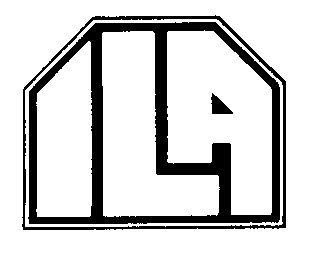
International Listening Association

## Bibliography



## Summer 2000—Last updated

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June 2000

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(from the chapter) study # children were made aware of the quality of messages delivered to a puppet listener /// hypothesized that young children might tend to rely more on the listener's feedback about his comprehenison of the message than on their knowledge of its quality.

Beals, D. E., J. M. De Temple, et al. (1994). Talking and listening that support early literacy development of children from low-income families. Bridges to literacy: Children, families, and schools. K. D. David, Blackwell Publishers, Inc, Cambridge, MA, US**:** 19-40.

(from the chapter) present data from an ongoing long-term study of language and literacy development (the Home-School Study of Language and Literacy Development) with low-income children (age 3 through early school years) and the various ways in which home and preschool experiences affect their emerging literacy skills / because the study is based on a theory that emphasizes the importance of oral language skills, we examine settings that include but are not limited to book reading / describe book reading in homes and preschools, mealtimes in the home, and teacher-child interactions throughout the day in preschools / report links between variations in the type of interaction in these settings and children's emerging literacy skills in kindergarten / these portraits should be of interest to program developers because they reveal patterns of interaction that exist prior to intervention efforts /// (the authors) have 3 major points to make / literacy draws upon oral language abilities as well as print-specific skills / literacy skills are nurtured both in homes and in preschools through events that include but are not restricted to book reading / homes and preschools differ in the kinds of support they provide for early literacy development.

Bernstein, E. and C. Gilligan (1990). Unfairness and not listening: Converging themes in Emma Willard girls' development. Making connections: The relational worlds of adolescent girls at Emma Willard School. N. P. L. T. J. H. Carol Gilligan, Harvard University Press, Cambridge, MA, US**:** 147-161.

(from the chapter) in 1979 when Robert C. Parker became principal of Emma Willard, he was intrigued by his sense that girls personalized criticism to a far greater extent than the boys he has taught at previous schools # in the second year of the study, questions about unfairness and listening were added to the interview /// this chapter discusses girls' responses to these questions /// this chapter will attempt to trace the process whereby concerns with unfairness and not listening converge in Emma Willard girls' experiences # it will attempt to show the wide divergence between concepts and experiences of unfairness and not listening for girls at lower grade levels, and the gradual integration of concepts and experiences of unfairness and not listening for girls at higher grade levels # finally, the chapter will attempt to suggest both the new visions and the questions that the experiences of the Emma Willard girls pose for a model of girls' moral development.

Bernthal, E. S. (1967). The listening -viewing center as a means of motivating original work in writing and speaking English. Classroom practices in teaching English 1967-68. A. J. Beeler and D. W. Emery. Champaign, IL, NCTE.

Bilmes, J. (1992). Mishearings. Text in context: Contributions to ethnomethodology. Sage focus editions, Vol. 132. R. M. S. Graham Watson, Sage Publications, Inc, Newbury Park, CA, US**:** 79-98.

(from the introduction) argues ...that when a recipient gives an utterance a hearing, we must make a judgment as to whether that hearing is an acceptable reflection of what we had in mind or wanted to be heard as having had in mind. (summarized) Addresses the problem of miscommunication in conversation..

Borisoff, D. and L. Merrill (1991). Gender issues and listening. Listening in Everyday Life: A Personal and Professional Approach. D. Borisoff and M. Purdy. Lanham, MD, University Press of America**:** 59-85.

Bormuth, J. R. (1970). An operational definition of comprehension instruction. Psycholinguistics and the teaching of reading. K. S. Goodman and J. T. Fleming. Newark, DL, International Reading Association.

Bormuth, J. R. (1975). The Cloze procedure: Literacy in the classroom. Help for the reading teacher: New directions in research. W. D. Page. Urbana, IL, National Conference on Research in English and ERIC/RCS.

Bosman, A. and G. F. Smoorenburg (1987). Differences in listening strategies between normal and hearing-impaired listeners. The psychophysics of speech perception. NATO ASI series D: Behavioural and Social Sciences, No. 39. M. E. H. Schouten, Martinus Nijhoff Publishing, Dordrecht, Netherlands**:** 467-472.

(from the chapter) word type, with different degrees of redundancy # style of articulation # presentation level /// study # reference group of hearing-impaired (H1) subjects /// differences in listening strategies.

Bradley, D. C. and K. I. Forster (1987). A reader's view of listening. Spoken word recognition. Cognition special issues. L. K. T. Uli H. Frauenfelder, MIT Press, Cambridge, MA, US**:** 103-134.

(from the chapter) argue that ...models of lexical access developed for the written form are also appropriate for speech, provided that we allow for obvious differences due to the physical characteristics of speech signals /// emphasis is given to the role of word frequency in the recognition process.

Bruneau, T. J. (1982). Communicative silences in cross-cultural perspectives. Media Development. London. **4:** 6-8.

Bruner, J. S. (1951). Personality dynamics and the process of perceiving. Perception: An approach to personality. R. Blake and G. Ramsay. New York, Ronald Press.

Call, M. E. (1979). On the relationship between auditory short term memory and listening comprehension in a foreign language. Dissertation abstracts international. Ann Arbor, MI. **40:** 2633A-34A.

Carlisle, J. F. (1990). Diagnostic assessment of listening and reading comprehension. Learning disabilities: Theoretical and research issues. B. K. K. H. Lee Swanson, Lawrence Erlbaum Associates, Inc, Hillsdale, NJ, US**:** 277-298.

(from the chapter) reading is perhaps the single most prevalent area of underachievement among learning-disabled students # accurate assessment of reading difficulties is extremely important not only as a part of the process of determining whether some students are learning disabled but also as a way to determine the nature or cause of their reading problems /// the project reported herein was initiated as an attempt to investigate methods of assessment of comprehension that would yield diagnostic insight into comprehension deficits # purpose of this paper is to explore the sentence verification technique as the basis for a diagnostic test of basic comprehension abilities /// language comprehension of extended discourse # comparisons of listening and reading abilities # problems of assessment of listening and reading comprehension # the sentence verification technique # design of the research project.

Carver, M. E. (1935). Listening versus reading. The psychology of radio. H. Cantril and G. W. Allport. New York, Harper**:** 159-80.

Coakely, C. G. (1989). What a difference attitude makes! Experiential Listening: Tools for Teachers and Trainers. C. G. Coakley and A. D. Wolvin. New Orleans, Spectra Inc., Publishers.

Coakley, C. G. (1986). Communicating vocally, spatially, and silently. The Ideabook for Teaching the Basic Speech Communication Course. B. E. Gronbeck and R. E. McKerrow. Glenview, IL, Scott, Foresman and Company.

Coakley, C. G. (1991). Aligning purposes of communication. Listening Lessons for Teachers. S. Shatto. Nassau County, FL, Nassau County Teacher's Association.

Coakley, C. G. and A. D. Wolvin (1986). Listening in the native language. Northeast Conference--Listening, Reading and Writing: Analysis and Application. B. Wing. Middlebury, VT, Northeast Conference on the Teaching of Foreign Language**:** 11-42.

Coakley, C. G. and A. D. Wolvin (1991). Listening in the educational environment. Listening in Everyday Life. D. Borisoff and M. Purdy. Lanham, ML, University Press of America**:** 161-200.

Coakley, C. G. and A. D. Wolvin (1997). Listening in the educational environment. Listening in everyday life. M. Purdy and D. Borisoff. Lanham, MD, University Press of America**:** 179-212.

Conaway, M. S. (1982). Listening: Learning tool and retention agent. Improving Study Skills. A. S. Algier and K. W. Algier. San Francisco, CA, Jossey-Bass**:** 51-63.

Condon, S. (1971). From theory to practice: Does management listen? Listening:Readings. S. Duker. Metuchen, NJ. **Vol. 2:** 284-7.

Conrad, R. (1972). Speech and reading. Language by ear and by eye: The relationships between speech and reading. J. F. Kavanaugh and I. G. Mattingly. Cambridge, Mass, MIT Press.

Corner, J. (1980). Codes and cultural analysis. Media, Culture and Society. London, Academic Press. **2:** 73-86.

Cutler, A. (1987). Speaking for listening. Language perception and production: Relationships between listening, speaking, reading and writing. Cognitive science series. D. G. M. W. P. Alan Allport, Academic Press, Inc, London, England**:** 23-40.

(from the chapter) speech production is constrained at all levels by the demands of speech perception /// syntactic and lexical choices are directed by the needs of the listener # articulatory level # some aspects of production appear to be perceptually constrained # word boundary information # rethinking the concept of the boundary of the lexical access unit # speech rhythm # stressed syllables can serve as the determinants of word lexical access codes # speakers are providing precisely the necessary form of speech information to facilitate perception.

Danks, J. H. and L. J. End (1987). Processing strategies for reading and listening. Comprehending oral and written language. S. J. S. Rosalind Horowitz, Academic Press, Inc, San Diego, CA, US**:** 271-294.

(from the chapter) in this chapter we compare listening and reading processes by comparing whether five processing components operate in similar or different ways when the input modality is speech or print.

Dell, G. S. and P. M. Brown (1991). Mechanisms for listener-adaptation in language production: Limiting the role of the " model of the listener.". Bridges between psychology and linguistics: A Swarthmore festschrift for Lila Gleitman. J. A. K. Donna Jo Napoli, Lawrence Erlbaum Associates, Inc, Hillsdale, NJ, US**:** 105-129.

(from the introduction) what mechanisms are involved as a speaker adapts the verbal message to the listener's comprehension needs # distinguish particular listener adaptations from generic listener adaptations # first type are adaptive to variations in the circumstances of characteristics of the listener(s) (are they children, are they distant, are they less competent in some way) and are created by consulting a model of the listener in the speaker's beliefs # second type is a bias toward making content, structure, and manner of production easy to comprehend for the average listener, and this adaptation occurs through devices inherent in the speech production (such as exaggerated articulation) # it relies on the intimate relationship between information processing during production and that during comprehension.

Devine, T. G. (1981). Listening in the classroom. Teaching Study Skills: A Guide for Teachers. Boston, Allyn and Bacon, Inc.

Drucker, P. F. (1973). Managerial communications. Management: Tasks, Responsibilities, Practices. New York, Harper and Row**:** 481-93.

Duker, S. (1969). Listening. Encyclopedia of Educational Research. R. L. Ebel. New York, Macmillan**:** 747-752.

Frankel, R. and H. Beckman (1989). Evaluating the Patient's Primary Problem(s). Communicating with Medical Patients. M. Stewart and D. Roter. Beverly Hills, CA, Sage Publications, Inc.

French, J. W. (1951). The description of aptitude and achievement tests in terms of rotated factors. Psychometric Monograph No. 5. Chicago, University of Chicago Press.

Hopper, R. (1983). Interpretation as coherence production. Conversational coherence: Form, structure and strategy. R. T. Craig and K. Tracy. Beverly Hills, CA, Sage. **2:** 81-98.

Johnson, D. J. (1994). Measurement of listening and speaking. Frames of reference for the assessment of learning disabilities: New views on measurement issues. G. R. Lyon, Paul H. Brookes Publishing Co, Baltimore, MD, US**:** 203-227.

(from the book) provide an informative and compelling discussion on the topics of listening and speaking (in children) with respect to how to conceptualize these complex domains of oral language, how to define the components within each domain, and how to assess the components. (from the chapter) issues to consider before selecting tests and procedures / core areas of language assessment / critical measurement conditions / core battery of tests of listening and speaking.

Johnson, J. (1971). A survey of listening programs of a hundred major industries. Listening: Readings. S. Duker. Metuchen, NJ. **Vol. 2:** 288-301.

LaBerge, D. (1972). Beyond auditory coding. Language by Ear and by Eye: The Relationships between Speech and Reading. J. F. Kavanaugh and I. G. Mattingly. Cambridge, MA, MIT Press.

Lane, S. D. (1983). Compliance, satisfaction, and physician-patient communication. Communication Yearbook 7. R. Bostrom. Beverly Hills, CA, Sage Publications**:** 772-799.

Lautman, M. and K. Dean (1983). Time-compression of television advertising. Advertising and Consumer Psychology. L. Percy and A. Woodside. Lexington, KY, D.C. Heath**:** 219-236.

Lee, I. J. (1952). They talk past each other. How to Talk With People. New York, NY, Harper and Row Publishers**:** 11-26.

Liberman, A. M., I. G. Mattingly, et al. (1972). Language codes and memory codes. Coding Processes in Human Memory. A. W. Melton and E. Martin. Washington, D.C., V.H. Winston.

Lundsteen, S. W. (1968). Language arts in the elementary school. Teaching for Creative Endeavor. W. B. Michael. Bloomington, Indiana University Press.

Lundsteen, S. W. (1969). Critical listening research and development: Listening-tests, curriculum, and results for the thinking improvement project. Highlights of the 1968 IRA Preconvention Institute II: Critical Reading and Listening. Salt Lake City, Exemplary Center for Reading.

Lundsteen, S. W. (1990). Learning to listen and learning to read. Perspectives on talk and learning. National Council of Teachers of English forum series. D. L. R. Susan Hynds, National Council of Teachers of English, Urbana, IL, US**:** 213-225.

