because it's hard to see any one particular part of it.

B: (writes “big, has components”) Is it straight forward or circuitous?.....etc.

SUGGESTED TOPICS:

1. What color is it?
2. What does it smell like?
3. What season is it most like?
4. Is it hot, warm, cool or cold?
5. What does it taste like?
6. To your fingertips what does it feel like?
7. Is it more like:

- a. fast food or fine dining?
- b. the chicken or the egg?
- c. sand or clay?
- d. fresh or salt water?
- e. pavement or pasture?
- f. sneakers or shoes
- g. sun, shade or moonlight?
- h. rock or cork?
- i. swimming, floating or sinking?
- j. elevator or escalator?
- k. window, wall or door?
- l. sidewalk or path?
- m. mist, sprinkle, rain or downpour?
- n. solid or porous?
- o. walking, jogging, sprinting or skating?
- p. absorption or reverberation?
- q. entrance or exit?
- r. flurry, snow, blizzard or hail?
- s. driving or being driven?
- t. buying or selling?
- u. the photo or the frame?
- v. cash, credit or debit?
- w. front or rear?
- x. desert or jungle?
- y. victim or perpetrator?
- z. radio, television or movie?
- aa. laptop or desktop?
- bb. player or spectator?
- cc. leader, follower or rebel?
- dd. emptying or filling?
- ee. vacuum cleaner or leaf blower?
- ff. push or pull?
- gg. speaking or listening?
- hh. sound or silence?
- ii. shower or bath?
- jj. love, hate or ambivalence?
- kk. salt or pepper?
- ll. sitcom, talk show, reality show or drama?
- mm. past, present or future?

Intercultural Listening Term Project

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Purpose

In our troubled and increasingly small world, it is more important than ever that we help our students listen to individuals who have a worldview different from their own. The objective of the following semester-long assignment is to describe an effective use of active intercultural listening. I have found it to be an excellent tool toward reducing students' intercultural anxiety and ethnocentrism. Each students' active involvement in listening and dialoguing, all semester long, with a Muslim student from another country has a great potential to broaden their minds and to become more ethno-relative in terms of different world religions and cultures.

Description of Term Project

To become less parochial and to be able to listen and learn to diverse religious and cultural perspectives, students are required to practice listening to and learning from religious and cultural perspectives other than their own. Each student is engaged, all semester long, in a dialogue with a Muslim international student. Each student reflects, in the final term paper, on his or her own challenges and opportunities while listening to their dyad partner. Each student is required to meet with their dyad partner at least six times, for a minimum of one hour each, during the semester. At the end of the semester, the student is required to hand in a term paper reflecting on his or her own challenges and opportunities while listening to their dyad partner as well as on their own growth in relation to intercultural understanding, intercultural sensitivity, and intercultural competence.

Secondary Research

Before meeting their dyad partner, students are to conduct secondary research on Islam and their dyad partner's culture and country to maximize their active listening during their dialogue and to reduce potential intercultural anxieties. They are required to cite at least five current journal or book references. These readings provide them knowledge about life as a Muslim in their dyad partner's country and prepared them for their primary research with their dyad partner.

Primary Research through active Listening

After conducting secondary research, each student meets with a Muslim international student once a week for six weeks, toward building a meaningful dialogue and relationship with a Muslim from another country. During that dialogue, the students are to listen actively to their dialogue partner's perspectives and to practice active listening. In order to alleviate any misunderstandings, each listener is urged to paraphrase his or her dialogue partner's points of view. In order to stay away from any ethnocentric evaluations, students are urged to try to listen from the perspective of their dyad partner by putting their own points of view aside.

The students are to gain insights into the culture of their dialogue partner's feelings and perspectives by discussing such topics as religion, the relationship between religion and politics in their dyad partner's country, gender roles and communication between men and women, family, the elderly, the educational system, the political system, how most people make a living, leisure, dating, and any other topics that may come up. They are encouraged to take the perspective of their dyad partner while listening to his or her feelings and experiences. They are reminded that their partner is far away from home, speaking a foreign language every day here in the United States. They are encouraged to listen to their partner's thoughts and experiences, their fears, trials, hopes and aspirations here in the United States. They are also asked to listen for at least five minutes while their dyad partner speaks in his or her own native language. How did the student feel listening to the language that he or she most likely did not understand? Would the student be able to speak the language of their dyad partner while studying in the other country that has not only a different language but a different religion and culture? After listening to their dyad partner's native language, how does the student feel about their dyad partner's ability to speak English? Has the perception toward the English or the accent of the dyad partner, whose native language is not English, changed?

Final Paper

In the write-up of the term paper, each student needs to weave their primary research findings together with the insights gained by actively listening to their dyad partner. The students are also to reflect on their own listening abilities and challenges during each one of their dialogue sessions. What was particularly challenging for them to listen to? Was there any internal listening noise due to their own intercultural anxieties, biases, stereotypes, or ethnocentrism? The students are asked to reflect on and articulate their thoughts and feelings about how this semester-long experience affected their ethnocentrism and intercultural anxiety as they related toward Islam and their Muslim dyad partner who came to the USA from another country. Finally, they need to answer the following questions:

1. How did I listen in each one of our meetings, and why did I listen the way I did?
2. What implication does my listening have toward my becoming a competent intercultural communicator?