
Bibliography: Listening Skills

Introduction: Note: Set your browser preferences to Courier 12 point font for correct on-screen viewing or the formatting of a printed copy of this document

The following citations address the topic of listening skills.

This bibliography does not represent an exhaustive review of the literature on the topic, but merely an introductory exploration of available information. If you require further information on this subject, if you have recommendations for other subjects for which you would like for us to develop bibliographies of this type, or if you have suggestions for improving this service, call us at (812) 855-5847, e-mail us at ericcs@indiana.edu, or send a letter to Users Services Division, ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698. We look forward to hearing from you.

Note that directions for securing full-text copies of these records are presented at the end of this document. Steve Stroup
User Services Coordinator

AN: EJ470288
AU: Brent,-Rebecca; Anderson,-Patricia
TI: Developing Children's Classroom Listening Strategies.
PY: 1993
JN: Reading-Teacher; v47 n2 p122-26 Oct 1993
AV: UMI
DE: Class-Activities; Elementary-Education; Teacher-Behavior;
Teaching-Methods
DE: *Listening-; *Listening-Habits; *Listening-Skills
AB: Argues that classroom activities offer excellent opportunities for students to become listeners. Discusses how teachers can model good listening, teach skill and strategy lessons, and provide meaningful reasons for listening. (SR)

AN: EJ468969
AU: George,-H.-V.
TI: Listening Skills.
PY: 1990
JN: Guidelines:-A-Periodical-for-Classroom-Language-Teachers;
v12 n1 p14-25 Jun 1990
DE: Foreign-Countries; Intonation-; Listening-Comprehension
DE: *Auditory-Perception; *Listening-Skills; *Oral-
Interpretation
AB: Physical aspects of listening skills are described, including speech rate, syllable tone, word-word separation vs. joining, listening for "focus," word clues per message, and intonation. (LB)

AN: EJ466659
AU: Swafford,-Jeanne; Paulos,-Tamara
TI: Creating Experiences for Listening and Learning.
PY: 1993
JN: Reading-Horizons; v33 n5 p401-17 1993
AV: UMI
DE: Elementary-Education; Oral-Reading; Thinking-Skills
DE: *Elementary-School-Science; *Listening-Skills;
*Science-Instruction
AB: Describes a listening experience that is part of a first-grade science unit. Notes that the listening experience facilitated active listening within the context of content learning. Suggests that the listening experience integrates science content, oral reading of a tradebook, and components of a Structured Listening Activity (SLA) to promote active listening and learning. (RS)

AN: EJ461957
AU: Whitham,-Cynthia
TI: When a Child Needs to Be Heard: How Mirroring Soothes and Solves.
PY: 1993
JN: PTA-Today; v18 n5 p8-9 Mar 1993
AV: UMI
DE: Children-; Elementary-Education; Parent-Role; Problem-Solving
DE: *Communication-Skills; *Listening-Skills; *Parent-Child-Relationship; *Social-Cognition AB: Explains how mirroring can help parents respond to their children's problems. Mirroring, which is also called active listening, reflecting, and empathetic listening, involves listening and responding rather than explaining, fixing, and advising. Mirroring can help parents soothe and solve troubling situations by hearing and mirroring what their children are saying. (SM)

AN: EJ450154
AU: Kellerman,-Susan
TI: "I See What You Mean": The Role of Kinesic Behaviour in Listening, and Implications for Foreign and Second Language Learning.
PY: 1992
JN: Applied-Linguistics; v13 n3 p239-58 Sep 1992
AV: UMI
DE: Listening-Comprehension
DE: *Applied-Linguistics; *Body-Language; *Listening-Skills; *Second-Language-Learning
AB: Evidence is reviewed that demonstrates the importance of information derived from kinesic behavior to the activity of listening in the native language and the possible effects of an absence of this visual information. Implications are considered for the development of second-language listening skills. (76 references) (Author/LB)

AN: EJ440619
AU: Grunkemeyer,-Florence-B.
TI: All about Listening.
PY: 1992
JN: Business-Education-Forum; v46 n4 p28-31 Apr 1992
AV: UMI
DE: Postsecondary-Education; Secondary-Education; Teaching-Methods
DE: *Communication-Problems; *Education-Work-Relationship; *Listening-Skills; *Measures-Individuals AB: Discusses the importance of effective listening and problems in the listening process. Presents a matrix evaluating 18 listening inventories on 8 criteria: cost effectiveness, educational use, business use, reliability, validity, adult audience, high school audience, and potential barriers. (JOW)