(from the chapter) presents an overview of the topic (of listening) # explore ways of defining chief characteristics of listening: (1) a process with at least eight components; (2) a goal-driven activity adapting itself according to its varying purposes; (3) a developmental ability; and (4) a communication art related to reading /// suggest the central importance of listening as a tool for learning language arts and content-area knowledge /// developed the notion of " metacognitive listening," awareness of listening patterns and specific listening strategies, as central to effective listening and as a productive objective for English/language arts instruction.

Lyons, N. P. (1990). Listening to voices we have not heard: Emma Willard girls' ideas about self, relationships, and morality. Making connections: The relational worlds of adolescent girls at Emma Willard School. N. P. L. T. J. H. Carol Gilligan, Harvard University Press, Cambridge, MA, US**:** 30-72.

(from the chapter) describes and explores the connections Emma Willard girls find between their relationships to others and morality /// using data from in-depth interviews during which these high school students were asked to speak about themselves and about moral conflicts they see and try to resolve, this chapter first identifies and shows how a characteristic way of dealing with moral choice is related to a girl's way of considering her relations to others and to a way of describing herself /// two distinct orientations to morality are presented: a morality of justice and a morality of care # each moral voice implies or articulates a particular conception of relationships--relations of equality and fairness, or relationships of responsiveness and interdependence /// the second part of this chapter explores how these ideas of self, relationships, and morality may change over time and become significant issues in a girl's development /// in the last part ...the implications of this work are discussed, especially for considering the education of girls.

Markgraf, B. R. (1966). A survey of the extent to which listening is taught in American teacher-training institutions. Listening: Readings. S. Duker. New York, NY, Scarecrow Press**:** 311-320.

McCroskey, J. C. (1971). Human information processing and diffusion. Speech Communication Behavior. L. L. Barker and R. J. Kibler. Englewood Cliffs, NJ, Prentice-Hall**:** 172ff.

McCroskey, J. C. (1984). Communication competence: The elusive construct. Competence in Communicaton: A Multidisciplinary Approach. R. N. Bostrom. Beverly Hills, CA, Sage Publications.

Mead, N. A. (1986). Listening & speaking skills assessment. Performance assessment: Methods & applications. A. B. Ronald, Johns Hopkins University Press, Baltimore, MD, US**:** 509-521.

(from the chapter) address issues of validity, reliability , and feasibility as they relate to various methods of assessing oral communication performance /// current assessment methods are described and strengths and weaknesses identified /// focuses primarily on assessment in school settings, but inasmuch as concern with speaking and listening skills on the job is gaining performance, the issues discussed are equally applicable to assessment in work settings.

Moats, L. C. (1994). Honing the concepts of listening and speaking: A prerequisite to the valid measurement of language behavior in children. Frames of reference for the assessment of learning disabilities: New views on measurement issues. G. R. Lyon, Paul H. Brookes Publishing Co, Baltimore, MD, US**:** 229-241.

(from the chapter) focus of this commentary is on the need to more precisely identify and define what behaviors we need to measure when we assess language capabilities in children / believe that it is (the) ambiguous conceptualization of language into broad, imprecise domains that impedes our current ability to measure and assess linguistic capabilities in the most meaningful manner / discuss: 1) why the domain itself and the constructs within it need clarification before powerful measurement can occur, 2) some conditions of measurement that merit renewed emphasis, 3) suggestions for selection of measures to be included in a core battery, and 4) comments regarding new measures to be developed.

Murphy, J., G. Wilcox, et al. (1983). Time-compression: Additional evidence regarding its effects on audience response to television commercials. Proceedings of the 1986 Conference of the American Academy of Advertising. E. Larkin, University of Oklahoma, School of Journalism and Mass Communication.

Nichols, R. (1967). What can be done about listening? Readings in contemporary English in the elementary school. I. Tiedt and S. Tiedt. Englewood Cliffs, NJ, Prentice-Hall.

Peters, T. and N. Austin (1985). MBWA: The technology of the obvious. A Passion for Excellence. New York, Warner Books**:** Chapter 2.

Peterson, M. H. (1993). Building Consensus by Improving Listening Skills. Partnership handbook at the Water Resource Research Center

(reprinted in Coordinated Resource Management Guidelines), Society for Range Management.

Petrie, C. R. (1966). What is listening? Listening: Readings. S. Duker. New York, Scarecrow Press**:** 329.

Phillips, A., A. Lipson, et al. (1994). Empathy and listening skills: A developmental perspective on learning to listen. Interdisciplinary handbook of adult lifespan learning. D. S. Jan, Greenwood Press/Greenwood Publishing Group, Inc, Westport, CT, US**:** 301-324.

(from the chapter) explores the meanings of "listening skills" and "empathy," using a framework of lifespan psychological development / begin with a review of current uses of these terms and then move to a discussion of developmental theory as it sheds light on the teaching and learning of listening / introduce a six-part model describing how learners with different modes of learning to listen may construe their roles as listeners / consider different approaches to teaching listening as they might be experienced by different adult learners / discuss some implications for learning and teaching.

Preiss, R. W. and L. R. Wheeless (1990). Affective responses in listening: A meta-analysis of receiver apprehension outcomes. Listening Behavior: Measurement and Application. R. Bostrom. New York, The Guilford Press.

Purdy, M. (1991). What is listening? Listening in Everyday Life: A Personal and Professional Approach. D. Borisoff and M. Purdy. Lanham, MD, University Press of America**:** 3-19.

Rankin, P. T. (1966). Listening ability and its components. Listening: Readings. S. Duker. New York, Scarecrow Press.

Rogers, C. E. and R. E. Farson (1969). Active listening. Readings in Interpersonal and Organizational Communication. C. Rogers and R. Farson. Boston, Holbrook Press, Inc.

Russell, D. H. and H. R. Fea (1963). Research on teaching reading. Handbook of Research on Teaching. N. L. Gage. Chicago, Rand McNally.

Samuels, S. J. (1987). Factors that influence listening and reading comprehension. Comprehending oral and written language. S. J. S. Rosalind Horowitz, Academic Press, Inc, San Diego, CA, US**:** 295-325.

(from the chapter) this chapter has as its major objective the description of those inside-the-head and outside-the-head factors which influence listening and reading comprehension /// the focus of this chapter is on diagnosis.

Schalkwijk, F. (1995). From hearing to listening. The Dutch annual of psychoanalysis 1995-1996: Traumatisation and war, Vol. 2. A. L. A. S. Han Groen-Prakken, Swets & Zeitlinger, Amsterdam, Netherlands**:** 227-238.

(from the chapter) this paper is concerned with the analyst's listening to the patient's and to his own material / some general literature on psychoanalytic listening will be reviewed / literature on musical listening will be discussed from a psychoanalytic perspective.

Scholfield MacNab, S. (1995). Listening to your patients, yelling at your kids: The interface between psychotherapy and motherhood. A perilous calling: The hazards of psychotherapy practice. B. S. Michael, John Wiley & Sons, New York, NY, US**:** 37-44.

(from the book) describes the continuous interplay between ...roles as therapist and mother. (from the chapter) mothering and other aspects of family and community life are now the cutting edge of ...personal growth thus adding to ...clinical skills / clinical work brings important knowledge to ...family life; that is, the inevitability of suffering and the immense healing capabilities of compassion for (self and family).

Stine, E. A. L. (1990). The way reading and listening work: A tutorial review of discourse processing and aging. Aging and cognition: Mental processes, self-awareness, and interventions. Advances in psychology, 72. A. L. Eugene, North-Holland, Amsterdam, Netherlands**:** 301-327.

(from the preface) provides a model of discourse processing with extensive discussion of the roles of working memory # considers ways in which that general model would need to be modified to account for the age-related differences in discourse processing seen in the literature # how does increasing experience, which should favor older adults, impact the model # in what ways do the age-related biologically-driven losses of sensory input or of working memory affect the functioning of the system.

Tabossi, P. and F. Zardon (1995). The activation of idiomatic meaning. Idioms: Structural and psychological perspectives. E.-J. v. d. L. A. S. R. S. Martin Everaert, Lawrence Erlbaum Associates, Inc, Hillsdale, NJ, US**:** 273-282.

(from the chapter) this chapter looks at idioms from the point of view of spoken language processing and focuses on the online recognition of these expressions / addresses the issue of when and how the meaning of idiomatic expressions becomes available to a listener during discourse comprehension / (30 undergraduates participated in the experiment).

Tomatis, A. A. (1987). Ontogenesis of the faculty of listening. Pre- and perinatal psychology: An introduction. R. V. Thomas, Human Sciences Press, Inc, New York, NY, US**:** 23-35.

(from the chapter) prepare (the reader) to understand how the relationship between the fetus and the mother develops /// ontogenesis of listening takes place very rapidly during the embryonic stage of development /// ontogenetic listening therapy /// developmental process of the ear and nervous system.

Towse, E. (1995). Listening and accepting. The art and science of music therapy: A handbook. B. S. R. W. Tony Wigram, Harwood Academic Publishers/Gordon and Breach Science Publishers, Langhorne, PA, US**:** 324-341.

(summarized) Discusses the use of group music therapy with the elderly, focusing on severely mentally ill clients..

Trehub, S. E. and L. J. Trainor (1990). Rules for listening in infancy. The development of attention: Research and theory. Advances in psychology, 69. T. E. James, North-Holland, Amsterdam, Netherlands**:** 87-119.

(from the chapter) outline a set of principles governing infants' deployment of attention to auditory events # infants initially look in the direction of sounding objects, later reaching for the objects # they find some qualities highly salient, such as female voices in general and the mother's voice in particular # infants selectively attend to the pitch contours and rhythms of animated speech and musical sequences # they encode finer details of some musical sequences, notably those typical of their culture # simplicity or familiarity of the sequences and greater maturity of the infant lead to more comprehensive auditory processing /// identify a number of parallels between infants' processing of speech and music, and propose directions for future research.

Trehub, S. E. and L. J. Trainor (1993). Listening strategies in infancy: The roots of music and language development. Thinking in sound: The cognitive psychology of human audition. Oxford science publications. E. B. Stephen McAdams, Clarendon Press/Oxford University Press, Oxford, England**:** 278-327.

(from the chapter) (discusses listening strategies in) auditory pattern processing in early life / (pursues) answers to a variety of general questions / what properties of auditory patterns dominate perception in the early months of life / do these properties remain influential for more mature listeners / are the grouping processes that characterize auditory pattern perception ...operative in infancy, when instructions to listen synthetically or analytically are necessarily precluded / although relational processing is the norm for adults' perception of auditory sequences, absolute pitch processing is characteristic of various non-human species such as songbirds and monkeys / are (infants) more like human adults in this respect or more like non-human listeners.

Watson, K. W. and L. L. Barker (1984). Listening behavior: Definitions and measurement. Communication Yearbook 8. R. N. Bostrom. Beverly Hills, CA, Sage Publications.

Watts, F. N. (1989). Listening processes in psychotherapy. Psychotherapy. Directions in psychiatry monograph series, No. 5. F. Frederic, W. W. Norton & Co, Inc, New York, NY, US**:** 114-124.

(from the chapter) here the author explores some current psychological investigations into the nature of listening, pointing out how these may prove valuable to the therapist /// patients' language # manifest and latent content # active vs. passive listening strategies.

Wicks, R. (1979). Helping others: Ways of listening, sharing, and counseling. The Psychological Consultant. J. Platt and R. Wicks. New York, NY, Grune & Stratton.

Wolvin, A. D. and C. G. Coakley (1991). Perspective on listening. Perspectives on Listening Research: Planning for the Next Generation. S. C. Rhodes. Kalamazoo, Michigan, International Listening Association/Western Michigan University**:** 4-13.

Wolvin, A. D. and C. G. Coakley (1993). A listening taxonomy. Perspectives on Listening. A. D. Wolvin and C. G. Coakley. Norwood, NJ, Ablex Publishing Company.

# CONFERENCE PRESENTATIONS

Anderson, P. J. (1988). Listening: What do the elementary language basals teach? International Listening Association Convention, Scottsdale, AZ.

Anderson, R. (1988). Listening is not a skill: The technique ethic and an experientialist alternative. Central States Speech Association meeting, Shaumburg, IL.

Arnold, W. E. (1990). Listening: A conceptualization. International Listening Association Convention, Indianapolis, IN.

Arnold, W. E. and C. A. Valentine (1988). Components of physicians' empathic listening. International Listening Association Convention, Scottsdale, AZ.

Aweve, B. (1987). Curriculum and approaches to developing curriculum for the teaching of listening on the secondary level. International Listening Association Convention, New Orleans, LA.

Bacon, S. (1986). Teaching the teacher to teach listening: Three format options. International Listening Association Convention, San Diego, CA.

Barker, D. R. and M. Fitch-Hauser (1986). Variables related to the processing and reception of information as published in ten selected psychology journals. International Listening Association, San Diego, CA.

Bassett, R. (1978). Minimal speaking and listening competencies for high school graduates: Status of research., Annandale, VA, Speech Communication Association.

Berkheimer, S. (1985). Symposium on listening activities--elementary. International Listening Association Summer Conference, St. Paul, MN.

Bishop, W. B. (1986). The functions of feedback in listening. International Listening Association Convention, San Diego, CA.

Bozik, M. (1985). Teaching listening at the college level. International Listening Association Convention, St. Paul, MN.

Bozik, M. (1985). A unit on critical listening. International Listening Association Convention, Orlando, FL.

