

LISTENING

IN
SEARCH OF AN AURAL
CURRICULUM

Prepared for
International Listening
Association

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PREFACE

Some worthwhile goals for workshop or listening class participants:

1. Gain an appreciation for listening as a vital element in the communication process.
2. Achieve a basic understanding of listening behavior and the listening process.
3. Become sensitized to your own listening behavior using a listening criteria for evaluation.
4. Help improve your listening efficiency in a variety of listening settings.
5. Stimulate an interest to help other students, spouse or friend improve their listening efficiency.

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LISTENING WORKSHOP

I. Overview of the Listening Process

A. General Observations

1. Listening is a form of intra-personal communication.
2. It is a behavior.
3. We use it more than any other communication skill.
4. It is not being taught in proportion to its importance.

Some Questions to Ponder--

1. Are students grouped in your school according to their listening ability?
2. Do colleges require listening proficiency scores that reflect potential success in the college classroom?
3. How many courses have you had in listening methodology alongside your other communication courses?
4. Do your students have any listening guidelines from you besides, "shut up and listen, or else!!!!!"?
5. What is Your personal EAR Q?

B. Slide/Tape Presentation (13 minutes)

1. After the presentation, please respond to the following:
 - A. Write a short reaction to the intent of the slide/tape.
 - B. Write your definition of listening as contrasted to hearing.

C. Other possible definitions -

- 1.
- 2.
- 3.
- 4.
- 5.

ONE DEFINITION OF LISTENING

"..... is the selective process of attending to, hearing, understanding and remembering aural symbols from other people."

TWO KINDS OF.....

Serious Listening.....usually found in a formal structured atmosphere or setting.(i.e. public speeches, lectures, sermon)

Social Listening.....usually found in an informal non/structured setting.(i.e. concerts, poetry readings, plays)

Many possible combinations of TYPES with ATTITUDES:

social/passive
serious/active
social/active
serious/passive
etc.

C. Communication Activities -

	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Learned -	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>
* Used -	_____ %	_____ %	_____ %	_____ %
* Taught -	_____ %	_____ %	_____ %	_____ %

*Paul T. Rankin, Doctoral Thesis, U of Michigan.

Therefore, it is the most used communication skill, why isn't it taught more widely in our schools?

**In Minnesota: 8-year longitudinal study of Listening Pedagogy in public schools shows.....

Conclusions:

- 1.
- 2.
- 3.
- 4.

**Dr. Lyman K. Steil - University of Minnesota

If teachers aren't teaching listening (in Minnesota) could it be because teacher-training institutes aren't providing the training and materials to do it?

***Conclusions of study, "Listening Pedagogy in Teacher Training Institutions", Paul Markgraf, Journal of Communication, March, 1962 states.....

- 1.
- 2.
- 3.
- 4.

D. Listening Quiz---True or False

Check your conceptions on listening and hearing by taking the following short quiz. Use this sheet to mark your answers by circling the correct response.

1. T F Listening is only a matter of intelligence.
2. T F Speaking is a more important part of the communication process than listening.

AN INVESTIGATION OF LISTENING
PEDAGOGY IN MINNESOTA'S
PUBLIC SCHOOLS.

An unpublished survey

1965-66; 1970-71;
1973-74

L.K. (Manny) Steil
Rhetoric Department
U of Minnesota

SURVEY DATA

704 Public Secondary
Schools

200 random sampled
with questionnaire

LONGITUDINAL STUDY RESULTS

90% (180) replied

Is listening being directly and overtly
taught in your school?

Yes 23%

No 77%

OTHER GENERAL CONSENSUS RESULTS

1. All students should receive listening instruction
But
2. What is taught is in conjunction with other units.
3. 1-3 class periods maximum if it is taught as a separate unit.
4. Taught as an elective rather as a required class.

CONTRADICTION # 2

Do you believe that special training is necessary to teach listening adequately??

Yes 80% -

What specific training for teaching listening have the teachers in your school received??

None

CONTRADICTION #3

From Bruce R. Mackgraf, "A survey of Listening Pedagogy in American Teacher Training Institutions," U of Wisconsin, 1961

81 % of educators feel listening should be included in Speech & English Methods classes.

44.5% of 670 Special teaching methods courses investigated, had anything at all on how and what to teach in a listening class.

THOSE WHO SAID THEY TAUGHT A
LISTENING CLASS IN THEIR
SCHOOL (23%) WERE ASKED:

1. Describe the methods and major activities utilized in your listening class?
AND
2. List by name the specific materials used (books - films - tapes -)
AND
3. What standardized tests do you use to pre-test and post-test students deficiencies and progress?
AND
4. Identify some authorities in listening who have influenced your understanding of listening skills;

ONLY 3-5% wrote anything
at all.

IS ANYONE TEACHING LISTENING THESE DAYS?

As LISTENING is not taught directly or overtly in your school, what do you feel are the basic reasons? (77.)

1. Teachers have not had sufficient training to adequately teach it.
2. Other curricular materials takes precedence over listening.
3. Little interest has been shown by anyone to teach it.
4. Not enough time is available in the daily schedule.

CONCLUSIONS OF QUESTIONNAIRE??

What are they as you see it?

If LISTENING is taught (23%)
in your school, what do you feel
are the specific major difficulties
involved in teaching listening on
the secondary level??