AN: EJ437378
AU: Winkle,-Alice-M.
TI: Listen My Children: Strategies for Listening Instruction.
PY: 1991
JN: Ohio-Reading-Teacher; v25 n4 p14-20 Sum 1991
AV: UMI
DE: Classroom-Techniques; Elementary-Secondary-Education; Instructional-Effectiveness; Listening-Comprehension
DE: *Listening-; *Listening-Habits; *Listening-Skills
AB: Presents current definitions of listening and examines the correlation between listening and reading. Considers the positive effects of enhancing children's listening skills and suggests strategies for listening instruction in the classroom. (MG)

AN: EJ436315

AU: Lieberman,-Jan
TI: Literature in Concert: Oral Interpretation Harmonizes with the Whole Language Curriculum.
PY: 1991
JN: Emergency-Librarian; v19 n2 p8-9 Nov-Dec 1991
AV: UMI
DE: Audiences-; Curriculum-Development; Elementary-Secondary-Education; Listening-Skills; Reading-Aloud-to-Others; Skill-Development; Story-Telling DE: *Literature-Appreciation; *Oral-Interpretation; *Whole-Language-Approach AB: This introductory article discusses the development of oral interpretation skills to promote literature in the classroom as part of the whole language curriculum. Benefits of listening to adults read aloud and telling stories are discussed, and the importance of listening skills and audience etiquette is described. (LRW)

AN: EJ435951
AU: Dunkel,-Patricia
TI: Listening in the Native and Second/Foreign Language: Toward an Integration of Research and Practice.
PY: 1991
JN: TESOL-Quarterly; v25 n3 p431-57 Fall 1991
AV: UMI
DE: Classification-; Second-Language-Learning
DE: *Listening-Comprehension; *Listening-Skills; *Theory-Practice-Relationship
AB: Reviews research on native language (NL) listening, and discusses the importance of listening in second-language (L2) acquisition, factors that influence success or failure of comprehension of first-language or L2 messages, the role of listening in the L2 curriculum, posited models of NL and L2 listening comprehension, and proposed taxonomies of listening skills and pedagogical activities. (97 references) (VWL)

AN: EJ434420
AU: Neal,-Richard-G.
TI: What's That You Say?
PY: 1991
JN: Executive-Educator; v13 n11 p29-31 Nov 1991
AV: UMI
DE: Administrator-Guides; Elementary-Secondary-Education; Meetings-
DE: *Administrator-Effectiveness; *Listening-Habits; *Listening-Skills
AB: Attentive listening helps meetings and relationships run sensibly and smoothly. Identifies 5 deceptive debating techniques and offers 10 rules on how to listen well, and why doing so pays off. (MLF)

AN: EJ434315
AU: Spinks,-Nelda; Wells,-Barron
TI: Improving Listening Power: The Payoff!
PY: 1991
JN: Bulletin-of-the-Association-for-Business-Communication; v54 n3 p75-77 Sep 1991
AV: UMI
DE: Class-Activities; Classroom-Research; Educational-Research; Higher-Education; Listening-Comprehension DE: *Business-Communication; *Educational-Strategies; *Instructional-Effectiveness; *Listening-Skills AB: Investigates whether listening skills can be improved through instruction. Finds that listening comprehension can be significantly improved through certain kinds of instruction. Recommends that such instruction be incorporated into business communication classes. (PRA)

AN: EJ434274
AU: Bolser,-Shirley-A.

TI: Whole Listening in the Primary Classroom.
 PY: 1991
 JN: Ohio-Reading-Teacher; v25 n3 p19-27 Spr 1991
 AV: UMI
 DE: Educational-Strategies; Listening-Comprehension;
 Listening-Habits; Primary-Education; Reading-Aloud-to-Others;
 Story-Telling DE: *Listening-Skills; *Reading-Instruction;
 *Reading-Skills; *Whole-Language-Approach
 AB: Describes the process of listening within the boundaries
 of learning. Focuses on whole-language methods in reading
 that promote whole listening and can help students improve
 their listening as well as reading skills. (MG)

AN: ED366026
 AU: Watt,-Willis-M.
 TI: Theoretical and Practical Approaches to Teaching
 Listening: Using the Watson-Barker Listening Test To
 Validate Levels of Learning in the Classroom.
 PY: 1993
 NT: 28 p.; Paper presented at the Annual Meeting of the
 Speech Communication Association (79th, Miami Beach, FL,
 November 18-21, 1993).
 PR: EDRS Price - MF01/PC02 Plus Postage.
 DE: College-Students; Communication-Research;
 Educational-Attainment; Higher-Education;
 Instructional-Effectiveness; Listening-Skills
 DE: *Listening-; *Listening-Comprehension; *Sex-Differences
 AB: A study investigated whether listening effectiveness
 could be improved by completing a college listening class.
 Volunteer subjects, 14 males and 14 females enrolled in a 3-
 hour, 16-week college listening course for undergraduate or
 graduate students at a medium-sized midwestern university,
 were given the video version of the Watson-Barker Listening
 Test as pre- and posttests. Results indicated that: (1)
 participation in a listening course improved listening
 behavior; (2) gender did not affect overall ability to listen
 effectively; and (3) more education had a positive effect on
 listening skill. Twenty-one tables of data are included.
 (Contains 12 references.) (Author/RS)