Bozik, M. (1986). Critical thinking/critical listening. International Listening Association Convention, San Diego, CA.

Brownell, J. (1988). Perceptions of listening behavior: a management study. International Listening Association Convention.

Bruneau, T. J. Silence, mind-time relativity, and interpersonal communication. Third Conference of the International Society for the Study of Time, Alpbach, Austria.

Coakley, C. G. (1986). Strategies for improving classroom listening. Northwestern High School In-Service, Hyattsville, Maryland.

Coakley, C. G. (1988). Frameworks for teaching listening. International Listening Association Convention.

Cochran, K. R. and G. H. Wheatley (1982). Cognitive strategies in spatial performance. Annual Meeting of the American Educational Research Association, New York, NY.

Cole, P. C. (1987). Linking creative teaching to listening. International Listening Association Convention, New Orleans, LA.

Cook, H. B. and M. L. Shannon (1987). Selected listening skills exercises. International Listening Association Convention, New Orleans, LA.

Desousa, A. N. and M. Cowles (1978). An experimental study to determine the efficacy of specific training in listening. Annual meeting of the American educational research association, Toronto, Canada.

Edwards, R. (1989). Cognitive issues for listening theory: Schemas, memory and stages. International Listening Association Convention, Atlanta, GA.

Emmert, P. and V. Emmert (1993). The multivariate nature of listening. International Listening Association Convention, Maimi, FL.

Erway, E. (1985). Listening as a communication competency. Speech communication association convention, Denver, CO.

Faires, C. (1980). the development of listening tests. Mid-South Educational Research Association, New Orleans, LA.

Faires, C. (1980). Are teachers trained to teach listening skill development? Mid-South Educational Research Association, New Orleans, LA.

Forester, J. (1983). Listening as the embodiment of critical theory and hermeneutics in planning practice. New York State Sociological Association, Ithaca, NY, Cornell University.

Frederico, P. (1982). Changes in the cognitive components of achievement as students progress through sequential instruction. Annual meeting of the American educational research association, New York, NY.

Gilbert, M. (1989). Perceptions of listening behaviors of school principals. International Listening Association Convention, Atlanta, GA.

Glenn, E. (1985). Commonalities and differences in definitions of listening. International Listening Association Convention, Orlando, FL.

Halley, R. D. (1989). Processing data for listening: Using a cognitive processing model to improve your listening. International Listening Association Convention, Atlanta, GA.

Hawk, R. and W. A. Villaume (1989). Listening and patterns of verbal immediacy in conversation: How adults cope with an aging auditory system. Southern States Communication Association Convention, Louisville, KY.

Ishi, S. and T. J. Bruneau (1985). Communicative silences: East and west. International Communication Association Conference, Honolulu, Hawaii.

Johnson, R. L. and H. L. Friedman (1970). Optimal strategies for listening, II: Training of component skills. Fifteenth Annual Convention, International Reading Association, Newark, Del, IRA.

Keyes, B. J. (1975). The development of listener competence. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Kwiatek, K. K. and B. Watkins (1982). The systematic viewer: An inquiry into the existence of a television schema in children. Annual Meeting of the Association for Education in Journalism, Athens, OH.

Lundsteen, S. W. (1970). Promoting growth in problem solving in an integrated program of language skills for fifth grade. Annual Meeting of the International Reading Association., Anaheim, CA.

Madaule, P. (1983). An invitation to listening, language, and learning. World Congress of Music Therapy, Paris, France.

McKenzie, N. J. and A. J. Clark (1994). The all-in-one concept: How much must listening research include? International Listening Association Conference, Boston, MA.

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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.)

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(from the preface) Recent years have seen a steadily increasing interest in the relations between perception and action as well as among their specialized subsystems, along with a growing awareness that the systems and subsystems for perception-action interact extensively and cannot be studied independently from one another. This volume provides an advanced level treatment of the most salient issues within this general concern as applied to the main systems and subsystems for language perception-production; listening, speaking, reading, and writing. /// The main thrust of the book is directed towards the uniquely human abilities and cognitive structures whereby adults perceive and produce language, whether written or spoken. The book also touches briefly on developmental issues--in children (Studdert-Kennedy), in the history of languages (Cutler), in the evolution of species-specific language abilities (Studdert-Kennedy), and in the evolutionary relationship between language and other types of perception-action (Keele). It touches on typewriting (MacKay, Keele) and handwriting, or at least the breakdown in writing ability known as dysgraphia (Coltheart and Funnell). The book also includes discussion of the relations between functional brain architecture and information processing (e.g., Funnell and Allport, Keele, Monsell).

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# JOURNAL ARTICLES

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Abrams, A. G. (1968). “The relation of listening and reading comprehension to skill in message structuralization.” Journal of Communication **16**: 116-25.

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Four experiments examined the development of the ability to make excuse inferences about a speaker's use of an utterance and to modify those inferences appropriately upon receiving later information. Ss were 144 1st graders, 144 3rd graders, and 120 college students. Short stories containing an utterance by a speaker were read aloud. Utterances in the story were preceded by contextual information that suggested either that the speaker was truthful or making an excuse. Utterances were followed by information that confirmed or disconfirmed the excuse interpretation. Exp I indicated that even 1st and 3rd graders could make excuse inferences, but these Ss rarely modified these interpretations upon receiving disconfirming information. In Exps II-IV, possible reasons for the children's interpretive inflexibility were examined by varying the difficulty of relating the excuse interpretation and succeeding information. Results suggest processing difficulty, as well as an interpretive "set," contributed to the children's inflexibility. (15 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Ackerman, B. P. (1986). “Referential and causal coherence in the story comprehension of children and adults.” Journal of Experimental Child Psychology **41**(2): 336-366.

Investigated the relation between referential and causal coherence in discourse comprehension and some of the factors that affect children's ability to establish both. In 5 experiments, the ability of 36 1st graders, 36 4th graders, and 36 college adults to make causal inferences that explain how an unexpected and inconsistent outcome follows from an initial premise event in a story was examined. Textual factors that help establish referential continuity and link the inconsistent premise and outcome sentences were distinguished from propositional factors that help invite a particular causal inference that resolves the inconsistency. Results suggest that referential and causal coherence represent different and empirically dissociable aspects of comprehension; establishing referential coherence may be necessary to establish the need for a causal inference, but otherwise contributes minimally to that inference. In addition, the results show that children are less likely than adults to establish both kinds of coherence, depending on the difficulty of the process. Developmental investigators should distinguish between referential and causal coherence to locate the precise source of inference deficits. (39 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Ackerman, B. P., J. Szymanski, et al. (1990). “Children's use of the common ground in interpreting ambiguous referential utterances.” Developmental Psychology **26**(2): 234-245.

Common ground is contextual information shared by a listener and speaker that enables the listener to convert an ambiguous utterance to an informative communication. Four experiments examined young children's understanding of the common ground in interpreting ambiguous referential utterances. Kindergarten and 2nd-grade children and college students were read short vignettes containing statement, joint activity, status common ground, and an ambiguous or informative utterance about a display of 4-6 object drawings. The subjects were asked (a) whether the listener knew which object to pick (Experiment 1), (b) to pick an object themselves or choose "none" (Experiment 2), (c) the source of the listener's knowledge in the context or utterance (Experiment 3), and (d) whether a designated object was the "right one," the one the speaker "meant," or the one the speaker "could have meant" (Experiment 4). Even the kindergarten children used statement information effectively in interpreting ambiguous utterances, and all groups had difficulty using status information. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

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Argues that with respect to teaching the "part techniques" of dream analysis, defense analysis, and transfer analysis, psychoanalytic education should promote and support the prototechnique of listening and remembering, as psychoanalytic phenomena. Evenly hovering attention, partial cognitive regression, and optimal capacity to remember are primary characteristics of analytic listening. Controlled regression allows the analyst to share the patient's memories and become empathically attuned. The author describes a method of attending to free associations and the emergent primary-process connections. This method encourages the abandonment of overintellectualized reflection and allows students to absorb more of what is said by the patient. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Aiken, E., S. Thomas, et al. (1975). “Memory for a lecture:Effects of notes, lecture rate and informational density.” Journal of Educational Psychology **67**: 439-444.

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Discusses past research conducted by the present author and colleagues that involved the recording of event-related brain potentials from the human scalp during selective listening to relevant stimuli with a designated pitch and/or location appearing among irrelevant stimuli. It is maintained that processing negativity was elicited by relevant and irrelevant stimuli. The findings are discussed in terms of the sensory input process and an "attentional trace." (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Alho, K., J. Lavikainen, et al. (1990). “Event-related brain potentials in selective listening to frequent and rare stimuli.” Psychophysiology **27**(1): 73-86.

Nine adults (aged 19-32 yrs) selectively listened to designated tone stimuli that randomly appeared among irrelevant tones of a different pitch. The probability of relevant stimuli in a block was varied. Five of the 9 Ss also participated in a supplementary experiment. Smaller processing negativity was associated with less frequent relevant stimuli. Results support the attentional-trace theory of selective attention, which proposes that, in addition to active maintenance, the trace also depends on the rate of sensory reinforcement provided by the relevant stimuli. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Alho, K., M. Sams, et al. (1989). “Event-related brain potentials reflecting processing of relevant and irrelevant stimuli during selective listening.” Psychophysiology **26**(5): 514-528.

Event-related brain potentials (ERPs) were recorded from the scalps of 10 students and laboratory personnel (aged 19-33 yrs) during selective listening to tone pips that varied in location and/or pitch from irrelevant tones. Ss discriminated infrequent deviant tones of lower intensity appearing among designated (relevant) tones. A large processing negativity (PN) was observed in the ERPs to relevant tones that differed from the irrelevant tones in location, even when both tones varied in pitch. Similarly, a large PN was elicited by the relevant tones that differed from the irrelevant tones in pitch even when the location of both tones varied. Results support the theory that the PN to relevant stimuli reflects a match of these stimuli with an attentional trace, an actively maintained neuronal representation of the physical feature(s) of relevant stimuli that distinguish these stimuli from irrelevant stimuli. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Alho, K., K. Tottola, et al. (1987). “Brain mechanism of selective listening reflected by event-related potentials.” Electroencephalography & Clinical Neurophysiology: Evoked Potentials **68**(6): 458-470.

Investigated stimulus selection during selective listening on the basis of an event-related potential component called the processing negativity (PN (proposed to indicate a matching or comparison process between the physical features of the stimulus and an attentional trace, an actively formed and maintained temporary neuronal representation of the features defining the relevant stimuli)). Relevant and irrelevant stimuli directed at 10 adult Ss differed in pitch, and the magnitude of this pitch separation was varied between different stimulus blocks. Results show that PN was elicited by the relevant stimuli and irrelevant stimuli and that the latter PN was larger in amplitude and longer in duration the more similar the irrelevant stimuli were to the relevant stimuli. This PN, however, was smaller than that to the relevant stimuli even for very small separations, reflecting high accuracy of the discrimination function of the attentional trace mechanism. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

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Discusses the role of psychoanalytic listening as the determinant mode in psychoanalysis. At the earliest, pre-Dora, stages of psychoanalysis, a visual mode (e.g., the close visual observation of the patient by the analyst) prevailed. It was soon replaced by the analyst's listening with "evenly suspended attention" to the patient's free associations, an ideal (if not always attained) mode of communication. The analyst's own favorite theories, fantasies, and personal history can enhance, but can also hinder, psychoanalytic listening. The analysand addreses his or her discourse to the analyst in an attempt to verbalize his or her desire to a concrete presence, that of the analyst, who must listen to the analysand in an individually tailored mode, free from stereotypes and dogmatisms. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

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Studied the relative effectiveness of 3 different types of dialog interaction in the presentation of stories to preschool children on the children's comprehension of those stories. In contrast to the purely narrative style of interaction, the dialog style is characterized by frequent use of questions. The 3 types of dialog interaction studied differed in emphasis on quantity of questions, quality of questions (using only 3 types of questions considered most effective in increasing comprehension), and variety of questions (using a wide variety of question types). Ss were 36 normal children (aged 4-6 yrs) and 18 teachers. The children were divided into 3 groups which were read a story using 1 of the 3 methods. Reading took place in groups of 1 teacher and 2 children. After completion of the story, the children's comprehension of the story was tested. (English abstract) (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Apple, W., L. Streeter, et al. (1979). “Effects of pitch and speech rate on personal attributions.” Journal of Personality and Social Psychology **37**(5): 715-727.

Applegate, J. S. (1993). “The developmental dialectic: Its place in clinical listening.” Clinical Social Work Journal **21**(2): 125-135.

Explores the ongoing dialectic between developmental states of merger and autonomy as it unfolds in clinical practice. A review of contemporary theory and illustrative case material suggests that attending to this dialectic, both in the client and in oneself, enhances clinical listening and fosters empathetic attunement. The clinical example is that of a 24-yr-old female graduate student who was referred by her rabbi because she was depressed and despondent. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Arlow, J. A. (1994). “"The analyst's psychic work: From listening to interpreting": Discussion.” Jahrbuch der Psychoanalyse **32**: 208-225.

Expands M. de Baranger's (1993) conceptualization of the interaction of the 2 members of the psychoanalytic dyad by noting that the analysand's influence on the analyst is comparable to the aesthetic process. This dyadic verbal and nonverbal communicative exchange enables the analyst, outside of conscious awareness, to process the multitude of the patient's associations into a coherent pattern. However, what is intuitively perceived should be cognitively validated to become a reasoned intepretation, which the analyst achieves using validation criteria, some of which may remain unconscious. The polymorphous trends in the patient's associations coalesce into a comprehensive hypothesis that marks the end of the listening-to-interpretation process. (English abstract) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Arlow, J. A. (1995). “Stilted listening: Psychoanalysis as discourse.” Psychoanalytic Quarterly **64**(2): 215-233.