1. Not enough time is available
in the daily schedule.
2. Teachers have not had the
sufficient training to teach
listening adequately.
3. Materials necessary to teach
listening are insufficient
and unavailable.
4. Little interest has been
shown by anyone to teach
it.

LISTENING PEDAGOGY
IN
TEACHER TRAINING
INSTITUTIONS

TO WHAT DEGREE SPEECH, ELEMENTARY TEACHING
AND ENGLISH METHODS PROFESSORS SUPPORT
INSTRUCTION IN LISTENING.....

- 81% favored inclusion of listening instruction in methods courses.
- 84% favored high school and elementary endeavoring to teach it.

TO WHAT EXTENT PROSPECTIVE TEACHERS HAVE
OPPORTUNITIES TO OBSERVE THE TEACHING OF
LISTENING AND TO ENGAGE IN PRACTICE TEACHING
IN THIS FIELD.....

- 38% of methods courses allowed practice-teachers a chance to observe listening teaching.

TO WHAT EXTENT MATERIAL CONCERNING THE
TEACHING OF LISTENING IS TAUGHT IN TEACHER
TRAINING INSTITUTIONS.....

- 6.7% have listening labs
- 3 only---Universities offered specialized courses in listening: Bradley, U. of Minnesota, and Western Michigan

3. T F Listening requires little energy, it is "easy".
4. T F Listening is an automatic, involuntary reflex.
5. T F Speakers can command listening to occur within an audience.
6. T F Hearing ability significantly determines listening ability.
7. T F The speaker is totally responsible for the success of communication.
8. T F People listen every day. This daily practice eliminates the need for listening training.
9. T F Competence in listening develops naturally.
10. T F Listening is only a matter of understanding the words of the speaker.

. . .adapted from Listening Behavior,
Larry L. Barker

E. Variable Factors in the Listening Process---

Listed below are some of the variable factors that affect to some degree, the listening effectiveness of the message receiver. Although it is not "conclusive" research cited** in these lists are at least moderately related to how effectively someone listens:

Listener characteristics, experiences, and abilities:

1. Variables found to relate to listening skills to a moderate or high degree--
 - a. sex
 - b. age
 - c. personality characteristics
 - d. motivation and curiosity
 - e. interest & attitudes
 - f. binaural hearing
 - g. listener fatigue
 - h. intelligence
 - i. scholastic aptitude
 - j. verbal ability
 - k. vocabulary size
 - l. listening experience
 - m. organizational ability
 - n. reading comprehension
 - o. speech training
2. Additional variables related to listening to a lesser degree:
 - a. recognition or correct English usage
 - b. ability to make inferences
 - c. ability to listen for main ideas
 - d. susceptibility to distractions

Speaker qualities:

- a. rate of speaking
- b. fluency of speaker
- c. visibility of speaker
- d. who the speaker is
- e. how well speaker is liked
- f. speaker's use of gestures
- g. audibility of speaker

The message:

- a. emotional appeals
- b. high quality material

Environment:

- a. room ventilation and temperature
- b. use of only one language at home
- c. being an only child
- d. seating arrangement

These variables have not shown to date any significant relationship to listening effectiveness

- a. optimism of listener
- b. social ease of listener
- c. listener self-satisfaction
- d. economic attitudes of listener
- e. general state of listeners health
- f. distance of listener from speaker
- g. worries about personal matters of listener
- h. note-taking ability
- i. listener's self-concept
- j. prior interest in subject matter by listener***

***Adopted from Listening Behavior,
Larry Barker

Other Articles related to an overall picture of listening as a skill:

Gloria L. Harrworth, "Listening; a Facet of Oral Language," Elementary English, 1966.

Sam Duker, "What We Do Know About Listening," Journal of Communication, 14: 245-48, December, 1964.

II. Personal Listening Behavior

A. Self-Inventory

Please complete the following inventory by checking the closest answer you can that reflects your listening habits in connection with each item.

DO YOU FIND YOURSELF:	Almost Always	Usually	Sometimes	Seldom	Almost Never
1. Calling the subject uninteresting.					
2. Criticizing the speakers' delivery, dress, physical appearance, hairdo, etc.					
3. Getting overstimulated (mentally arguing with points speaker made)					
4. Listening mainly for facts, not central ideas.					
5. Trying to outline everything speaker says.					
6. Faking attention to the speaker.					
7. Creating distractions as member of audience.					
8. Avoiding difficult material to listen to.					
9. Letting emotional words get between you and the speaker.					
10. Wasting mental time between speech time and comprehension time. (We can listen 3 times faster than a person can talk.)					

STUDENT BOX SCORE:

- 1. almost always _____
 - 2. usually _____
 - 3. sometimes _____
 - 4. seldom _____
 - 5. almost never _____
- Total... _____

B. All of this is closely related to what is called your:

EMOTIONAL FILTERS

Write down a couple adjectives to describe your feelings after you hear each short selection:

Who Was it?	Emotions (adjectives)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

To what effect did your emotions help or hinder what was actually said by the individual?

We absorb messages with our entire psycho-physical make-up to that point in time. Who we are, has a big influence on our listening effectiveness. What do you think?