AN: ED365976
 AU: Moke,-Susan, Ed.; Shermis,-Michael, Ed.
 TI: Speaking and Listening Skills. Make the Parent
 Connection!
 Leader Guide.
 CS: Indiana Univ., Bloomington. Family Literacy Center.
 PY: 1993
 AV: Family Literacy Center, Indiana University. 2805 E. 10th
 St.,
 Suite 150, Bloomington, IN 47408-2698 (\$25).
 NT: 27 p.; For other leader guides, see CS 011 570-578.
 PR: Document Not Available from EDRS.
 DE: Elementary-Secondary-Education; Parent-Materials; Parent-
 Participation; Parents-as-Teachers; Training-Methods; Young-
 Children DE: *Communication-Skills; *Enrichment-Activities;
 *Listening-Skills; *Parent-Child-Relationship; *Parent-
 Education; *Parent-Role AB: This manual is a resource book
 for organizers and leaders and parent groups who want to
 explore specific strategies to use in helping children become
 more articulate speakers and more attentive listeners. The
 guide contains material necessary to conduct a 1- or 1.5-hour
 session on how parents can help children develop good
 speaking and listening skills. The guide includes: (1) a
 leader's guide with presentation notes and a variety of
 activities for the session; (2) a reproducible written
 invitation for teachers to send home to parents; (3) handout
 masters; (4) 25 bookmarks; and (5) information about other
 products and services that will help foster parent
 involvement. A booklet containing relevant read-aloud

stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

AN: ED361690

AU: McAllister,-Elizabeth-Jo

TI: A Study To Determine the Effectiveness of a Listening Skills Program on Language Structured Auditory Retention.

PY: 1982

NT: 120 p.; M.A. Thesis, Salem College.

PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DE: Elementary-School-Students; Evaluation-Methods; Grade-2; Listening-Comprehension; Listening-Comprehension-Tests; Primary-Education DE: *Instructional-Effectiveness; *Listening-Skills; *Student-Evaluation

AB: A study determined the effectiveness of a listening skills program on language-structured auditory retention. The Language-Structured Auditory Retention Span Test (LARS) was used as the testing instrument, and the SRA Listening Skills Program was used as the structured listening program. Subjects, 20 second-grade students from Wilsonburg Grade School in Harrison County, West Virginia, were given a pretest using the LARS A test. Twenty-four SRA Listening Skills Lessons were presented to the entire class on 24 days with each student being present for at least 15 of the lessons. The LARS B was given as a posttest. The statistical analysis applied to the data was the t-test for related measures. Results indicated a statistically significant difference between pretest and posttest means, and that scores for 17 of the 20 students improved after being presented with the listening skills program. Findings suggest that a structured listening program can increase the listening ability of students. (Six tables of data are included; 21 references, LARS A and B tests and scoring information, and all 24 lessons of the SRA Listening Skills Program are attached.) (Author/RS)

AN: ED351721

AU: DeWitt-Brinks,-Dawn; Rhodes,-Steven-C.

TI: Listening Instruction: A Qualitative Meta-Analysis of Twenty-Four Selected Studies.

PY: 1992

NT: 29 p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992). Tables may not all be completely legible.

PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Elementary-Secundary-Education; Higher-Education; Meta-Analysis

DE: *Instructional-Effectiveness; *Listening-; *Listening-Skills AB: A study used qualitative meta-analysis to examine a set of empirical studies concerned with listening instruction. Twenty-four studies (subjects were all ages) published in communication-related journals between 1950 and 1989 were analyzed. Analysis of the papers showed conflicting results, producing no clear findings as to whether listening can or cannot be taught. Results showed that the numerous techniques for teaching listening analyzed in the studies could be placed in three categories: indirect approach, direct/traditional approach, and direct/programmed approach. Conflicting results regarding the effectiveness of each may indicate that the method of instruction alone is not the determining factor when listening instruction is successful. The incentive to internalize instruction and increase listening ability may be an important additional factor. Results also showed no clear pattern regarding length of listening instruction, though more positive results were found for studies with longer periods of instruction than for shorter ones. Method of testing may have contributed to the

contradictory results of the studies. Age level appeared to have no impact on the effectiveness of listening instruction. Findings suggest that one explanation which may account for the conflicting results found in the study is that listening is a multidimensional phenomena. Each of the studies may have been teaching and testing a different subskill of listening. (Two tables of data are included and 48 references are attached.) (SR)

AN: ED347578

AU: Hunsaker, -Richard-A.