The essential task of psychoanalytic technique is showing the patient how his or her mind works and how to achieve more adaptive compromise formations. Psychoanalysis depends upon discourse, exchange of information, and mutual influence through the process of conversation. By being sensitive to the manner in which meaning and affect in relationships are transmitted during conversation, the analyst may more easily apprehend the nature of the patient's conflicts, defenses, and transference. As analysts listen, they must try to extract meaning from the patient's productions in the same way people do while listening openly and affectively in an ordinary conversation. Analysts must respond in the same way but inwardly to themselves. Analysts intervene not to enter the conversation but to elucidate for the patient the nature of the conversation. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

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*Arnold, W. E. and J. H. Shirreffs* (1998). “Patient Perceptions of Patient-Physician Communication with Allopathic and Naturopathic Physicians.” **International Journal of Listening** **12**: 1-11.

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Studies of speech addressed to children have shown that it is simpler, more redundant, and less complex than speech directed to adults. The present study examined the extent to which such features of adult-child speech occur in speech to addressees other than young, language-learning children. The speech of 10 staff members of a rest home and 10 volunteers directed to elderly conversationalists was assessed. Results show that adult speakers used documented features of the simplified register of baby talk in communicating with elderly adults. The use of these features was influenced by the status and role of the speakers in relationship to their elderly addressees. (22 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Association for Business Communication (1985). “How to teach effective listening skills in a basic business communication class.” The Bulletin of the ABC **48**(June): 30-34.

Au, W. W. and D. W. Martin (1989). “Insights into dolphin sonar discrimination capabilities from human listening experiments.” Journal of the Acoustical Society of America **86**(5): 1662-1670.

Demonstrated the ability of 6 laboratory employees to perform complex target discriminations (TDs), using broadband-simulated dolphin echolocation signals. Ss completed sessions of 64 trials in which they were presented with prerecorded echoes from either 1 of 2, or 1 of 4 targets. Ss classified targets into 1 of 2 categories by pressing switches labeled A or B. Correct response feedback was provided. Differences in time-separation pitch associated with correlated echo lengths were the predominant TD cues. Ss were able to make fine TDs of target structure, size, shape, amd material composition, as well as provide feedback about the cues used in making the TD. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Ayres, W. B. (1970). “They came to listen - or did they?” Personnel Journal **49**(April): 324-8.

Backlund, P. “Essential speaking and listening skills for elementary school students.” Communication Education **34**(July): 185-195.

Backlund, P. M., K. L. Brown, et al. (1982). “Recommendations for assessing speaking and listening skills.” Communication Education **31**: 9-17.

Badzinski, D. M. (1991). “Vocal cues and children's mental representations of narratives: Effects of incongruent cues on story comprehension.” Western Journal of Speech Communication **55**(2): 198-214.

Investigated the influence of vocal intonation on children's processing of explicit and implicit text concepts. 40 5- and 7-yr-old children listened to narratives in which the story characters' affective tones were either consistent or inconsistent with story content. Ss' comprehension of the narratives was assessed through a cued recall, recognition, and free recall task. Overall, discrepant cues tended to affect Ss' processing of implicit but not explicit text material. Several age level differences were also observed. The cues influenced the older but not the younger Ss' speed of processing implicit information. However, vocal intonation affected the younger but not the older Ss' appraisals of story outcome. Young children may assign more weight to vocal information in making assessments of story outcome than older children. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Baldwin, D. A. (1993). “Infants' ability to consult the speaker for clues to word reference.” Journal of Child Language **20**(2): 395-418.

Examined whether infants actively seek information from a speaker regarding the referent of the speaker's utterance. 48 infants (aged 1 yr 2 mo to 1 yr 7 mo) heard novel labels for novel objects in 2 situations: follow-in labelling vs discrepant labelling. Subsequently, half of the Ss were asked comprehension questions. The other half were asked preference questions to ensure that their comprehension performance was not merely the result of preferential responding. The comprehension results revealed developmental change in the Ss' abilities to establish new word-object mappings and to pinpoint the correct referent during discrepant labelling. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Barabaz, A. F. (1968). “A study of recall and retention of accelerated lecture presentation.” Journal of Communication **18**: 283-287.

Baranger, M. (1993). “The mind of the analyst: From listening to interpretation.” International Journal of Psycho-Analysis **74**(1): 15-24.

Notes that analysts demand 2 contradictory attitudes of themselves: to listen and interpret based on their theoretical knowledge, and to open themselves to the new. Their listening interpretation is situated within a context that includes the history of the treatment and of the analysand; this context determines the moment of the interpretation. This point denotes the moment when something emerges from the unconscious of the analysand and the analyst believes that it must be interpreted. The moments of blockage in the analytic process invite analysts to take a 2nd look at the intersubjective field, focusing on the unconscious intersubjective relationship that determines it. Focused either on the analysand or the field, the interpretation can perform 2 dialectically complementary functions: it may irrupt into the disguises of the patient's unconscious, or it may allow him/her to reconstruct his/her identity. (French, German & Spanish abstracts) (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Baranger, M. D. (1993). “The analyst's psychic work: From listening to interpreting.” Jahrbuch der Psychoanalyse **30**: 26-45.

Analysts must listen and interpret in the context of their theoretical knowledge, experiences, and scheme of reference, while remaining open to new, unforeseen, surprising clinical material. The work of the analysts must be performed in the analytic field, a structure that is the product of both members of the analytic dyad. The context includes the history of the treatment as well as the history of the analysand, which is in the process of reconstruction. This context determines the point of urgency of a given session. This point denotes the moment when something critical emerges from the unconsciousness of the analysand which lends itself to interpretation. (English abstract) (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Barbara, D. (1961). “Listening with a modest ear.” Today's Speech **9**(February): 1-3.

Barbe, W. and R. Meyers (1954). “Developing listening ability in children.” Elementary English **31**(February): 82.

Barker, L. (1980). “An investigation of proportional time spent in various communication activities by college students.” Journal of Applied Communication Research **8**: 101-110.

Barrett-Lennard, G. T. (1988). “Listening.” Person-Centered Review **3**(4): 410-425.

Delineates 7 general properties of listening as it occurs in a range of life situations. These properties serve as a context for a discussion of sensitive, emphatic listening. The effects of sensitive listening are examined under 4 headings: personal healing and growth, relationship enrichment, tension reduction and problem solving, and knowledge advancement. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Barroso, F. and N. Freedman (1992). “The nonverbal manifestations of cognitive processes in clinical listening.” Journal of Psycholinguistic Research **21**(2): 87-110.

Examined nonverbal behaviors during communicative sequences in videotaped clinical interviews conducted by 2 groups of 6 physicians-in-training with contrasting cognitive profiles. In each phase of the communicative sequences, significant differences emerged between the 2 groups for various types of nonverbal behavior; differences also emerged in their questioning patterns and in the nature of the narrative elicited from their interlocutors. Consistent patterns of behaviors across phases of the communicative sequences were found. Findings indicate the intimate connection between nonverbal behavior and cognitive activity and point to nonverbal behaviors as objective measures of the processes underlying clinical listening. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Barry, M. (1973). “How to listen.” Times Educational Supplement **3024**(May): 77.

Basch, M. F. (1983). “Empathic understanding: A review of the concept and some theoretical considerations.” American Psychoanalytic Association Journal **31**: 101-126.

Bassett, R. E., N. Wittington, et al. (1978). “The basics in speaking and listening for high school graduates: What should be assessed?” Communication Education **27**(Nov): 1978.

Bean, C., J. W. Folkins, et al. (1989). “The effects of emphasis on passage comprehension.” Journal of Speech & Hearing Research **32**(4): 707-712.

Examined effects of emphasis on comprehension of 12 passages that were read aloud and tape recorded. Emphasis placement was varied by splicing sentences containing emphasized or nonemphasized noun phrases into passages without altering the wording of the passages. These passages, contrasting in emphasis, were presented to 60 undergraduates. Comprehension was measured with multiple-choice, recognition questions that required Ss to link ideas across sentences. Comprehension was accurate significantly more often when correct response alternatives had been emphasized (71%), than when incorrect alternatives had been emphasized (56%), or no emphasis occurred in passages (57%). Emphasis on noun phrases facilitated their comprehension in a discourse context. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Beatty, M., R. Behnke, et al. (1980). “Effects of speeded speech presentations on confidence--Weighted and traditional comprehension.” Communication Monographs **46**: 147-151.

Beatty, M. J., R. R. Behnke, et al. (1980). “Effects of achievement incentive and presentation rate on listening comprehension.” Quarterly Journal of Speech **66**: 193-200.

Beatty, M. J., R. R. Behnke, et al. (1980). “An empirical validation of the receiver apprehension test as a measure of trait listening anxiety.” Western Journal of Speech Communication **44**(Spring): 132-136.

Beatty, M. J. and S. K. Payne (1984). “Listening comprehension as a function of cognitive complexity: A research note.” Communication Monographs **51**(march): 85-89.

Bechler, C. and S. D. Johnson (1995). “Leadership and listening: A study of member perceptions.” Small Group Research **26**(1): 77-85.

Examined the perceptions of members of 23 task-oriented classroom small groups (130 undergraduates) regarding the relationship between leadership and listening. Following the completion of a long-term class assignment, each group was divided so half completed a leadership assessment instrument while the other half completed a listening assessment instrument. Spearman correlations were computed on the data gathered. Results indicate a significant positive correlation between member rankings of leadership behavior and member rankings of listening effectiveness. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Beckman, H. B. and R. M. Frankel (1984). “The Effect of Physician

Behavior on the Collection of Data.” The Annals of Internal Medicine **101**: 692-696.

Bedford-Feuell, C., S. Geiger, et al. (1995). “Use of listening comprehension in the identification and assessment of specific learning difficulties.” Educational Psychology in Practice **10**(4): 207-214.

Studied the development of an effective assessment methodology that would allow listening comprehension to be assessed and compared with reading comprehension. This could be useful in identifying students with specific learning difficulties (SLDs). 50 students in Years 5 and 9 were tested. It was predicted that SLD Ss would (1) score higher on the learning comprehension tests, (2) that there would be a greater discrepancy between their listening comprehension and reading comprehension at higher levels of text difficulty, and (3) that different groups would respond differently to the sentence types. Results indicate that the orally administered test was a valid method of measuring listening comprehension. The materials offer the potential to identify an individual S's comprehension difficulties and provide a means for recognizing SLDs. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Bednarz, B. (1971). “Project sound makes it.” Elementary English **48**(January): 86-89.

Behnke, R. and M. Beatty (1980). “Effects of rate-altered lectures on the acquisition of true knowledge.” NALLD Journal **15**: 25-30.

Belle Ruth Witkin, W. W. K. T. (1997). “Toward a Synthesis of Listening Constructs: A Conceptual Map Analysis.” International Journal of Listening **11**.

Bennett, D. (1974). “Transactional analysis of listening.” Supervisory Management **19**(October): 2-8.

Bentley, S. C. (1997). “Benchmarking Listening Behaviors: Is Efective Listening What the Speaker Says It Is?” International Journal of Listening **11**.

Berger, C. R. and P. DiBattista (1993). “Communication failure and plan adaptation: If at first you don't succeed, say it louder and slower.” Communication Monographs **60**(3): 220-238.

Examines the hierarchy hypothesis, which asserts that when persons engaged in social interactions are thwarted yet continue to pursue their goals, they will tend to reiterate higher level plan units and alter lower level of speech rate and vocal intensity rather than more abstract plan elements having to do with the organization and structure of message content. 96 college students were thwarted in their attempts to provide geographic directions to others. Both the locus of communication failure (language-based vs direction-based) and the race of the persons receiving the directions were varied (Asian vs Caucasian). Directions given after being thwarted showed little evidence of changes in structure but manifested significantly less detail. Also, after being thwarted, Ss demonstrated significant increases in vocal intensity and decreases in speech rate, even though significant higher order interactions were observed for speech rate. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Berlo, D. and H. Gulley (1957). “Some determinants of the effect of oral communication in producing attitude change and learning.” Speech Monographs **24**: 14-18.

Bernstein, A. and J. Svarc (1983). “Toys and games as rewards in listening and speech lessons.” Volta Review **85**(1): 36-40.

Notes that listening and speech skills are fundamental requirements for the development of spoken language and that, for hearing-impaired children, repetitive drills are one method for developing these skills. When these activities become boring, rewards can be used to make then more enjoyable. The ways in which toys and games can be used to conduct audiological evaluation in the young hearing-impaired child, encourage vocalization, and train children to vary pitch and duration are described. A chart of 23 commercial games and toys is presented along with their utility in promoting speech development in the hearing-impaired child. (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Bezoari, M., A. Ferro, et al. (1994). “Listening, interpreting and psychic change in the analytic dialogue.” International Forum of Psychoanalysis **3**(1): 35-41.