C. Do's & Don'ts When Listening to Others:

1. STOP TALKING.....you can't listen while you are talking.
2. EMPATHIZE WITH OTHER PERSON.....try to put yourself in his place so that you see what he is trying to get at.
3. ASK QUESTIONS.....when you don't understand, when you need further clarification, when you want him to like you, when you want to show how you are listening. But don't ask questions that will embarrass him or show him up.
4. DON'T GIVE UP TOO SOON.....don't interrupt others; give them time to say what they have to say.
5. CONCENTRATE ON WHAT HE IS SAYING.....actively focus your attention on his words, his ideas, and his feelings related to the subject.
6. LOOK AT THE OTHER PERSON.....his face, his mouth, his eyes, his hands, will all help him communicate with you. Helps you concentrate, too. Makes him feel you are listening.
7. SMILE AND GRUNT APPROPRIATELY.....but don't overdo it.
8. LEAVE YOUR EMOTIONS BEHIND (if you can).....try to push your worries, your fears, your problems, outside the meeting room. They may prevent you from listening well.
9. CONTROL YOUR ANGER.....try not to get angry at what he is saying; your anger may prevent you from understanding his words or meaning.
10. GET RID OF DISTRACTIONS.....put down any papers, pencils, etc., you have in your hands; they may distract your attention.

11. GET THE MAIN POINTS.....concentrate on the main ideas and not the illustrated material; examples, stories, statistics, etc., are important, but usually are not the main points. Examine them only to see if they prove, support, define the main ideas.
12. SHARE RESPONSIBILITY FOR COMMUNICATION.....only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand, and if you don't, ask for clarification.
13. REACT TO IDEAS, NOT TO PERSON.....don't allow your reactions to the person influence your interpretation of what he says. His ideas may be good even if you don't like him as a person, or the way he looks.
14. DON'T ARGUE MENTALLY.....when you are trying to understand the other person, it is a handicap to argue with him mentally as he is speaking. This sets up a barrier between you and the speaker.
15. USE THE DIFFERENCE IN RATE.....you can listen faster than he can talk; use this rate difference to your advantage by: trying to stay on the right track, anticipate what he is doing and going to say, think back over what he has said, evaluate his development, etc.
Rate difference: speech rate is about 100 to 150 words per minute; thinking: 250 to 500.
16. LISTEN FOR WHAT IS NOT SAID.....sometimes you can learn just as much by determining what the other person leaves out or avoids in his talking as you can by listening to what he says.
17. LISTEN TO HOW SOMETHING IS SAID.....we frequently concentrate so hard on what is said that we miss the importance of the emotional reactions which may be more important than what is said in so many words.
18. DON'T ANTAGONIZE SPEAKER.....you may cause the other person to conceal his ideals, emotions, attitudes by antagonizing him in any number of ways: arguing, criticizing, taking notes, not taking notes, asking questions, etc. Try to judge and be aware of the effect you are having on the other person. ADAPT TO HIM.
19. LISTEN FOR HIS PERSONALITY.....one of the best ways of finding out information about a person is to listen to him talk; as he talks you can begin to find out what he likes about everything and anything and what makes him tick.
20. AVOID JUMPING TO ASSUMPTIONS.....they can get you into trouble in trying to understand what you should know about the other person. Don't assume that he uses the words the same way you do; that he didn't say what he meant, but you understand what he meant; that he is avoiding looking you in the eye because he is telling a lie; that he is trying to embarrass you by looking you in the eye; that he is distorting the truth because what he says doesn't agree with what you think; that he is angry because he is enthusiastic in presenting his views. Assumptions like these may turn out to be true, but more often they just get in the road of your understanding and reaching agreement or compromise.
21. AVOID CLASSIFYING THE SPEAKER.....IT HAS SOME VALUE, BUT BEWARE!
To frequently we classify a person as one type of person and then try to fit everything he says into what we think makes sense coming

from that type of person. He is a Republican. Therefore, our perceptions of what he says or means are all shaded by whether we like or dislike Republicans. At times, it helps us to understand people to know their politics, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.

22. AVOID HASTY JUDGMENTS.....wait until all the facts are in before making any judgments.
23. RECOGNIZE YOUR OWN PREJUDICE.....try to be aware of your own feelings toward the speaker, the subject, the occasion, etc., and allow for these prejudgments.
24. IDENTIFY TYPE OF REASONING.....frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important a job, that a listener should bend every effort to learn to spot faulty reasoning when he hears it.
25. EVALUATE FACTS AND EVIDENCE.....as you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.

D. Check list of Listening Problems -

Instructions -

Make enough copies of this list for about a week. Use a separate sheet for each date. Begin by recording the date on the left. Then, using the problem abbreviations below, record problems you note in your own listening behavior on the appropriate lines. Place a check mark in the right hand column beside each habit you corrected successfully. Repeat the process on separate sheets each successive day.

Date	Problems	Where?	Corrected
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

ABBREVIATIONS OF LISTENING PROBLEMS

<u>Abbreviation</u>	<u>Problem</u>
1. Uninteresting topic -	Viewing topic as uninteresting.
2. Criticizing delivery -	Criticizing delivery instead of message.
3. Emotionally involved -	Getting overstimulated and stops listening.
4. Fact listening -	Listening only for facts.

- 5. Question answering - Preparing to answer questions before fully understanding them.
- 6. Thought-speech speed - Wasting thought speed advantages (daydreaming).
- 7. Outlining everything - Trying to get it all down in neat symmetrical order.
- 8. Tolerating distractions - Putting up with or creating them.
- 9. Faking attention - Looking like, but not, listening.
- 10. Easy listening - Seeking out only what is easy to comprehend.
- 11. Emotional words - Allowing loaded words (you know them) interfere with listening.
- 12. Personal prejudice - Allowing deep-seated convictions to impair comprehension and understanding.