TI: Critical Listening--A Neglected Skill.

PY: 1991

NT: 16 p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

PR: EDRS Price - MF01/PC01 Plus Postage.

DE: Elementary-Secondary-Education; Skill-Development; Student-Needs

DE: *Critical-Thinking; *Listening-; *Listening-Comprehension; *Listening-Skills

AB: Despite the current enthusiasm for teaching critical thinking and the need acknowledged by many educators to improve students' speaking and listening skills, very few schools have actually put critical listening skills into their curricula. One reason listening skills have been so slow in becoming a part of the formal instruction program at most schools is that many people confuse "listening" with "hearing." Listening is actually more than hearing as it involves sensing, interpretation, evaluation, and response as well. Furthermore, it is through speaking and listening that students acquire knowledge, develop language, and increase their understanding of themselves. As students learn language, they learn to think, and the pervasiveness of language itself in the teaching of any subject suggests that the teaching of listening skills can be a primary strategy in the development of critical thinking skills. Some of the skills needed for effective critical listening are: (1) evaluating the strength of the speaker's main ideas and the quality of supporting evidence; (2) recognizing the difference between fact and opinion; and (3) recognizing the use of loaded language, stereotypes, and/or emotional appeals. These skills can and should be taught in schools. Authors such as Joan Sayre and Harvey Weiss offer guidelines for developing better listening, and outline critical listening skills. By using these resources and by combining and applying the ideas of philosophers and neurolinguists, listening instructors can develop principles, practices and exercises that establish the ways and means of listening critically. (Twenty-four references are attached.) (PRA)

AN: ED346399

AU: Hazouri, -Sandra-Peyser; Smith, -Miriam-Frey

TI: Peer Listening in the Middle School: Training Activities for Students.

PY: 1991

AV: Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421 (\$8.95).

NT: 146 p.

PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DE: Decision-Making; Group-Counseling; Helping-Relationship; Intermediate-Grades; Junior-High-Schools; Leadership-Training; Listening-Skills; Middle-Schools; Problem-Solving

DE: *Group-Dynamics; *Leadership-; *Peer-Counseling

AB: This workbook presents activities for training middle school student peer listeners. The first of the workbook's 10 chapters contains an introduction to peer listening. Activities include a pretest on a series of true-false

statements called the "Peer Listening Inventory," defining the meaning of the words that describe the qualities of a peer listener, and storytelling. The second chapter, "Getting To Know Each Other" contains seven activities including the trust experience, birthday bunches, and making it work. In the third chapter, "Getting To Know Yourself," activities include going my way, it's me, your genetic secrets, and messages for me. The fourth chapter emphasizes understanding our humanness. Activities include the people picture, my human needs, how far will you go to belong, family collage, families care, and "What is real?" The fifth chapter examines verbal and nonverbal listening skills. Activities include a listening exercise, the paper game, body communication, looking for a listener, and "The Tiger Lake Tale." The sixth chapter describes listening for feelings. Activities include completing a series of "I feel" statements, imagining the color of feelings, exploring the difference between facts and feelings, and a "best friends" story discussion. The seventh chapter focuses on responding. Activities include analysing examples of not so nice advice, finding the best response, and a "response rally" for evaluating responses. Chapter 8 discusses taking care of the listener. Activities include creating a logo for listeners, finding your personal space, circles, and an unusual day in the life of a peer listener. Activities in chapter 9, "Making Choices," include dealing with puzzling decisions, and using all your skills. The tenth chapter contains a post-test on the Peer Listening Inventory, and a closing ceremony. (LLL)

AN: ED345553

AU: Dixon,-Richard

TI: The Strategies of the Successful Listener: Classroom Implications.

PY: [1992]

NT: 16 p.; Paper presented at the Cincinnati Conference on Romance Languages and Literatures (10th, Cincinnati, OH).

PR: EDRS Price - MF01/PC01 Plus Postage.