Describes important transformative functions in psychoanalytical practice performed by verbal comments that do not correspond to the classic model of mutative interpretations proposed by J. Strachey (1934). Specific clinical situations are described in which analysts provide transference interpretations without coming into the better known categories of variations in technique. Such enunciations seem not to have a "strong" (already clearly defined) meaning in the mind of the analyst, but contain a "weak" semantic potential, which can only develop with the active cooperation of the patient. The general nature of psychoanalytical interpretation is reconsidered, with emphasis on the intersubjective and dialogical nature of the interpretive work carried out in analysis. (German & Spanish abstracts) (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Bigelow, S. (1976). “Art of active listening.” Industrial Distribution **66**(May): 129.

Bird, D. (1953). “Teaching listening comprehension.” Journal of Communication **3**(November): 127-30.

Bird, D. (1955). “Are you listening?” Office Executive **30**(April): 18-19.

Bird, D. E. (1960). “Listening.” NEA Journal **49**(November): 32.

Bittner, J., G. Shamo, et al. (1973). “Compressed speech by mnemonic joining: A negative implication for broadcasting.” Journal of Broadcasting **17**: 459-464.

Bloom, A. K. (1954). “Taught, not caught.” English Journal **43**(October): 367-70.

Boehm, K., J. B. Chessare, et al. (1991). “Teen Line: A descriptive analysis of a peer telephone listening service.” Adolescence **26**(103): 643-648.

Analyzed 2,270 phone calls received by a peer telephone listening service during the 1st yr of operation. After an initial novelty effect, data document a consistent level of use. 68% of the callers were female. Although 4% of topics discussed dealt with crisis situations (suicide, physical abuse), 96% were concerned with common, less urgent adolescent issues, such as peer relationships, family dynamics, and the need to have someone "just to talk to." Consistent use substantiates the notion that a peer telephone system is an acceptable way of disseminating information to adolescents. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Bohling, H. R. (1991). “Communication with Alzheimer's patients: An analysis of caregiver listening patterns.” International Journal of Aging & Human Development **33**(4): 249-267.

26 episodes of conversations between 8 caregivers and 10 Alzheimer's patients in an adult day health care setting were videotaped. The dialog was transcribed and analyzed for caregiver listening responses. Frame analysis was used to identify several categories of caregiver's responses to the patient's message, including to (1) join the patient's frame, (2) stay partially within the frame, (3) acknowledge the patient's frame but stay within his/her own frame, and (4) stay primarily within the caregiver's own frame. Sensitive listening and partial entry into the patient's frame (reality) may be an effective response to prevent behavior and anxiety related outbursts. Videotaping of natural conversations and frame analysis can be useful tools for continued study in the treatment and care of Alzheimer's patients. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Bonitatibus, G., S. Godshall, et al. (1988). “The role of social cognition in comprehension monitoring.” First Language **8**(24, Pt 3): 287-298.

Examined the hypothesis that children's beliefs about the intentions and cooperativeness of speakers would prevent Ss from accurately evaluating messages in 2 experiments with 76 1st graders. In Exp 1, Ss who were made aware of the possibility that speakers themselves (rather than simply their words) might refer to more than 1 referent, were significantly better able to detect referential ambiguity than were Ss who, as in traditional referential communication studies, assumed that speakers attempted to describe a single referent. In Exp 2, Ss faced with potentially uncooperative or dishonest speakers carefully examined the words of referential directions and therefore detected more problems with those directions than Ss faced with honest, if potentially incompetent speakers. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Bonitatibus, G. J. and J. H. Flavell (1985). “Effect of presenting a message in written form on young children's ability to evaluate its communication adequacy.” Developmental Psychology **21**(3): 455-461.

Conducted 2 experiments to test the hypothesis that a total of 90 1st-grade beginning readers could evaluate the referential-communicative adequacy of simple, 2-word messages better if they saw them written out while hearing them spoken than if they only heard them spoken. Oral-plus-written messages did prove significantly easier for the Ss to evaluate than did oral-only ones. They were also easier to evaluate than control oral-plus-written messages, in which the words were written as 2 illegible scribbles rather than printed clearly. This facilitation effect was equally strong whether the legible written message remained visible during message evaluation or was erased almost immediately after being written. Reading the message apparently did not improve message evaluation by improving message recall: Message evaluation and message recall were uncorrelated. The results seem consistent with D. R. Olson's (1981) theory that learning to read and write helps children attend to and analyze the literal meaning of a message. (10 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Boodt, G. M. (1984). “Critical listeners become critical readers in remedial reading class.” Reading Teacher **37**(4): 390-394.

Examined whether critically listening to literature could promote reading for pleasure in students in a remedial reading class. 16 4th, 5th, and 6th graders participated in daily 30-min listening lessons in which a particular critical listening skill was introduced, explained, and illustrated by example. A control group of 15 4th, 5th, and 6th graders received no special instruction in critical listening or critical reading. Ss in both groups were pre- and posttested on the Reading and Listening subtests of the Sequential Test of Educational Progress and a cooperative test of critical reading and appreciation. Results indicate that the experimental treatment was effective in improving the critical listening, critical reading, and general reading comprehension of the experimental Ss. Over the 18 wks of the study, there was a gradual increase in Ss' willingness to participate in group discussions and evidence of more thoughtful responses to direct questions. It is concluded that students who have not mastered independent reading, who seldom receive instruction in critical thinking, and who are unprepared to engage in critical reading will benefit from instruction in critical listening. (12 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Bordie, J. G. (1970). “Language tests and linguistically different learners: The sad state of the art.” Elementary English **47**(October): 814-28.

Borisoff, D. and D. F. Hahn (1992). “Dimensions of intimacy: The interrelationships between gender and listening.” Journal of the International Listening Association **6**: 23-41.

Borri, G. (1990). “A psychological approach to the patient affected by paraplegia: "The listening" to nonverbal communication.” Archivio di Psicologia, Neurologia e Psichiatria **51**(2): 264-274.

Discusses the use of nonverbal communication in treating the psychological problems of paraplegics. The results of various psychological and linguistic studies of nonverbal communication are considered, and the use of nonverbal communication in the case of a young quadraplegic is described. It is maintained that since verbal communication in the form of comfort and explanation is often insufficient in treating paraplegics, nonverbal communication should also be used. (English abstract) (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Bostrom, R. N. and E. S. Waldhart (1980). “Components of listening behavior: The role of short-term memory.” Human Communication Research **6**: 211-227.

Bostrom, R. N. and E. S. Waldhart (1988). “Memory models and the measurement of listening.” Communication Education **37**: 1-18.

Bottriell, W. J. and F. N. Johnson (1985). “Effect of a speaker's accent on the listener's memory for verbal material: II. Delayed recall.” IRCS Medical Science: Psychology & Psychiatry **13**(11-12): 1048-1049.

Studied the effects of the accent of the speaker on the long-term retention of verbal information by 11 male and 5 female undergraduates in Britain. Speech samples of 2 stories were recorded by male speakers--1 with upper-class "received pronunciation" (RP) and 1 with a Northern Irish accent. Ss were tested immediately after hearing each story and were tested again after 30 min. Stories in the RP accent were better remembered both immediately and after delay. The delay caused significantly poorer recall of both accents. All Ss preferred the RP accent and most indicated that less concentration was required for this accent, to which they were accustomed. These findings are in line with the accent prestige theory of H. Giles (1970). (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Bottriell, W. J. and F. N. Johnson (1985). “Effects of a speaker's accent on the listener's memory for verbal material: I. Immediate recall.” IRCS Medical Science: Psychology & Psychiatry **13**(11-12): 1046-1047.

Studied the effects of the accent of the speaker on the immediate recall of verbal material by 25 male and 25 female British undergraduates. Two regional accents and 2 accents from industrial areas, considered low status, were compared with the "received pronunciation" (RP) considered upper-class and accentless. Recordings were made of emotionally neutral passages of prose. The immediate memory of each S was tested by a questionnaire relating to the stories. The hypothesis that memory of the RP accent would be better than for the regional accent was supported. It was additionally hypothesized that recall of the rural accents would be higher than for the urban accents and this too was supported. The immediate memory for details from a news report may be enhanced by the accent of the speaker. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Boukydis, K. and Z. Boukydis (1982). “Listening and focusing in supportive community.” Issues in Radical Therapy **10**(4): 28-32.

Presents the Changes listening community model as a way for teaching 2 skills: listening and focusing. These skills may be used for personal growth, helping others, and resolving conflicts in relationships and groups. The model relies on the exchange of peer counseling turns and provides an alternative to traditional psychotherapy. The practice of these skills and their use in interpersonal processing and consensual decision-making are discussed. (10 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Bradley, D. C. and K. I. Forster (1987). “A reader's view of listening. Special Issue: Spoken word recognition.” Cognition **25**(1-2): 103-134.

Asserts that a view of the fundamental processes involved in word recognition as different for speech and print is unjustified and that models of lexical access developed for the written form are also appropriate for speech, allowing for obvious differences due to the physical characteristics of speech signals. Issues involved in the mechanism of association (i.e., the mapping between input descriptions and the mental representation of lexical items) are examined. Particular emphasis is given to the role of word frequency in the recognition process, since this places restrictions on the types of models that can be considered (e.g., the cohort model). A model of lexical access that proposes that form-based access proceeds through a frequency-ordered search over lexical subsets is reviewed. (French abstract) (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Brennan, R. L., X. Gao, et al. (1995). “Generalizability analyses of Work Keys Listening and Writing tests.” Educational & Psychological Measurement **55**(2): 157-176.

Applied univariate and multivariate generalizability theory to examine the psychometric characteristics of the listening and the writing tests developed by American College Testing (ACT) for its Work Keys program. Preliminary forms 402, 404, and 406 of the tests were administered to 1 of 3 groups of 50 examinees, who listened to 12 or fewer tape-recorded messages and provided written summaries. Listening and writing scores, respectively, were assigned by 2 different groups of 1 to 3 raters. Of particular concern were the numbers of messages and raters needed for adequate measurement precision. The occurrence of relatively large person-message interactions suggest that at least 6 messages are required, and the analyses suggest that it is highly desirable to employ at least 2 raters. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Brenneis, C. B. (1994). “Observations on psychoanalytic listening.” Psychoanalytic Quarterly **63**(1): 29-53.

Explores 2 modes of psychotherapeutic listening: (1) "listening alertly from a distance" characterized by a receptivity, mostly beyond awareness, that becomes shaped and primed toward specific expectations, and (2) "listening for implications" characterized by more conscious and directed listening through specific filters. Case vignettes from 2 female patients illustrate the different modes of therapeutic listening. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Bretzing, B. H., R. W. Kulhavy, et al. (1987). “Notetaking by junior high students.” Journal of Educational Research **80**(6): 359-362.

42 7th graders were tested on a lecture following note taking in their usual style, note taking using trained techniques, or listening without taking notes. Findings indicate superior test performance for note takers over listeners. Specific training in note taking did not boost performance levels. Note taking was useful regardless of ability level. Analysis showed that remembered material was likely to have been written in notes, while forgotten material was unlikely to appear in notes. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Brewer, J. M. (1966). “Hidden language: Ghetto children know what they are talking about.” New York Times Magazine **25**(December): 32-35.

Broadbent, D. E. (1962). “Attention and the perception of speech.” Scientific American(April): 143-51.

Broadbent, D. E. (1966). “The well ordered mind.” American Educational Research Journal **33**(November): 281-95.

Broadbent, D. E. (1992). “Listening to one of two synchronous messages.” Journal of Experimental Psychology: General **121**(2): 125-127.

Experimental Psychology, 1952, Vol 44, 51-55. The following abstract of the original article appeared in PA, Vol 27:4865.) The writer was concerned with the possibility of answering 1 of 2 messages which start at the same point in time, but 1 of which is irrelevant. Groups of Ss were told to respond to messages which came over loud speakers if identified by specified and visual cues. 12 Ss were able to answer less than half of the messages directed to them by an auditory call sign, but their efficiency increased to about 70% when supplied with another unambiguous (visual) cue. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Broome, B. J. (1991). “Building shared meaning: Implications of a relational approach to empathy.” Communication Education **40**(3): 235-249.

Brown, C. (1959). “Studies in listening comprehension.” Speech Monographs **25**(November): 288-94.

Brown, D. P. (1950). “Teaching aural English.” English Journal **39**(March): 128.

Brown, D. P. (1956-57). “What is the basic language skill?” ETC **14**(Winter): 104.

Brown, G. D., A. J. Sharkey, et al. (1987). “Factors affecting the success of referential communication.” Journal of Psycholinguistic Research **16**(6): 535-549.

Investigated factors that may cause difficulty to listeners performing referential communication (e.g., identifying an object, property, or event from speech) using 46 Welsh O level (able) and CSE (middle academic range) students (aged 13 yrs to 13 yrs 11 mo). Ss were presented with drawings of a clown and asked to decide if a description read out loud by the experimenter matched their clown. Results show that both able and CSE Ss were able to detect message inadequacy, but that CSE Ss had difficulty in formulating adequate requests for more information. Analysis suggests that in 13-14 yr old Ss, information-processing limitations, rather than lack of purely linguistic skills, account for most of the error variance when the task demands are transparent. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Brown, J. I. (1949). “The construction of a diagnostic test of listening comprehension.” Journal of Experimental Education **18**(December): 139-46.

Brown, J. I. (1987). “Listening--ubiquitous yet obscure.” Journal of the International Listening Association **I**(Spring): 3-14.

Brown, J. R. (1985). “The relation of chronological age of normal children in kindergarten and Grade 1 to their performance on the Test for Auditory Comprehension of Language.” Journal of Auditory Research **25**(2): 129-132.