E. When does Good Listening Occur?

Suggestions for Listening Improvement

1. Be mentally and physically Prepared to Listen---
Active listening involves being "in shape".
Attention span counts on it.....
2. Think about Topic in Advance When Possible---
Learning will be more efficient and last longer,
when you have reviewed possible considerations to
come up.....
3. Observe the Golden Rule---
Concentrating.....
Don't interrupt.....
Demonstrate interest.....
Seek areas of agreement when possible.....
Demonstrate patience.....
Provide unambiguous feedback.....
Repress tendency to respond emotionally.....
Ask questions if possible.....
Withhold evaluation---HEAR THE PERSON OUT!!!!!!.....
4. Determine the Personal Value of Topic for You---
Be a "selfish listener".....Always look for benefits
to what you're listening to.....
5. Listen for Main Points---
Identify the main theme, or themes and subordinate
the facts to these points.....
6. Practice Listening to Difficult Material---
Doing an effective job on hard material, will make
easier material less difficult.....
7. Concentrate---
Don't let mind wander when speaker seems to be gathering
mental wool yarn. Constantly review, ask questions,
anticipate, listen between the lines.....
8. Build Your Vocabulary As Much As Possible---
Meaningful associations are inherent to good
comprehension.....
9. Be Flexible in your Views---
Be open-minded as much as you can. Empathize!!!!
10. Place Your Personal Feelings in Perspective---
Cultural and Educational background has molded
us into unique individuals.....

Ask these questions while listening

1. What does the speaker really mean?
2. Have some elements been left out?
3. What are the bases for the speakers evidence?

Some Articles for Further Study on Listening Behavior

Nichols, Ralph G., "Ten Components of Effective Listening," Educator, January, 1955, pp. 292-302.

Gratz, Elizabeth W., "Goal: Maxi-Listening," English Journal, February, 1973, pp. 268-271.

Fisher, Ian, "Reluctant Listeners," Speech Teacher, January, 1973, pp. 54-57.

III. Teaching of Listening

A. Two Tests Available for Pre & Post Measurement -

1. Brown-Carlson Listening Comprehension Test --
Harcourt-Brace

Let's take a sample section of this test on
Following Directions--Listen carefully to the
directions on the tape. Circle correct Answer.

Pre-test Section B Listening Test Questions 17-37.

- | | |
|-----------------------|---------------|
| 17. 5 6 7 8 N | 28. 0 1 2 3 N |
| 18. 2 4 6 8 N | 29. 2 3 4 5 N |
| 19. 4 5 6 7 N | 30. 2 3 4 5 N |
| 20. 5 6 7 8 N | 31. 3 4 5 6 N |
| 21. 1 2 3 4 N | 32. 4 5 6 7 N |
| 22. 1 2 3 4 N | 33. 2 3 4 5 N |
| 23. 2 4 6 8 N | 34. E F G H N |
| 24. 2 1/2 3 3 1/2 4 N | 35. 0 1 2 3 N |
| 25. 2 3 4 5 N | 36. 1 2 3 4 N |
| 26. C D E F N | 37. 2 4 6 8 N |
| 27. 3 4 5 6 N | |

1 2 3 4 5 6 7 8
A B C D E F G H

2. S.T.E.P. Sequential Test's of Educational Progress.
Educational Testing Service, Addison-Wesley
Publishing Co. Inc., South Street, Reading
Massachusetts

The following selection is taken from the high school level test. It will take one minute and 40 seconds, after which the questions will be asked of you on the tape. Circle the correct response, and listen carefully.

1. A before 8:30 on Wednesday morning
B to your home-room teacher
C to a clerk in the office
D at the beginning of the trip
2. E the cost of the lunch
F how to reach the museum
G the cost of the bus trip
H lunch for the algebra pupils
3. A transfer to a school bus
B take bus 29 directly to the museum
C walk to the bus terminal
D take two different buses
4. E discourage pupils from going at noon
F tell pupils about regulations for field trips
G explain the value of the trip
H urge pupils to join the group
5. A "The principal's awful fussy about details."
B "They want to know where we are if we don't show up for class."
C "She wants to see if we can follow directions."
D "The school committee has to know when we take field trips."
6. E carefully chaperoned throughout the trip
F not trusted on their own
G not used to visiting the library
H trusted to take care of themselves
7. A "How to Prepare Permission Cards"
B "A Trip to a Museum"
C "The Cost of the Grant College Trip"
D "Instructions for a Trip to Grant College"

B. Suggested Syllabus for semester course in high school English curriculum.

General Objectives:

1. Build awareness to factors that affect listening ability.
2. Build the kind of aural experience that can produce good listening habits, (resulting in improved listening comprehension.)

COURSE SYLLABUS

Listening: An Interdisciplinary Workshop

Awareness Is The Key To Learning

Any course or any effort that will lead to listening improvement should do two things:

1. Build awareness to factors that will affect listening ability.
2. Build the kind of aural experience that can produce good listening habits. (Resulting in improved listening comprehension and skills)

Specific Objectives:

1. To become a critical listener, enabling one to distinguish between the valued and the valueless
2. To display skills of immediate recall
3. To follow directions accurately
4. To identify bias and propaganda in verbal communication
5. To seek truth through open-mindedness, tolerance, patience, receptivity
6. To listen aesthetically
7. To provide methods and materials for teaching listening.

