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**ABSTRACT**

Noting that listening is a major concern of basic skills teachers, counselors, and employers, this annotated bibliography cites references for current behavioral research and methodology in teaching listening skills. Forty-nine references are included, as well as information on how to order those citations drawn from the ERIC database. (JC)

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**LISTENING: THEORY AND INSTRUCTION**

**A Selected, Annotated Bibliography**

prepared by

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Listening is a major concern of teachers of basic skills, of counselors and special educators, and of employers. The understanding of listening behavior comes from the fields of communication, psycholinguistics, and interpersonal relations. This bibliography is illustrative of current behavioral research and methodology in teaching listening skills. (Texts in speech communication, speech education, language arts instruction, foreign language instruction, learning disabilities, reading, and the effects of mass media include information about listening but are not included in this bibliography.)

**Barker, Larry.** Listening Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1971. Barker emphasizes the importance of listening and presents a model of listening behavior. The book is organized around content and action objectives for understanding and improving listening behavior; the activities are appropriate for high school and college students.

**Basic Listening Skills.** Illinois Speech and Theater Association, Springfield, IL. Illinois State Board of Education, Sept., 1982, 25 p. (ERIC ED 220 894) This spiral curriculum of listening skills includes activities at each level.

**Boileau, Don M.** "Listening: Teaching and Research." Communication Education 32, 1983, pp. 442-447. (ERIC EJ 287 911) This comprehensive review contains recent research reports and instructional guides in the ERIC collection.

**Bostrom, Robert and E. Waldhart.** Kentucky Comprehensive Listening Skills Test. KY: Kentucky Listening Research Center, 1981. This test of four dimensions of listening behavior is used mainly for college students. Preliminary norming information is available.

**Brown, Kenneth L. and others.** Teaching Speaking and Listening Skills in the Elementary and Secondary Schools, Resources for Schools #19. Boston, MA: Massachusetts State Department of Education, 1981, 85 p. (ERIC ED 234 440) This guide to developing instructional programs provides objectives, explanation of theory, descriptions of promising practices, and an annotated list of books and materials.

**Buttery, Thomas J.** "Listening: A Skill Analysis." Education, 101, 1980, pp. 181-187. (ERIC EJ 237 319) The complex dynamics of listening and summaries of research findings are presented for school personnel.

**Colburn, C. William and Sanford B. Weinberg.** An Orientation to Listening and Audience Analysis. Chicago: Science Research Associates, 1976. 38p. This module in the Speech Communication Series defines active response behavior and intrapersonal and interpersonal listening. The effect of a peer group on the listener's response is discussed. The bibliography includes references to psychological literature.

**The Counseling Psychologist.** (Entire Issue) 5, #2, 1975, pp2-30. (ERIC EJ 119 011-EJ 119 016) Carl Rogers heads a list of contributors on the nature of empathy and the development of empathy in children. Rogers presents an operational definition of empathy and a summary of research.

**Crawley, Sharon J.** Aural Cloze: A Review of Literature. Report prepared at University of Houston, 1977, 24p. (ERIC ED 142 936) The cloze procedure is explained; nine studies of aural cloze procedure provide a basis for recommendations for future research.

**Curriculum Review.** (Entire Issue) 23, Feb. 1984, pp. 13-38. Three articles on assessing and teaching listening skills and reviews of resources materials for elementary and secondary teaching of listening are included.

**Dickson, W. Patrick, Ed.** Children's Oral Communication Skills. New York, NY: Academic Press, 1981, 383 p. A collection of articles feature referential communication, sociolinguistic factors, and the role of the child as both sender and receiver of messages.