Studied the relationship between chronological age and performance on the Test for Auditory Comprehension of Language (TACL) for 55 normal-hearing and regularly educated children (aged 62-81 mo). Performance on the TACL related poorly to age, suggesting that the TACL may not be sensitive to the normal development of auditory comprehension of language within the limited age range examined. It is suggested that the present data may be used as additional norms of TACL for that age range. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Brown, R. and D. McNeill (1966). “The 'tip of your tongue' phenomenon.” Journal of Verbal Learning and Behavior **5**: 325-337.

Brownell, J. (1984). “Listening: A powerful management tool.” Supervisory Management(October): 35-39.

Brownell, J. (1985). “A model for listening instruction: Managerial applications.” The Bulletin **Sept.**: 39-44.

Brownell, J. (1987). “Listening: The toughest management skill.” Cornell Hotel and Restaurant Administration Quarterly.

Brownell, J. (1990). “Perceptions of effective listeners:A management study.” The Journal of Business Communication **27**(4): 401-416.

Brownell, J. (1990). “Perceptions of effective listeners: A management study.” Journal of Business Communication **27**(4): 401-416.

Brownell, J. (1994). “Managerial listening and career development in the hospitality industry.” Journal of the International Listening Association **8**: 31-49.

Brownell, J. (1994). “Relational listening: Fostering effective communication practices in diverse organizational environments.” Hospitality and Tourism Educator **6**(4): 11-16.

Brownell, J. (1994). “Listening and career development in the hospitality industry.” Journal of the International Listening Association **8**: 31-49.

Bruneau, T. (1989). “Empathy and listening: A conceptual review and theoretical directions.” International Listening Association Journal **3**: 1-20.

Bruneau, T. J. (1973). “Communicative silences: Forms and functions.” Journal of Communication **23**(1): 17-46.

Bruneau, T. J. (1978). “Modes of tension in the mental present.” Journal of the Communication Association of the Pacific **7**(2): 81-97.

Bruneau, T. J. (1983). “Personal time: Hello--Goodbye--In--Between.” Communication: Journal of the Communication Association of the Pacific **12**(1): 39-49.

Bruneau, T. J. (1985). “Silencing and stilling process: The creative and temporal bases of signs.” Semiotica **56**(3/4): 279-90.

Buktenica, N. A. (1971). “Auditory discrimination: A new assessment procedure.” Exceptional Children **38**(November): 237-240.

Burke, W. W. (1969). “A seven hour workshop in interpersonal communication.” Training and Development Journal **23**(July): 4-10.

Burns, J. M. and D. J. Richgels (1988). “A critical evaluation of listening tests.” Academic Therapy **24**(2): 153-162.

Argues that it is not correct for educators to assume that all listening tests measure the same capabilities. Neither is there a single test that measures all aspects of listening capacity and is free from factors that might influence a student's performance. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Buttery, T. J. and P. J. Anderson (1980). “Listen and learn.” Curriculum Review **19**(4): 319-322.

Bygrave, P. L. (1994). “Development of listening skills in students in special education settings.” International Journal of Disability, Development & Education **41**(1): 51-60.

Studied the development of listening skills (LSs) in 29 children (aged 6 yrs 3 mo to 9 yrs 2 mo) enrolled in special education settings, using a music program, a story-telling program, or a combination of both programs. Programs were implemented by teachers over 30 wks. A battery of tests measuring different aspects of listening such as receptive vocabulary, phonological processing, and listening comprehension, was administered to the Ss prior to, at the end of, and again several weeks after the intervention period. Results indicate that participation by the Ss in these programs had a positive effect on the development of their LSs. The effects of the music and story-telling programs were not apparent until the final follow-up, suggesting that a longer time period is required for a significant music effect or story effect on the LSs of students in special education settings to show. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Caffrey, J. (1955). “Auding ability at the secondary level.” Education 75(January): 303-310.

Caffrey, J. (1955). “Auding.” Review of Educational Research **25**(April): 121.

Cahn, D. D. and L. R. Frey (1989). “Behavioral impressions associated with perceived understanding.” Perceptual & Motor Skills **69**(3, Pt 2): 1299-1302.

Identified behavioral impressions created by listeners and perceived by communicators that are associated with communicators' perceived understanding (PUN) with 72 college students (Exp 1) and 245 college students (Exp 2). Data from 245 conversational dyads indicated that 13 of 14 general behavioral impressions correlated +-.38 or higher with PUN. When added together, the 13 behavioral impressions total correlated .76 with PUN. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Cahn, D. D. and L. R. Frey (1992). “Listeners' perceived verbal and nonverbal behaviors associated with communicators' perceived understanding and misunderstanding.” Perceptual & Motor Skills **74**(3, Pt 2): Spec Issue 1059-1064.

Explored verbal and nonverbal behaviors of listeners that may be associated with communicators' feelings of being understood or misunderstood in male-female dyadic interactions. 185 female and 60 male undergraduates engaged in an important talk or conversation with a member of the opposite sex whom they classified as an actual or potential romantic partner. Questionnaire data gathered after the interaction show that more perceived listeners' behaviors were significantly related with the feeling of being misunderstood than with the feeling of being understood. Also, Ss' feeling of being understood or misunderstood appeared to be related more to the perception of their partner's nonverbal behaviors than verbal behaviors. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Carlisle, J. F. (1989). “The use of the sentence verification technique in diagnostic assessment of listening and reading comprehension.” Learning Disabilities Research **5**(1): 33-44.

Determined whether an experimental test of listening and reading, the sentence verification test of J. M. Royer et al (see PA, Vol 75:12306) would distinguish 7th-grade good (GC) and poor comprehenders' (PCs) performances as effectively as a standardized comprehension test. The PCs' performances on subtests of the experimental test were significantly below those of GCs. The experimental test correctly classified 94.6% of the GCs and PCs and was similar to the Gates-MacGinitie Reading Tests in discriminating GCs and PCs. Analyses of errors on the 4 types of test sentences and of performances of selected PCs suggest that this method of assessing comprehension skills has diagnostic potential. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Carlisle, J. F. (1991). “Planning an assessment of listening and reading comprehension.” Topics in Language Disorders **12**(1): 17-31.

Discusses issues of concern in the assessment of comprehension of extended discourse. The article addresses what can be learned about comprehension problems by assessing discourse through listening and reading and reviews developmental aspects of the relationship between listening and reading comprehension skills. Problems associated with selecting text passages and methods of testing comprehension are discussed. The development of a set of passages and an accompanying sentence verification test is described, with 2 case studies illustrating how 2 8th-grade boys with different types of reading comprehension problems performed on the tests. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Carlisle, J. F. and L. Felbinger (1991). “Profiles of listening and reading comprehension.” Journal of Educational Research **84**(6): 345-354.

Examined whether tests of recall of ideas in text passages suggest that processing and strategies are the same for listening and reading by administering sentence verification tests to 166 4th, 6th, and 8th graders after Ss listened to or read passages. Performances on different types of test sentences were analyzed to determine whether comprehenders of different groups (good listener/readers, poor listeners, poor readers, and poor listener/readers) showed similar or different patterns of comprehension processing and strategies. Significant differences were found between groups on the listening and reading subtests. Using listening as a measure of optimal functioning in reading may present problems of validity and interpretation. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Carnahan, H., D. Elliott, et al. (1986). “Dual-task interference between speaking and listening and a unipedal force production task.” Neuropsychologia **24**(4): 583-586.

Examined whether unimanual interference effects generalize to the feet and whether speech production is necessary for interference to occur. 24 male right-handed physical education students performed a force production task with their right and left feet alone, and while sound-shadowing or listening to high frequency words. Overall, Ss performed better with their left foot than their right foot. Further, sound-shadowing, but not listening disrupted right foot performance. The concurrent language tasks had no effect on left foot performance. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Carnegie Foundation for the Advancement of Teaching (1981). “A quest for common learning.” The Chronicle of Higher Education(August).

Carolyn G. Coakley, A. D. W. (1997). “Listening in the Parent-Teen Relationship.” International Journal of Listening **11**.

Carroll, J. B. (1958). “A factor analysis of two foreign language aptitude batteries.” Journal of General Psychology **59**: 3-19.

Cassata, D. M. (1978). “Health communication theory and research: An overview of the communication specialist interface.” Communication Yearbook **2**: 495-503.

Cazden, C. B. (1966). “Subcultural differences in child language: An interdisciplinary review.” Merrill-Palmer Quarterly of Behavior and Development **12**: 185-219.

Cedarleaf, J. L. (1984). “Listening revisited.” Journal of Pastoral Care **38**(4): 310-316.

Presents a personal exposition and reflection on how the art of listening was learned from such persons as Russell Dicks, Anton Boisen, Tom Klink, and Fred Kuether. The listening mode is explained in terms of listening to oneself, others, nature, and God; it is suggested that a listening ministry, like clinical pastoral education programs, may be more powerful than providing definitive answers. (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Cha, K.-W. (1997). “An Investigation of English Listening Items on the Korean Scholastic Aptitude Test.” International Journal of Listening **11**.

Chastin, K. D. (1979). “Testing listening comprehension tests.” Teachers of English to Speakers of Other Languages Quarterly **13**: 80-88.

Chessick, R. D. (1985). “Psychoanalytic listening: II.” American Journal of Psychotherapy **39**(1): 30-48.

In a continuing study by the present author (1980; see also PA, Vol 69:13149) on psychoanalytic listening, it is contended that tuning in to communications coming from the unconscious is the hardest task to be mastered to become truly empathetic and sensitive in dyadic relationships. Regardless of theoretical orientation, neither the form nor the content of any therapeutic intervention can be appropriate unless it is empathically based. There is a congruence between the background of a patient's communication and the main thrust of Continental philosophy, which attempts to put humans back in touch with themselves. Personal analysis, supervisors' suggestions, and experiences of vicarious introspection help novices learn. If a professional has not developed these skills, he/she is subject to burnout and a money-oriented practice of psychotherapy. Clinical vignettes are presented that illustrate the lack of empathy by the therapist, and readings to enhance the empathetic approach, borrowed especially from H. Kohut (1984) and W. Bion (1977), are suggested. (42 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Chessick, R. D. (1990). “Psychoanalytic listening III.” Psychoanalysis & Psychotherapy **8**(2): 119-135.

Freud's orientation to listening in psychoanalytic psychotherapy stresses the neutrality and independence of the therapist from the psychotherapeutic process. A substantial body of observations and contributions to psychiatric and psychoanalytic literature, however, demonstrates that this neutrality represents an ideal that cannot be realized in practice. A 5-channel theory of psychoanalytic listening is proposed, which takes into account more recent concepts of curative factors in psychoanalysis and psychotherapy. This model involves (1) Freud's focus on the Oedipus complex and the need for drive satisfaction in the transference, (2) object-relations theory, (3) a phenomenological point of view, (4) self psychology, and (5) an interactive stance, focusing on the role of the analyst's participation. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Choate, J. S. and T. A. Rakes (1987). “The Structured Listening Activity: A model for improving listening comprehension.” Reading Teacher **41**(2): 194-200.

Describes the Structured Listening Activity (SLA), a model that offers classroom teachers a way to use listening activities to improve students' comprehension. Data on the application of the SLA model with 67 students in kindergarten through Grade 3 are presented. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Choate, R. (1974). “Television's children: Television fare, alias tv dinners.” Learning: The Magazine for Creative Teaching **2**(5): 39.

Christie, J. F. (1987). “Play and story comprehension: A critique of recent training research. Meeting of the International Reading Association (1986, Philadelphia, Pennsylvania).” Journal of Research & Development in Education **21**(1): 36-43.

Discusses play training studies (e.g., E. Saltz et al (see PA, Vol 59:12003); A. D. Pellegrini and L. Galda (see PA, Vol 69:7681)) that investigated story comprehension. These studies are examined in light of 4 issues raised by the present author and E. P. Johnsen (see PA, Vol 73:4228) that need to be addressed when interpreting play-training findings: context effects, S-by-treatment interactions, durability of outcomes, and effect sizes. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Clark, A. J. (1989). “Communication confidence and listening competence: An investigation of the relationships of willingness to communicate, communication apprehension, and receiver apprehension to comprehension of content and emotional meaning in spoken messages.” Communication Education **38**(July): 236-248.

Clark, A. J. (1990). “Sub-threshold auditory stimuli in listening.” Journal of the International Listening Association **4**: 83-104.

Clark, H. H. and G. L. Murphy (1981). “Audience design in meaning and reference.” Bulletin de Psychologie **35**(11-16): 767-776.

Asserts that audience design (i.e., speaker adaptation of statements for a particular set of listeners) must play a significant role in theories of understanding. Prominent models of understanding currently do not include audience design; they work essentially from perceptual data as oppposed to context. The authors hypothesize that audience design has been included so infrequently in psychological models of understanding because little research has been completed on conversation and other types of "real" communication. (41 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Clark, M. L. “Listening in the primary school: Views and practices of Australian teachers.” .

Clinard, H. (1985). “Listen for the difference.” Training & Development Journal **39**(10): 39.

Suggests that for individuals involved in international work, listening is the best tool for understanding the people with whom they work. Listening involves not only attending to and comprehending the words of others but also being attentive and sensitive to their nonverbal behavior. Knowing labels and generalities frequently associated with a group may help alert a visitor to possible differences and help avoid culturally biased assumptions. (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Clutterbuck, D. (1981). “How Sperry made people listen.” Interpersonal Management **36**(February): 23.

Coakely, C. G. and A. D. Wolvin (1984). “Focuses on listening: Competencies, curriculum, and assessment challenges confronting state departments of education.” Listening Post **11**(August): 1-2.