Course Description

FO HOM: This course is for anyone (i.e. housewives, teachers, plumbers, counselors, administrators, or school board members), but most especially classroom teachers who are always expecting their students to listen attentively and effectively in their classrooms, but not providing skills to accomplish this.

WHATS IT: This workshop is designed to make teachers more aware of their own personal listening strengths and weaknesses, and, through drills and exercises, to prove their pre-tested listening efficiency level by the end of the workshop.

CLASSROOM FORMAT: The activities in this workshop will be focused on the evaluation of drills and exercises to improve the identifiable listening skills, (i. immediate recall, following directions, interpersonal listening, etc.). There will be some lecture/discussion, but a maximum of active listening will prevail. There will also be some time set aside to develop specific exercises that the participants want to develop for their own specific needs in their classrooms.

Textbook: "Listening Behavior"
Larry Barker

PACK #1

Introduction & Overview

Objective: Build Awareness To Factors That Affect Listening

1. Listening in the Communication Process
 1. Nature & Importance
 2. Difference Between Hearing & Listening
 3. Listening Is 3-Step Process
 4. Reasons for Listening
 5. Article on "Do We Know How to Listen?" Worksheet
 6. Movie "Listening Between the Lines" 15 min.
 7. Definitions - Types of Listening

PACKET #2A. Physiology of the Ear

Objective: Understand physical function of human ear.

1. Audiometer test of participants hearing
2. Physics of sound
3. Experience the life of The Hard of Hearing
 - a. hearing aids
 - b. frequency loss deafness
4. Worksheet - "Concept of Listenability"
5. Movie: "The Human Ear & Hearing"

PACKET #3A. Sound Awareness

Objective: Determine the effect of noise on our listening efficiency

1. Define noise pollution
2. Oscilloscope demonstration
3. Auditory Discrimination test
4. Sound awareness exercises
5. "Noise Pollution" - 4 articles from Christian Science Monitor
6. CBS Reports: Noise Pollution
7. Movie: "Noise Is Pollution Too!"
8. Movie: "Listening"

PACKET #4A. Diagnostic Analysis

Objective: Determine participants present level of listening efficiency and identify personal listening habits.

1. Comprehensive Test: Brown-Carlson Listening Comprehensive Test
Harcourt-Brace
2. Bad Habits Inventory
3. Lecture by Dr. Ralph Nichols
4. Article: "Six Bad Habits"
5. Movie: "Effective Listening".

PACKET #5A. Mnemonics/Concentration

Objective: Associate participants with memory training techniques to help improve their remembering what they hear.

Also: Practice with concentration exercises to make participant more conscious of importance of paying attention when listening.

Mnemonics

1. Exercises from, "Memory Book" Lucas & Lorayne
2. "How to Remember Names" Dale Carnegie
3. Memory & Recall Exercises
4. Identify, discuss basic mnemonic devices

Concentration

1. Theory of "Speed Listening".
 - a. Advantages & Disadvantages
2. Listening to Compressed Speech (progressively)
3. Exercises to improve concentration
4. VoCom I Speed Compression Machine

PACKET #6A. Interpersonal Listening

Objective: Give participants some techniques on how to open and keep open channels of communication

1. Some principles on living with people
2. Asyndetic Listening
3. Response Modes to Interpersonal transactions
4. Movie "The Blame Game"
5. Slide Presentation on "Empathy"

PACKET #7A. Discriminative Listening

Objective: Perfect participants skill of understanding and recalling factual data and ideas.

1. Clarification of Basic Listening Skills fundamentals
 - a. What is Listening SET exercises
 - b. Selective Listening: GATING exercises
 - c. Auralization: Silent humming exercises
 - d. Visualization: Seeing in your minds eye
 - e. Search Images - exercises
 - f. Aural Closure - exercises
2. Cognitive Skills
 - a. Simplified outline techniques
 - b. Identify main ideas and facts in speeches
 - c. Distinguish between introductory, transitional and concluding sentences
 - d. Language Signals to increase listening efficiency for main ideas
3. Immediate Recall
 - a. Need for short term effective listening
 - b. Exercises to sharpen immediate recall skills
 - c. Article on: "Levels of Listening"
4. Following Directions
 - a. Exercises to sharpen visualization skills
 - b. Application of mnemonic devices to better remember short sets of directions

PACKET #8A. Critical Listening

Objective: Giving participants the skills to decipher propaganda techniques in a variety of mediums. Sharpen skills of making value judgments

1. Define Critical Listening
2. Identify 7 major types of propaganda techniques
3. View and discuss Video "Selling of The Pentagon"
4. Exercises used to identify bias and propaganda
 - a. editorials
 - b. commercials
 - c. protest songs
 - d. political speeches
5. Article on "Listening to Persuasion Speech"

PACKET #9A. Aesthetic Listening

Objective: Getting more enjoyment and entertainment out of informal listening.

1. Define Aesthetic or Social Listening
2. Using Aaron Copland article "How We Listen" (to Music) as the guide, three separate planes of listening to music will be explored:
 - a. Sensuous Plane
 - (1) hearing music without considering it. exercises
 - b. Expressive Plane
 - (1) What does a piece of music mean, or is saying? exercises
 - c. Sheerly musical plane
 - (1) existence of music strictly in terms of notes themselves and their manipulation.
3. This can be used for studying drama, poetry, novels, short stories

PACKET #10A. Doing Your Thing

Objective: Apply Workshop ideas to practical exercises developed by participants.