DE: Classroom-Techniques; Curriculum-Design; Higher-Education; Second-Language-Instruction; Second-Language-Learning; Self-Evaluation-Individuals DE: *Language-Processing; *Learning-Strategies; *Listening-Comprehension; *Listening-Skills; *Second-Languages

AB: Learning strategies are the steps taken to facilitate acquisition, storage, retrieval, and use of information. Although this process is common to all learners, researchers have found that good second language learners consciously use appropriate language strategies. Strategies are identified in these broad categories: cognitive; memory; compensation; communication; metacognitive; affective; and social. Many have proven effective in language learning, but are not applied automatically. In order to learn more about individuals' use of specific strategies, researchers have tried self-report interviews and surveys, including a "think-aloud" approach to identifying specific mental processes. One researcher has defined nine interviewing principles for discovering student learning strategies. These principles, developed for second language reading, were tested in the area of listening comprehension, and 10 major differences between successful and unsuccessful language learners were outlined. While learning strategies are teachable, there is no consensus on how to teach them. Explicit and implicit training and a combination of the two have all been recommended. Implications for teaching effective second language listening strategies include the following: care must be taken in the selection of authentic materials; comprehensible input is essential; ambiguity must be removed; stress variables should be reduced; and learning should be meaningful. A 25-item bibliography is included. (MSE)

AN: ED341110
AU: Tuttle,-George-E.
TI: Listening Strategies and Behavior for Participants in Small Group Processes: A Need Based Prescription.
PY: 1992
NT: 8 p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 5-7,1991).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Needs-Assessment;Organizational-Communication
DE: *Group-Discussion; *Listening-; *Listening-Skills
AB: A study examined the listening needs experienced by people who engage regularly in small group communication situations. Subjects were 137 students, including graduate communication students, senior level students in organizational communication classes, undergraduate communication students in an adult re-entry program, and undergraduate students in an honors introductory communication class. Subjects completed a two-item questionnaire concerning the difficulties they encountered in listening to someone and the most frequently occurring reasons why it seemed difficult to listen in the small group environment. Responses were analyzed using the content analysis method. Results indicated that three problem categories reflected a high level of need for effective listening as viewed or perceived by subjects. The categories were: (1) "message," specifically "rambling"; (2) delivery of the message (overall delivery and monotone speaking); and (3) the speaker's negative attitude. Suggestions (drawn from the body of listening research and practical experience) for ways to improve listening in the organizational environment specifically address the three problem categories. Findings suggest that the nature of listening problems in the small group situation are only somewhat different and unique from listening problems generally, and that there is a fundamental responsibility of all members of a small group to listen attentively and to explain their positions. (RS)

AN: ED339058
AU: Brown,-Stephanie-L.
TI: Improving Listening Skills in Young Children.
PY: 1991
NT: 111 p.; M.S. Practicum, Nova University.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Parent-Participation; Phonemes-; Primary-Education
DE: *Listening-Comprehension; *Listening-Habits; *Listening-Skills; *Young-Children
AB: A practicum focused on improving listening skills in four- to five-year-old children. The practicum targeted the following specific listening skills for improvement: (1) discriminating English phonemes; (2) recognizing words heard in a story; (3) repeating a short story; and (4) following verbal instructions. Teaching strategies which the practicum implemented in the classroom included modeling, improving the listening environment, structuring listening activities, group activities and games, taped listening sessions, and storytelling. In addition, information on improving listening skills in the home and classroom was distributed to parents and educators through handouts and workshops. The effectiveness of the implementation was measured by means of the teacher-made pretest and posttest as well as evaluations from students in the target group, their parents, and the teacher. Results indicated improved listening skills in the target group and increased awareness of the importance of listening skills in the target group and their parents. (Six figures are included. Thirty-five references and extensive appendixes--including student data, test data, classroom activities, guidelines for implementing the strategies, and

samples of information distributed to parents and educators--
are attached.) (Author/PRA)

AN: ED339051

AU: Newton,-Terry

TI: Improving Students' Listening Skills. Idea Paper No. 23.

CS: Kansas State Univ., Manhattan. Center for Faculty
Evaluation

and Development in Higher Education.

PY: 1990

NT: 5 p.; For a related paper, see CS 507 627.

PR: EDRS Price - MF01/PC01 Plus Postage.

DE: Higher-Education

DE: *Class-Activities; *Listening-Comprehension;

*Listening-Habits; *Listening-Skills

AB: Although listening has been shown to be the most frequent
communication activity, and students desperately need
listening training, the educational system usually ignores
listening. After citing 10 bad listening habits which
interfere with good aural communication and describing the
characteristics of effective listeners, this paper offers 12
listening exercises that can be used by instructors in a wide
variety of academic fields. Finally, the paper briefly
describes a successful listening course taught at St.
Edward's University in Austin, Texas, and its impact over the
last 10 years. Thirteen references are attached. (PRA)