Coakley, C. G. (1986). “Feelings.” The Speech Communication Teacher **1**(Fall): 16.

Coakley, C. G. (1986). “Selling by listening.” Whitepaper(Summer): 1-3.

Coakley, C. G. (1990). “Some considerations for listening instruction.” Listening Post(July): 5-7.

Coakley, C. G. (1991). “Getting acquainted nonverbally.” The Speech Communication Teacher **5**(Spring): 15.

Coakley, C. G., K. K. Halone, et al. (1996). “Perceptions of listening ability across the life-span: Implications for understanding listening competence.” International Journal of Listening **10**: 21-48.

Coakley, C. G. and A. D. Wolvin (1990). “Listening pedagogy and andragogy: The state of the art.” Journal of the International Listening Association **4**: 80-109.

Cohen, G. and D. Faulkner (1986). “Does "elderspeak" work? The effect of intonation and stress on comprehension and recall of spoken discourse in old age. Special Issue: Language, communication and the elderly.” Language & Communication **6**(1-2): 91-98.

Studied "elderspeak"--the particular speech patterns often used in communicating with the elderly--to evaluate its efficacy. 15 male and 15 female older Ss (aged 68-80 yrs) of good health were compared with 15 male and 15 female younger Ss (aged 19-33 yrs). Texts selected from newspapers were recorded in a focal stress pattern designed to assist linguistic processing, and in nonfocal stress and no stress versions. Comprehension of older and younger Ss was determined through written answers to content questions. For older Ss, focal stress resulted in better comprehension than no stress, which, in turn, was better than the nonfocal stress. For younger Ss, the differences were not statistically significant. For older Ss, comprehension and recall of spoken language were improved by stress placed at locations optimal for linguistic processing. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Collins, A. M. and M. R. Quillian (1969). “Retrieval time from semantic memory.” Journal of Verbal Learning and Verbal Behavior **8**: 240-247.

Combs, W. and G. Miller (1968). “The effect of audience feedback on the beginning public speaker--a counter view.” The Speech Teacher **17**: 229-231.

Conrad, R. (1971). “The chronology of the development of covert speech in children.” Developmental Psychology **5**: 398-405.

Cooper, L. O. and R. L. Husband (1993). “Developing a model of organizational listening competency.” Journal of the International Listening Association **7**.

Cooper, M. (1988). “NIU listening exam: Assessing college level listening skills.” Journal of the International Listening Association **2**: 53-74.

Cooper, W. E., N. Tye-Murray, et al. (1987). “Missing words and the comprehension of spoken text.” Acta Psychologica **65**(1): 13-24.

Examined the influence of missing words on the comprehension of single- and multiparagraph spoken texts, using 276 undergraduates. Results indicate that the occurrence of a missing word in a spoken text did not seriously impair comprehension of the text in high-context situations but did impair the comprehension of immediately following material. It is concluded that word recognition is ordinarily accomplished as a conscious process, although it may also be accomplished without conscious awareness (e.g., when the missing information involves a highly predictable function word of very brief duration). Results are discussed in terms of studies indicating that memory for written text is enhanced when the material is difficult to process. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Cooper, W. E., N. Tye-Murray, et al. (1987). “Detection of missing words in spoken text.” Journal of Psycholinguistic Research **16**(3): 233-240.

Examined listeners' detection of missing words in spoken paragraph contexts in 2 tests with 39 undergraduates. Detection was assessed by presenting Ss with normal paragraphs and with paragraphs each containing a single occurrence of a missed word, an inappropriate pause, or a mispronounced word. In Test 1, Ss asked whether they detected any abnormalities and to describe them. Ss reported missed words in only 34-49% of the paragraphs. In Test 2, where Ss were given more specific instructions beforehand, the correct detection of missed words rose to 96%. Results indicate that listeners do not readily detect occasional missing words under ordinary circumstances but are capable of such detection in a task specifically focused on message abnormalities. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Coots, J. H. and D. P. Snow (1984). “Sentence perception in listening and reading.” Reading World **24**(2): 48-63.

Examines the role of suprasegmental phonology in speech processing and its implications for reading instruction. Evidence is reviewed concerning the hypothesis that prosodic features cue the boundaries of perceptually functional units (e.g., phrases) in spoken sentences, thus assisting the listener in the immediate segmentation of verbal information. Findings from both comprehension and production studies suggest that the perceptual organization of sentences is guided by syntactic structure as well as by information-processing requirements related to meaning and memory capacity. It is argued that prosodic cues are not well represented in written text, a fact that may underlie the difficulty that many children experience when learning how to comprehend what they read. The use of phrasally segmented text accompanied by adult modeling of prosodic rendering is suggested as a means for facilitating the child's induction of organization strategies during reading. (29 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Coren, S. (1994). “Most comfortable listening level as a function of age.” Ergonomics **37**(7): 1269-1274.

Most Comfortable Listening Level (MCLL) was determined for a running speech signal in a sample of 799 Ss aged 17-92 yrs. MCLL increased monotonically with increasing chronological age, in a nonlinear relationship. Before the age of 40 yrs MCLL increased approximately one-third of a dB/yr, while after the age of 65 yrs MCLL increased by more than one-half dB/yr. Over the 75-yr age range MCLL rose by 34 dB. Confirming earlier reports, MCLL was also found to be related to hearing sensitivity. Implications for the design of sound systems are discussed. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Cornwell, N. (1988). “Involving parents: Communication between parents and professionals: Modes of listening and aspects of power.” Maladjustment & Therapeutic Education **6**(3): 162-172.

Examines the argument that selective professional listening combines with traditional professional perspectives in special education to contribute to the helplessness and powerlessness of parents. A description of this process is derived from N. Cornwell's (1987) study of selective listening assessments under the 1981 Education Act (UK). (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Costallo, R. (1976). “Listening guide--A first step toward notetaking and listening skills.” Journal of Reading **19**(January): 289-90.

Cotton, S. and F. Grosjean (1984). “The gating paradigm: A comparison of successive and individual presentation formats.” Perception & Psychophysics **35**(1): 41-48.

Recent use of the gating paradigm (F. Grosjean, see PA, Vol 66:11892) has shown it to be an effective technique for the study of spoken word-recognition processes. However, because of its successive presentation format, questions have been raised regarding the effect of repetition on Ss' performance in the task. In the present study, a subset of the words used in Grosjean's original experiment were recorded at several gate durations and in 2 of the 3 original context conditions. The words were presented to 8 groups of 10 Ss who heard them at only 1 gate duration. Thus, the repetitive aspect of the presentation format was eliminated. Results were compared to those obtained in the original study with respect to the number of Ss guessing the words correctly, the confidence ratings, and the error patterns at each test gate in each context condition. Findings indicate that, apart from a slight increase in confidence ratings in the context condition, the successive presentation format does not appear to influence Ss' performance in the gating task. (10 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Cottrill, T. and R. T. Alciatore (1974). “A comparison of two methods of teaching listening comprehension to college freshmen.” Western Speech **33**(2): 117-123.

Crane, L. D., R. J. Dieker, et al. (1970). “The physiological response to the communication modes: Reading,listening, writing,speaking,and evaluating.” The Journal of Communication **20**(September): 231-40.

Cranwell, J. R. (1969). “Fine art of listening.” Supervisory Management **14**(September): 14-16.

Cyprus, S., R. T. Hezel, et al. (1984). “Effects of simulated stuttering on listener recall.” Journal of Fluency Disorders **9**(3): 191-197.

Investigated the effects of simulated stuttering on listener recall in an experiment in which 80 undergraduates were given a presentation that varied on 2 factors: degree of stuttering (mild or severe) and information value of stuttered words (low or high). A control presentation featuring nonstuttered speech also was prepared. Five groups of 16 Ss were randomly assigned to 1 of the 5 listening conditions, and then they completed a 20-item recall test. A one-way ANOVA revealed significant differences among the 5 conditions. Two-way ANOVA disclosed no main effects. However, a significant interaction showed that recall was lowest in the severe stuttering-high information condition. Results are discussed in terms of attention to critical information. (4 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Czekanski, D. E. (1973). “The neglected scientific skill: Listening.” Science and Children **33**(December): 36-38.

Daneman, M. and A. Blennerhassett (1984). “How to assess the listening comprehension skills of prereaders.” Journal of Educational Psychology **76**(6): 1372-1381.

In Exp I, a listening span test, a word span test, and a listening comprehension test were administered to 24 preschoolers (ages 3 yrs 2 mo to 5 yrs 2 mo) to determine whether listening span correlated well with Ss' listening integration skills. In Exp II, with 20 preschoolers (aged 3 yrs 4 mo to 5 yrs) a longer listening comprehension test was administered in which comprehension depended on the integration of at least 2 important ideas in the narrative. Results show that the measure of listening span was a successful measure of the listening comprehension skills of prereaders because it tapped skills at an intermediate level of complexity. The word span measure involved lower-level processes like word encoding and lexical access, but listening span captured many of the processes of normal sentence comprehension. In addition, listening span was easy to administer and had high predictive validity. (24 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Davies, K. R. (1987). “Measuring employee performance.” manage **39**: 31-32.

Davis, K. (1968). “Success of chain-of-command oral communication in a manufacturing management group.” Academy of Management **11**(December): 379-87.

de Paola, H. (1993). “From listening to interpretation: Considerations regarding the relation between empathy and projective identification. 38th Congress of the International Psychoanalytic Association (1993, Amsterdam, Netherlands).” Revista Brasileira de Psicanalise **27**(1): 99-114.

Discusses what happens in the analyst's mind between listening and interpretation, and the role played by the phenomenon of empathy (with this associated projective identification) in the complex analytic interaction. Empathy is a preconscious phenomenon, and preconscious mental processes are now being re-evaluated, after being downplayed in the psychoanalytic literature of the last 2 decades, as 1 of the most important Freudian metapsychological concepts. The preconscious is the container of the patient's communications and of the analyst's projective identifications. Empathy, however, has its dangers, among which are folie a deux and fantasies of quasi-divine powers. (English abstract) (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

de Saussure, J. (1994). “"The analyst's psychic work: From listening to interpreting": Discussion.” Jahrbuch der Psychoanalyse **32**: 226-235.

Agrees with M. de Baranger's (1993) concept of the dynamic working alliance between analyst and analysand. In that context, the author stresses the power of unconscious and preconscious, in contrast to conscious, functioning. Although there are other causes of symptoms and problems, the analyst concentrates on the unconscious by dealing with warded-off oedipal and preoedipal impulses and desires of the analysand conveyed in transference. Psychic change requires hard work from both partners; the analysand should refrain from idealized expectations from the analyst's interpretations, while the good analyst should apply psychoanalaytic concepts to his/her own self, giving his/her whole self in the process of interpretation. (English abstract) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Dearborn, D. C. and H. A. Simon (1958). “Selective perception: A note on the departmental identifications of executives.” Sociometry **21**: 140-44.

DeChicchis, A., D. Orchik, et al. (1981). “The effect of word list and talker variation on word recognition scores using time-altered speech.” Journal of Speech and Hearing Disorders **46**: 213-216.

Degau, D. (1969). “A critical bibliography of listening materials.” Alberta English **9**(Fall): 14-23.

Dennis, L. J. and P. Whitehouse (1974). “Listen and learn.” Teacher **92**(December): 53-4.

Deutsch, J. A. and D. Deutsch (1968). “Attention: Some theoretical considerations.” Psychological Review **70**: 80-84.

Devine, T. (1967). “Listening.” Review of Education Research **37**(April): 152-158.

Devine, T. G. (1968). “Reading and listening: New research findings.” Elementary English **45**(March): 346-48.

Devine, T. G. (1978). “Listening: What do we know after fifty years of research and theorizing?” Journal of Reading **21**(4): 269-304.

Di Vesta, F. and S. G. Gray (1972). “Listening and note taking.” Journal of Educational Psychology **63**(1): 6-14.

Dickson, D. B. (1996). “Theoretical and methodological notes on the listening threshold variable.” International Journal of Listening **10**.

DiGaetani, J. L. (1982). “The Sperry corporation and listening: an interview.” Business Horizons **25**(March/April): 35.

*Dillon, R. K. and N. J. McKenzie* (1998). “The Influence of Ethnicity on Listening, Communication Competence, Approach, and Avoidance.” **International Journal of Listening** **12**: 1-11.

DiMatteo, M. R., L. M. Prince, et al. (1979). “Patients' perceptions of physicians' behavior: Determinants of patient commitment to the therapeutic relationship.” Journal of Community Health **4**(4): 280-290.

DiSalvo, V. (1980). “A summary of current research indentifying communication skills in various organizational contexts.” Communication Education **29**: 283-290.

DiSalvo, V., D. Larsen, et al. (1976). “Communication skills needed by persons in business organizations.” Communication Education **25**: 269-75.

DiVesta, F. and G. Gray (1982). “Listening and notetaking.” Journal of Educational Psychology **63**: 8-14.

Dobrick, M. (1984). “Misunderstanding: An experimental study.” Zeitschrift fur Sozialpsychologie **15**(3): 211-223.

Proposes an integration between speech production and speech perception in order to deal with misunderstandings in communication. Two top-down hypotheses concerning conditions for misunderstanding in communication were examined experimentally within a dyadic design. Results indicate that good understanding cannot be expected unless the intentions held by the communicators are equal and the attributions of intentions are correct. (28 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Doctor, E. A., M. A. Becker, et al. (1983). “Preliminary standardization of the Durrell Listening-Reading Series.” South African Journal of Psychology **13**(4): 137-139.