1. Using ideas on Sound activities from a book, "The Responsive Chord" by Tony Schwartz, participants will structure their own sound activities.
2. Alternatives - Listening to any of the following commercially prepared listening materials
 - a. 22 lessons - "Duke Listening Skills" Paul Amidon Associates
 - b. "Alive & Listening" 18 - lessons
Dunn - Bonnelly Publishing Corporation
 - c. 10 Mini-Lecture on different aspects of listening from book, "Are You Listening" by Ralph Nichols.

Final Exam & Evaluation.

Respectfully submitted,

Harvey Weiss

NATIONAL CONVENTION

November 10-13

San, Antonio, Texas

AUDIO-VISUAL MATERIALS AVAILABLE FOR USE IN TEACHING LISTENING-ALL LEVELS.

Type	Title	** At Workshop	Level	Distributor
1.	SDFS Communication Skills: Learning to Listen and Express Yourself	**	S .H.	Center for The Humanities
2.	16mm Listening Between the Lines	**	J.S.H.	Higgins
3.	16mm Effective Listening	**	S.H.	McGraw-Hill
	16mm The Power of Listening	**		
4.	16mm Introduction to Listening -Skills		J.H.	Coronet Films
5.	T.C. Project Listening Series	**	S.H.	Universalist/ Unitarian Ass.
6.	16mm Listening		Primary	Churchill Films
7.	16mm Are You Listening?		Primary	Educational Communications
8.	16mm Listening, Speaking, & Non-Verbal		Middle	Bailey Film Associates
9.	T.C. Dake Listening Skills (22 lessons) Series	**	S.H.	Amidon Assoc.
10.	T.C. Alive & Listening (18 lessons)	**	J.S.H.	Dunn-Donnelly
11.	16mm The Blame Game (interpersonal)		S.H.	Bailey Film
12.	16mm Selling of the Pentagon (propaganda) CBS White Paper Roger Mudd		S.H.	U. of Minn A-V Extension
13.	16mm The Ears & Hearing (physiology)		S.H.	Encyclopedia Britannica
14.	16mm Noise is Pollution, Too !!	**	S.H.	Journal Films
15.	16mm Listen, Listen, Listen. (empathy)	**	S.H.	National Film Board of Canada
16.	SDFS Listening: From Sound to Meaning	** Booth 41	S.H.	N.E.A.
17.	T.C. Listening Skills Activity Pack	**	J.H.	J.Weston Welch
18.	T.C. Complete Course In Listening Ralph Nichols		College	Dunn-Donnelly
19.	T.C. Auditory Perception Program		K-3	Rand McNaly

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|-----|------|--|----------|--|
| 20. | T.C. | Adventures in Listening | 4-6 | Wilson Educational Media |
| 21. | T.C. | Listening with a Purpose | 4-6 | Coronet Multi-Media Co. |
| 22. | T.C. | Exeros Management in Action Program | Adult | Xerox Education Publications |
| 23. | | An annotated Guide to Audiovisual Aids for Teaching Listening-- <u>Audio-Visual Instruction</u> April, 1965--Sam Duker. Lots of Ralph Nichols ** original speeches on records, plus films & tapes. | | |
| 24. | 16mm | On Listening | Business | American Management Association |
| 25. | 16mm | The Eye of the Beholder | S.H. | McGraw Hill |
| 26. | 16mm | Inner Man Steps Out | Adult | General Electric |
| 27. | 16mm | The Task of the Listener | College | Language In Action Series. Indiana Univ. |
| 28. | 16mm | Only the Beginning | College | Alfred Sloan Foundation |
| 29. | | "Teaching Listening: Recently Developed Programs and Materials" Sam Duker, <u>Training and Development Journal</u> , May 1970 | | |
| 30. | T.C. | Text Listening: A Programmed Approach | College | McGraw-Hill |

THE FOLLOWING ENTRIES ARE FROM N.I.C.E.M. 1964 PRESENT
 A Data Base Search Service
National Information Center for Educational Media
 (Part of ERIC Clearinghouse)

- 0849693 F.S. "Listening Clearly-Auditory Readiness" A series 1973, Primary
 Troll Associates, 320 Route 17, Mahwah, N.J. 17430
- 0846188SD "Perception of Sound" 1972 K-5 Teaching Resources Films
 2 Kisco Plaza, Mt. Kisco N. Y. 10549
- 0843602 SDFS "What Do I Hear When I Listen?" 1971 Grades K-P
- 0713740 Video Cassette 20 Mins "The Importance of Listening"
 National Instructional TV Center, Box A 11 W. 17th Street
 Bloomington, Indiana 47401
- 0711465 MV "Listening for This" -ASeries 1968