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- Dickson, W.P. & J.H. Patterson. "Evaluating Referential Games for Teaching Speaking and Listening Skills." Communication Education, 30, 1981, pp. 11-21. (ERIC EJ 240 161) Referential communication is explained by criteria for designing instructional activities. The approach is valuable both for training and research design.
- Duker, Sam. Listening Bibliography. 2nd Ed. Metuchen, NJ: Scarecrow Press, 1968. Annotated entries of significant publications on listening make this book a valuable research tool for background materials up to the date of publication.
- Duker, Sam. Listening: Readings. Vols. 1 and 2, Metuchen, NJ: Scarecrow Press, 1966 and 1971. Duker compiled research reports of pedagogy in schools and business. His summaries and comments are useful as background to current practice.
- Duker, Sam. Teaching Listening in the Elementary School: Readings. Metuchen, NJ: Scarecrow Press, 1971. This collection of readings on teaching strategies and assessment provides excellent examples of listening instruction; however, the reported research findings may be questioned.
- Duker, Sam. Time-Compressed Speech: An Anthology and Bibliography in Three Volumes. Metuchen, NJ: Scarecrow Press, 1974. Two volumes of the anthology contain articles on the understandability of compressed speech, research in acoustical physics, mathematics, mechanics, and examples of the practical applications of compressed speech. Volume III consists of an annotated bibliography of 456 items.
- Educational Testing Service. CIRCUS (Listen to a Story) and STEP III: Listening. New York, NY: CTB/McGraw Hill, 1979. The listening tests represent a continuous scale from kindergarten through high school. These tests are revisions of the original STEP I Listening Tests.
- Ernst, Franklin H. Who's Listening? Vallejo, CA: Addresso set, 1973. 105p. Listening in transactional analysis is the pathway between the therapist and the patient. Listening and non-verbal response are potent techniques for change.
- Fisher, Ian. "Reluctant Listeners." The Speech Teacher, 22, 1973, pp 54-57. (ERIC EJ 072 592). Fisher describes a testing program in schools in England with the conclusion that the results of listening training are a factor of the stimulus presented to children rather than skill improvement.
- Friedman, Paul. Listening Processes: Attention, Understanding, Evaluation. Washington, D.C.: National Education Association, 1978, 32 p. (ERIC ED 176 283 only available in microfiche. Available in paper copy from NEA Professional Library, P.O. Box 509, West Haven, CT 06516.) "Attention, understanding and evaluation" are applied to listening for content, emotion, and aesthetic response. The author summarizes verbal and nonverbal factors in empathic listening and provides theory for listening to music. The booklet presents principles for adaptation to the instructional setting rather than specific classroom activities.
- Garland, D.R. "Training Married Couples in Listening Skills: Effects on Behavior, Perceptual Accuracy and Marital Adjustment." Family Relations, 30, 1981, pp. 297-306. (ERIC EJ 245 410) Training in listening produced significant improvement in perceptual accuracy. However, no increase in the use of active listening was noted.
- Goss, Blaine. "Listening as Information Processing." Communication Quarterly, 30, 1982, pp. 304-307. (ERIC EJ 274 125) Goss analyzes listening as consisting of three processes: signal processing, literal processing and reflective processing. Listening is a form of problem-solving.
- Graber, Kenneth J. and Jacquelyn Gaebelein. "Sex Differences in Differences in Listener Comprehension." Sex Roles: A Journal of Research, 5, 1979, pp. 299-310. (ERIC EJ 205 718) Both male and female subjects recall more information from presentations by male speakers than from identical presentations by female speakers. The topic of the message had no impact on speaker effectiveness as measured by recall of information.
- Gurry, J. Oral Communication Skills: Classroom Diagnosis: Evaluating Listening Skills. Paper presented at the annual meeting of the Council of Teachers of English, Boston, MA. Nov. 20-25, 1981. 20 p. (ERIC ED 210 725) Interactions which seek comprehension are used to assess listening. Classroom tasks and assessment checklists are included.
- Hare, Virginia C. and D.A. Devine. "Topical Knowledge and Topical Interest: Predictors of Listening Comprehension." Journal of Educational Research, 76, 1983, pp. 157-60. (ERIC EJ 277 353) Knowledge of the topic was shown to predict story comprehension, but topical interest did not correlate with knowledge or with comprehension. Findings of this study have relevance for choosing passages for listening tests.
- Hirsch, Robert D. Listening: A Way to Process Information Aurally. Dubuque: Corsuch Scarisbrich, 1979, 45-p. The author summarizes the findings of physicists, psycholinguists, and psychologists; cognition, perceptual selectivity, the neurological components of listening, memory, and the role of experience are presented as bases for overcoming barriers to listening.

- Hoosel, T.J. Conversational Processing. The Effects of Themes and Attention-Focusing Strategy on Comprehension, Recall Accuracy, and Uncertainty Reduction. Paper presented at the annual meeting of The Western Speech Communication Association, Denver, CO: Feb. 19-23, 1983, 43p. (ERIC ED 214 216) Unambiguous themes and the type of theme are shown to influence conversational comprehensibility and recall accuracy. Variations in processing conversational information are presented.
- Hunt, Gary T. and L.P. Cusella, "A Field Study of Listening Needs in Organizations," *Communication Education* 32, 1983, pp. 393-401. This report presents the results of a survey of training directors of large corporations on listening behaviors and needs for listening instruction. Questions are raised as to the nature of the listening component of potential communication training programs. (ERIC EJ 287 906)
- Kwiatek, Kathy K. and B. Watkins. The Systematic Viewer: An Inquiry into the Existence of a Television Schema in Children. Paper presented at the annual meeting of the Association for Education in Journalism. Athens, OH: July 25-28, 1982, 32 p. (ERIC ED 218 633) The comprehension and recall of fifth grade students in different viewing situations was examined to determine ways to develop attention and higher levels of processing.
- Larson, Carl, Phil Backlund, Mark Redmond, and Alton Barbour. Assessing Functional Communication. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1978, 152 p. (ERIC ED 153 275. Also available from SCA.) The authors present a review of listening behaviors and discuss validity and reliability in assessment. The "Review of Measures" (90 instruments) is classified by function and age. Twenty-two items are identified for assessment of message reception.
- Listening Post Supplement, Fall 1983, St. Paul, MN: International Listening Association, 69 p. A collection of five articles on listening instruction including assessment of listening skills, therapeutic listening, and instructional courses in listening.
- Lundsteen, Sara W. Listening: Its Impact at All Levels of Reading and the Other Language Arts. Rev. Ed., Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1979, 179 p. (ERIC ED 169 537.) The proposed hierarchy of listening skills is valuable for the teacher of listening at all levels. The materials and examples of the monograph are focused on the elementary classroom. Objectives, assessment, lists of commercial materials, and extensive bibliography are included.
- Massachusetts Assessment of Basic Skills, 1979-80. Summary Report Listening Speaking. Boston, MA: Massachusetts State Department of Education, 1980, 66 p. (ERIC ED 194 607) Also see: Massachusetts Assessment of Basic Skills Technical Report - Listening Speaking, 1979-80, 143 p. (ERIC ED 197 402) and Mead, Nancy A. The Massachusetts Basic Skills Assessment of Listening and Speaking. Paper presented at Annual Meeting of the Speech Communication Association, New York, NY, Nov. 13-16, 1980, 40 p. (ERIC ED 197 412) Detailed descriptions of the development of a statewide testing program including copies of the tests and analysis of responses to the items in the instruments.
- Nichols, Ralph. "Factors in Listening Comprehension." *Speech Monographs*, 15, 1948, pp.154-163. Nichols' original research has been the basis for listening instruction for many years. The design of his study and his conclusions are explained in detail in this article. Nichols has authored several textbooks which illustrate the application of his research findings.
- Rubin, Rebecca B. "Assessing Speaking and Listening Competence at the College Level: The Communication Competency Assessment Instrument." *Communication Education* 31, 1982, pp. 19-32. (ERIC EJ 257 626) The author describes the instrument developed at University of Wisconsin-Parkside to assess listening and speaking competency of college students. Innovative approaches are described along with the process of developing the materials.
- Smeltzer, L.R. and K.W. Watson. Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive. Paper presented at the Annual Meeting of the Southwest Division of the American Business Communication Association, Houston, TX, March 10-12, 1983, 25 p. (ERIC ED 229 809) This research report compares instructional methods for improving listening skills in class discussion, modeling of questioning techniques, lectures on listening, and note taking. Results differed according to the model of instruction.
- Spearritt, D. Relationships Among the Four Communication Skills During the Primary School Years... Paper presented at the Conference on Developing Oral Communication Competence in Children, Armidale, Australia, July 1979. (ERIC ED 180 025) This study was designed to study the relationship of reading, writing, listening, and speaking to determine if they are separate skills or different manifestations of the child's level of language. The results indicated that the skills could be taught separately in the early grades but were integrated by the 6th grade.
- Steil, Lyman K., L.L. Barker, and K.W. Watson. Effective Listening: Key to Your Success. Reading, MA: Addison-Wesley, 1983, 151 p. This book, for professionals in business and industry with limited technical vocabulary, is anecdotal in content with suggestions for developing listening skills.