- 0711441 MV "The Importance of Listening" Video Tape 1968 KQED-TV
Bay Area Educational TV 1011 Bryant St. San Francisco 19403
- 0525507 RT "Listening Games" A Series 1974 K-6 Coronet Instructional
Films 65 E. South Water Street, Chicago, Ill., 60601
- 0523576 RT "Nothing At All" 1963 (Following Directions)
- 0509287 "Listen-Hear" A Series RT J.H. 1965 Amidon Associates
- 0505397 "Following Directions: An exercise in Listening" RT GR. 5-8
Creative Visuals Inc. P.O. Box 1911, Big Spring, Texas, 79720
- 0421363 "What Is Listening?" RD K-6 Educational Record Sales,
157 Chambers Street, New York 10007
- 0421262 "We Listen & Learn" RD Primary H. Wilson Corporation, 555 W.
Taft Drive., South Holland, Ill 60473
- 0418017 "Small Listener" RD K-P Learning Arts, P.O. Box 917
Wichita, Kansas 67201
- 0411728 "Listening With Mr. Bunny Big Ears: RD Activity Records
& Education Activities Inc. Baldwin, New York 11510
- 0411702-699 "Listening & Speech 2 RD Primary, Children's Music Center Inc.
5373 W. Plco Blvd., Los Angeles, Ca. 90019

FROM INDIANA UNIVERSITY A-V OPENTER IN BLOOMINGTON, INDIANA 47401
FOR RENT

- 16mm "English on the Job: Listening & Speaking Skills 1972 CORT
- 16 mm "Communication Fundamentals: 5 Basic Skills' 1977 BFA
- 16mm "Your Communication Skills: Listening" 1969 CORT

DISTRIBUTOR/PUBLISHER ADDRESSES BY A.V. ENTRY #

- #1. The Center for Humanities Inc.
Communications Park/Box 100
White Plains, N.Y. 10602 (914-946-0601)
- #2. Alfred Higgins Productions
9100 Sunset Blvd.
Los Angeles, California, 90069 (213-878-0330)
- #3 McGraw - Hill Publishers
1221 Avenue of Americas
New York, New York, 10020
- #4 Coronet Instructional Films
65 E. South Water Street
Chicago, Illinois, 60601
- #5 Curriculum Department Office
Unitarian Universalist Association
25 Beacon Street
Boston, Mass., 02108
- #6 Churchill Films
662 North Robertson Blvd.
Los Angeles, California, 90069
- #7 Educational Communications Inc.
2814 Virginia
Houston, Texas, 77006 (713-522-0897)
- #8 Bailey Film Associates Educational Media
2211 Michigan Avenue P.O. Box 1795
Santa Monica, California
- #9 Paul S. Amidon Associates
5408 Chicago Avenue South
Minneapolis, Minnesota, 55417
- #10 Education Division
Dunn - Donnelly Publishing Corp.
666 Fifth Avenue
New York, New York, 10019 (212-489-3445)
- #11 Bailey Film Associates
See entry #8
- #12 U. of Minnesota
AV Library Service
3300 University Avenue S.E.
Minneapolis, Minnesota, 55414
- #13 Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois, 60611

- #14 Journal Films
930 Pitner
Evanston, Illinois, 60202
- #15 National Film Board of Canada
1251 Avenue of the Americas
New York, New York, 10020 (212-586-2400)
- #16 National Education Association Publishing
1201 16th St. N.W. Room 609
Washington, D.C., 20036
- #17 J. Weston Walch Publisher
Portland, Maine, 04104
- #18 Dunn-Donnelly Publishing Corporation
(see entry #10)
- #19 Rand McNally & Company
Box 7600
Chicago, Illinois, 60680
- #20 Wilson Educational Media
Division of H. Wilson Corporation
555 West Taft Drive
South Holland, Illinois, 60473
- #21 Coronet Multi-Media Company
Same as entry #4
- #22 Xerox Education Publications
345 Long Hill Road
Middleton Ct., 06457

INSTRUCTIONAL PAMPHLETS & TEXTBOOKS
ON TEACHING LISTENING

1. Russell, David H. & Elizabeth F., Listening Aids - Through the Grades
Teachers College Press, Columbia University
New York 190
Listening Activities 1959
2. Wright, Theodore H., Tuning In, Learning to Listen;
Xerox Education Publications, Education Center,
Columbus, Ohio, 43216 Paperback 46 pages. 1972
3. Lundsteen, Sara W., Listening; Its Impact on Reading and The Other Language Acts. NCTE - ERIC,
A Clearing house on The Teaching of English
1111 Kenyon Road, Urbana, Illinois, 61801 1971
4. Duker, Sam, Listening: Readings
Scarecrow Press, Inc., 1966
New York - London 472 pages of articles on all facets of listening
5. Keller, Paul W., Brown, Charles T.
Monologue to Dialogue - An exploration
Of Interpersonal Communication; Prentice - Hall,
Englewood, Cliffs, New Jersey
207 pages 10 chapters. Some discussion
of listening in all chapters 1973
6. Larson, Backlund, Redmond, Barbour
Assessing Functional Communication
Association, 5205 Leesburg Pike,
Falls Church, Va., 22041. 97 pages considerable chapters
devoted to listening. 1978.
7. Selected Print and Nonprint Resources
An Annotated Bibliography K-12
ERIC compiled by Feezel, Brown & Valentine. 68 pages
1111 Kenyon Road, Urban, Illinois, 61801
8. Nichols, Ralph, G., Stevens, Leonard A.
Are You Listening McGraw Hill 1957
9. Barbara, Dominick A., The Art of Listening , 1971 pp 201
Excellent book on all aspects of listening process
from a medical psychoanalyst. Charles (Thomas Publisher)
301-327 East Lawrence Avenue
Springfield, Illinois, USA