- Stell, Lyman K. Secondary Teacher's Resource Unit. St. Paul, MN: Communication Development, 1982, 85 p. Objectives for a listening unit, course or program, 200 activities, and resources for the teacher with limited knowledge about listening.
- Stewart, John, ed. "A Symposium" and two accompanying articles on Empathy. Communication Education 32, Oct. 1983, pp. 365-392. (ERIC EJ 287 903-905) Stewart explores the premises of empathy with a response to an article by Ronald C. Arnett and Gordon Nakagawa. The author suggests "Interpretative Listening" as an alternative approach. The questions raised are important to an understanding of the phenomenology of listening.
- Sullivan, Leroy L. Compressed Speech Technology: Implications for Learning and Instruction. Oct. 1982, 40 p. (ERIC ED 228 998) Sullivan provides a summary of the techniques of speech compression and its applications. He reviews research on intelligibility and listening comprehension.
- Tyler, Lorraine K. and W.D. Marslen-Wilson. "Children's Processing of Spoken Language." Journal of Verbal Language and Verbal Behavior, 20, 1981, pp. 400-416. (ERIC EJ 248 796) Word by word comprehension is shown to be a factor of the level of the child's language development. Monitoring strategies of children are discussed.
- Wakelfield, Beverly. Perception and Communication. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1976, 26 p. (ERIC ED 125 011. Also available from SCA.) The nature of perception in all sensory modalities is presented as a guide to accurate message reception. Classroom activities are offered for exploration and evaluation of perception.
- Weaver, Carl H. Human Listening, Processes and Behavior. Indianapolis: Bobbs-Merrill, 1972. Weaver presents listening behavior as part of the communication process in a framework of social and psychological theory. He offers strategies for changing listening behavior and appenices on teaching and testing listening.
- Wilkinson, A.C. "Children's Understanding in Reading and Listening." Journal of Educational Psychology. 72, 1980, pp. 561-574. (ERIC EJ 235 517) Effectiveness in understanding is a result of fluency in processing which includes perceptual recognition, comprehension and memory. Factors of fluency are the mode of communication (print vs spoken), skill of the individual, and nature of the text.
- Wolf, Florence L., N.C. Marsnik, W.S. Tracey, and R.G. Nichols. Perceptive Listening. New York, NY: Holt, Rinehart & Winston, 1983, 264 p. A comprehensive overview of listening theory and research with suggestions for application to listening behavior, this book is primarily useful as a beginning textbook in college level courses in listening skills improvement.
- Wolvin, Andrew D. and C.G. Coakley. Listening. Dubuque, IA: Wm. C. Brown, 1982, 189 p. This textbook at the college level reviews theory and research and includes suggested activities at beginning and advanced levels of skill development.
- Wolvin, Andrew D. and Carolyn G. Coakley. Listening Instruction. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1979, 43p. (ERIC ED 170 827. Also available from SCA.) The authors present an introduction to listening theory with 38 illustrative activities for teaching listening skills. The suggested activities are excellent instructional models at all grade levels.
- Woodall, W. Gill and others. From the Boob Tube to the Black Box: TV News Comprehension from an Information Processing Perspective. Paper presented at the annual meeting of the Association fo. Education in Journalism, East Lansing, MI. August 8-11, 1981, 25 p. (ERIC ED 204 762) The authors review conceptualizations for guiding research on television news comprehension and offer recommendations for developing and testing measures of recall, use of retrieval cues, and the depth of viewer's understanding of stories.

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