10. Lorayne & Lucas, The Memory Book pp 206. A practical book on a variety of field-tested memory techniques. Ballantine Books. A Division of Random House
201 E. 50th Street
New York, New York, 10022
11. Addeo, Edmond G., Burger, Robert E., EGOSPEAK, Why No One Listens to You. The art of boasting your own ego through conversation. Bantom Books
666 Fifth Avenue
New York, New York, 10019
12. Schwartz, Tony, The Responsive Chord 1974 Anchor Books, Garden City, New York, New York pp 163
Loaded with sound activity exercises and ideas.
13. Matlon, Ronald J. & Matlon, Irene R, Index to Journals In Communications Studies Through 1974
Published by SCA Articles from 13 professional Journals by subject.
14. Hirsch, Robert O, Listening: A Way to Process Information Aurally, 45 pages. Gorsuch Scorusbrick Publishers,
576 Central Avenue
Dubuque, Iowa, 52001; Concise overview of entire listening process, a nice mini-text.
15. Yates, Virginia, Listening and Note-taking second edition, McGraw-Hill Basick Skills 1970 pp 122,
New York
16. Wolvin, Andrew D., Cookley, Carolyn
Listening Instruction ERIC Trip Booklet; 1979 44 pages.
38 exercises
1111 Kenyon Road
Urbana, Illinois 61801
17. Fruednabm Oayk G., Listening Processes: Attention, Understanding & Evaluation. N.E.A. Association
Publication, Washington, D.C.
18. Goyer/Baker, Listening and Speaking in the English Classroom: A collection of Readings ppr \$6.75, 1971 pp 375.
MacMillon Company, 866 Third
Avenue , New York, 10022.
19. Swanson/Marquardt; On Communication & Listening, Speaking, Reading, Writing, MacMillan Company.
20. Byrne, Donn, Listening Comprehension Practice, Longman Group Limited, London, 20 lessons & C-60 tape of short passages.
21. Eorway, Ella, A., Listening: A Programmed Approach
Second edition 1979. Text 116 pages
Teachers Manual, 165 pages.
Seven programs using selected texts from Vital Speeches.

Microfiche Available

1.

ED-057-660

English Language Arts

Listening & Speaking K-12

Carolyn Harris et al, New York

State Education Dept. 1969

127 pages

2.

ED-018-404

The Power of Oral Language;

Speaking & Listening: A Guide for

Teachers of English - Grades 7-8-9

Santa Clara County Office of

Education, San Jose, California, 1966

220 pages

3.

ED-088-034

One Approach to Teaching Critical

Listening; Tutalo; Daniel

April 74 12p.

4.

ED-123-881

The Eyes May Have It, But What About The Ears:

Some considerations in teaching listening
comprehension. Plaister, Ted March 75 13p.

5.

ED-091-761

Cloze Listening Test (Form Lisbon and Form WACO)

Bowdidge, John S. 1967 21p.

6.

CM-001213

Listening Comprehension Skills

Senior High, Grades Manual and tests. Level D

Alameda County

150 pages

7.

ED026-120

Listening; What Research Says to the Teacher, No. 29

Taylor, Stanford E. American Educational

Research Association, Washington DC

April 64 30p.

8.

ED-037-790

Learning To Listen; A Broad Demonstration Study;

Penfield Douglas; Marascuilo,

Leonard, Am. Ed. Research

Washington DC March 1970 36p

9.

ED 157-029

The Effect of a Listening Skills
Program on The Reading Comprehension of
Fourth Grade Students.

Hoffman, Sybil M, May 78 103p.

10.

ED 108-256

"Teaching To Listen & Listening To Teach."

Kranyik Margery A 1975 5 pages

11.

ED 166-955

"Learning To Teach Listening Comprehension"

Tinkler, Trevor 1978 10 pages.

SOME RECENT ARTICLES
Secondary Teaching

- Nickerson, Dwight S., "Listening Instruction in the Secondary School." Listening Readings by Sam Duter, pp. 240-59, 1956.
- Mersand, Joseph: "Developing Competence in Listening in the Secondary Schools." Speech Teacher, VII, November, 1958 pp. 289-301.
- Meyer, John L., & Williams, Frederick R., "Teaching Listening at the Secondary Level: Some Evaluations." Speech Teacher, November, 1958, pp. 299-304.
- Mersand, Joseph: "Teaching Listening in High School." National Association of Secondary Principals Journal, May 1958, pp. 127-131.
- Garfney, John, "Reading Ability at the Secondary Level," Education, 1958.
- Duter, Sam, "A Selected Bibliography on the Teaching of Listening at the Secondary Level," Journal of Communication, January, 1955.

Elementary Teaching

- Smith, Charles: "The Listening Activity Book: Listening Material, Evaluative, and Critical Listening in the Elementary School, 1976, 69 pages. Fourth Publishers Inc., 6140 Wilshire Drive, Belmont, California, 94002. \$3.50.
- Duter, Sam, Teaching Listening in the Elementary School, readings. Scarscrow Press, Inc. 1971.
- Duter, Sam, "A Selected Bibliography of Teaching Listening at the Elementary Level." Journal of Communication Summer 1956, pp. 3-10.
- Duter, Sam, Listening Readings, Scarscrow Press Inc., New York, 1966, articles on 205-30. "Goals of Teaching Listening Skills in Elementary School."
- Marrell, Mariel; Plien, Shirley, "Are They Listening?" Childhood Education, May 1967, p. 528.
- Fisher, Sam, "Relevant Listeners," Speech Teacher, January, 1971, pp. 64-67.