A preliminary item analysis of the Durrell Listening-Reading series was carried out on 380 English-speaking, Standard 3 children in South Africa. This test is unique in that it provides comparable measures of reading and aural comprehension. Although Ss' performance compared favorably with that of American children, it would be necessary to adapt the test extensively in order to make it more suitable for South African usage. (Afrikaans abstract) (1 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Dole, J. A., S. A. Harvey, et al. (1984). “The development and validation of a listening comprehension test as a predictor of reading comprehension: Preliminary results.” Educational Research Quarterly **9**(4): 40-46.

Reports the preliminary results of the development and validation of the Simon-Dole Listening Comprehension Test (SDLCT), a test designed to measure listening comprehension as a predictor of reading comprehension. The Boehm Test of Basic Concepts (BTBC) was administered to 321 kindergartners (aged 5-7.2 yrs) to measure knowledge of basic linguistic concepts. At the end of the 1st grade, 162 of the original Ss were administered a reading achievement test, the Comprehensive Test of Basic Skills. Analysis yielded a 1-factor solution, hypothesized to be a language comprehension factor that predicted significantly to 1st-grade achievement in reading comprehension. Results indicate a moderately strong relationship between the SDLCT and the BTBC. Data suggest that the SDLCT has potential value as a predictor of reading comprehension and as an indicator of a language comprehension ability needed for reading comprehension. Findings will be used as part of a longitudinal study to see if the relationship between listening and reading changes as children progress through school. (15 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Dolman, J. (1934). “From the listener's point of view.” The Quarterly Journal of Speech **20**: 203-206.

Donahue, M. L. and C. M. Pidek (1993). “Listening comprehension and paraphrasing in content-area classrooms.” Journal of Childhood Communication Disorders **15**(2): 35-42.

Explores the use of oral paraphrase as an informal and versatile strategy for assessing and enhancing listening comprehension in mainstreamed students with language and learning disabilities. In light of the comprehension demands of content-area classrooms, paraphrasing can give students and teachers immediate feedback on students' ability to comprehend and orally reconstruct the lesson. Some approaches to assessing the listening comprehension demands of individual classrooms and using various dimensions of paraphrasing to enhance students' language comprehension and production skills in the context of content-area information are presented. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Doyle, A. (1978). “Listening to distraction: A developmental study of selective attention.” Journal of Experimental Child Psychology **15**: 100-115.

Duker, S. (1964). “What do we know about listening.” Journal of Communication **14**: 245-248.

Duker, S. (1970). “Teaching listening: Recently developed programs and materials.” Training and Development Journal(May): 11-14.

Duker, S. and C. J. Petrie (1964). “What we know about listening: Continuation of a controversy.” Journal of Communication **14**(December): 245-252.

Dunkel, P., G. Henning, et al. (1993). “The assessment of an L2 listening comprehension construct: A tentative model for test specification and development.” Modern Language Journal **77**(2): 180-191.

Proposes a tentative framework/model in which various aspects of listening comprehension assessment are considered that need to be addressed when constructing a test of listening comprehension proficiency in a 2nd language. The model specifies the person, competence, text, and item domains and components of assessment, focusing on factors that relate to the purpose, object, and agent of assessment. Specific aspects of the model include the text/task/difficulty dimension, cognitive operations, response category, item type, leveling variables, the person/competence/ability dimension, and behavior type. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Dunkel, P. A. (1986). “Developing listening fluency in L2: Theoretical principles and pedagogical considerations.” Modern Language Journal **70**(2): 99-106.

Discusses the importance of developing listening fluency in the acquisition of a 2nd language. Foreign or 2nd language teachers must provide students with task-oriented listening activities based on recent psycholinguistic studies of speech processing and the practices of fluent listeners. (0 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Durrell, D. D. (1969). “Listening comprehension versus reading comprehension.” Journal of Reading **12**(March): 455-460.

Durrell, D. D. and H. A. Murphy (1953). “The auditory discrimination factor in reading readiness and reading disability.” Education **73**: 556-60.

Dutkiewicz, D. (1989). “Comprehension and retention of a radio story by low vision children.” Journal of Visual Impairment & Blindness **83**(3): 174-176.

30 low-vision (LV; visual acuity <20/70 but >20/200) children (aged 10-13 yrs) and 30 normal-vision controls (aged 10-11 yrs) in Poland listened to a 30-min, tape-recorded radio story and then were tested for comprehension and retention. Questionnaire results show that the process of comprehending and retaining the story was essentially similar in both groups. However, LVs remembered significantly more details than controls. Conversely, controls understood the story's action better, especially in the area of classifying the characters as real or supernatural. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Early, M. (1954). “Suggestions for teaching listening.” Journal of Education **137**(December): 17-20.

Ebel, R. L. (1976). “The paradox of educational testing.” Measurement in Education **7**(4): 1-7.

Ediger, M. (1976). “The pupil as a listener.” Reading Improvement **13**(Winter): 249.

Ellermeyer, D. (1993). “Improving listening comprehension through a whole-schema approach.” Early Child Development & Care **93**: 101-110.

Describes a working model for improving listening comprehension within the classroom. This model attempts to integrate the concepts of whole language and schema theory into what may be thought of as a whole-schema approach (WSA). The WSA is a teacher-facilitated approach that leads students to selecting and using existing schema within a whole language environment for the improvement of listening comprehension. The process involves 5 steps: predicting, fact finding, categorizing, student transillustrating, and student sharing. The WSA attempts to provide teachers with 1 alternative to simply reading aloud to children and hoping that they grasp the content. Students should be taught how and when to call upon prior knowledge and how to organize it effectively in preparing to listen. Teachers of all grade levels and content areas should make listening an active part of the total curriculum. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Elley, W. B. (1989). “Vocabulary acquisition from listening to stories.” Reading Research Quarterly **24**(2): 174-187.

In 2 experiments, 13 classroom teachers in New Zealand read stories aloud to a total of 335 7- and 8-yr-olds and administered tests to determine the extent of the new vocabulary acquired by the Ss from the reading. Results show that oral reading constituted a significant source of vocabulary acquisition, regardless of whether the reading was accompanied by teacher explanations of word meaning. Follow-up tests showed that this incidental vocabulary learning was relatively permanent. The features that best predicted whether a word would be learned were the frequency of the word in the text, depiction of the word in illustrations, and the amount of redundancy in the surrounding context. (French, Spanish & German abstracts) (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Elliott-Faust, D. J. and M. Pressley (1986). “How to teach comparison processing to increase children's short- and long-term listening comprehension monitoring.” Journal of Educational Psychology **78**(1): 27-33.

Used 192 3rd graders to determine whether (a) training children to compare different parts of text improves detection of text errors and (b) self-controlled training of comparison produces more durable use of the strategy. 24 Ss were assigned to each of 8 conditions: 3 comparison-processing training conditions, 2 minimal-instruction conditions, 1 passive training condition, and 2 control conditions. Ss heard expository passages, some containing explicit errors, and were asked to judge passage sensibility. Results indicate that Ss taught to use a self-instructional routine specifying comparison of the 2 most recently presented sentences with each other and with the rest of the passage monitored comprehension immediately following training and 1 wk later better than did Ss given minimal training. Teaching the 2 types of comparison without self-instruction produced only short-term benefits relative to minimal training alternatives. Results are consistent with E. M. Markman's (see PA, Vol 63:3008) coactivation hypothesis and with metacognitive theoretical assumptions about how to produce strategy use. (22 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Ellis, L. W. and D. J. Fucci (1992). “Effects of listeners' experience on two measures of intelligibility.” Perceptual & Motor Skills **74**(3, Pt 2): Spec Issue 1099-1104.

Assessed the effects of listeners' experience on listeners' responses to recording identification in writing and magnitude-estimation scaling measures of the intelligibility of speech. Ss were 20 women, of whom 10 were experienced listeners with advanced degrees and training in speech-language pathology. Stimuli were 9 audiotaped speech samples. Experienced and inexperienced listeners did not differ significantly in magnitude-estimation scaling or written identification tasks. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Elrod, M. M. (1983). “Young children's responses to direct and indirect directives.” Journal of Genetic Psychology **143**(2): 217-227.

Theories in the philosophy of language suggest that the comprehension of indirect requests is a more difficult process than understanding direct requests and involves inferring the intention of the speaker. The present research challenges this accepted theoretical view. 25 girls and 23 boys, 3.2-6.3 yrs of age, were tested on their comprehension of 2 types of directives: (a) nonconventional indirect directives (NID), those not of the imperative form that omit the desired action and agent of action; and (b) conventional directives (CD); those of the imperative form. ANOVA demonstrated that Ss responded as appropriately to NID as they did to CD. A correlational analysis yielded neither convergent nor discriminant validity for 2 constructs, understanding NID and understanding CD. (12 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Emmert, P., V. Emmert, et al. (1993). “An analysis of male-female differences on listening practices feedback report.” Journal of the International Listening Association(Special issue): 43-55.

Engleber, I. N. (1990). “Listening research and instruction in Australia.” International Listening Association Journal **4**: 105-115.

Falconer, C. W. (1984). “Listening in family psychotherapy.” Canadian Journal of Psychiatry **29**(2): 112-114.

Contends that the tool of listening is of vital importance in supervising and practicing family psychotherapy. Two case examples are given to illustrate how it is possible to miss a dimension of family functioning by tuning out family members. Beginning therapists need to be encouraged to see what the family is doing and to listen to what they say, what they mean, how what they say is related to the repetitive sequences of action, and to family myths. (French abstract) (13 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Falker, F. (1991). “Business management: Coaching to improve employee performance.” Club Mgnt **70/2**(March): 20-21.

Farrant, A. W. (1976). “Boss, are you listening?” Supervision **38**(September): 9.

Farrell, M. and S. H. Flint (1967). “Are they listening?” Childhood Education **43**(May): 528-29.

Fessenden, S. (1955). “Levels of listening--a theory.” Education **75**(January): 34-35.

Feyten, C. M. (1990). “Listening ability and foreign language acquisistion: Defining a new area of listening.” International Listening Association Journal **4**: 128-142.

Feyten, C. M. (1991). “The power of listening ability: An overlooked dimension in language acquisition.” Modern Language Journal **75**(2): 173-180.

Examined the existence of relationships between (1) listening ability (LA) and overall foreign language (FL) proficiency; (2) LA and FL listening comprehension skills; and (3) LA and FL oral proficiency skills in 36 French students and 54 Spanish students from a summer intensive language program. Results suggest a positive relationship between LA and FL acquisition. Significant relationships were also found between LA and overall FL proficiency, between LA and FL listening comprehension skills, and between LA and FL oral proficiency skills. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Fichtner, M. (1983). “Listen!” The State Magazine, Columbia, South Carolina(August 7): 10.

Field, P. (1970). “Don't talk, listen!” Business Management **39**(October): 39-40.

Findahl, O. and B. Hoijer (1981). “The problem of understanding and memorization of real events.” Bulletin de Psychologie **35**(11-16): 749-758.

Describes research on the comprehension of broadcast news, focusing on a long-term research project in this area. Problems of news comprehension are identified indicating that an understanding of broadcast news depends on several factors including content interaction between context and a listener's knowledge and experience, and factors of presentation. In order to get at the most important characteristics of the process of understanding real events, it is necessary that they be studied in the actual context in which they took place. (25 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Fisher, J. and M. Harris (1974). “Notetaking and recall.” Journal of Educational Research **67**: 291-292.

Fitch-Hauser, M., D. A. Barker, et al. (1990). “Receiver apprehension and listening comprehension: A linear or curvilinear relationship?” The Southern Communication Journal **56**(Fall): 62-71.

Fitch-Hauser, M. and A. Hughes (1987). “A factor analytic study of four listening tests.” International Listening Association Journal **1**: 129-147.

Fitch-Hauser, M. and M. A. Hughes (1987). “A factor analytic study of four listening tests.” Journal of the International Listening Association **1**: 129-147.

Fitch-Hauser, M. and M. A. Hughes (1988). “Defining the coginitive process of listenig: A dream or reality.” Journal of the International Listening Association **2**: 75-88.

Fitch-Hauser, M. and M. A. Hughes (1992). “The conceptualization and measurement of listening.” International Listening Association Journal **6**: 6-22.

Fletcher, J. and P. D. Pumfrey (1988). “Differences in text comprehension amongst 7-8-year-old children.” School Psychology International **9**(2): 133-145.

Compared the effectiveness of the 3 receptive language modes (oral reading, silent reading, and listening) using 36 7-8 yr old children. Passages at 2 levels of the Neale Analysis of Reading Ability (NARA) were used as texts. Reading attainment, sex, order and mode of presentation, and form of text were compared with NARA comprehension scores. The Level 1 reading task did not discriminate effectively between different attainment groups. However, at both Levels 1 and 2 of the NARA, results demonstrated significant differences between the mode groups, with the silent reading group performing more poorly than either the oral reading or listening groups. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Floyd, J. J. and R. G. Reese (1987). “Listening theory in modern rhetorical thought.” Journal of the International Listening Association **1**: 87-102.

Forester, J. (1980). “Listening: The social policy of everyday life (critical theory and hermeneutic in practice).” Social Praxis **7**(No. 3/4).

Foulke, E. (1968). “Listening comprehension as a function of word rate.” Journal of Communication **18**: 198-206.

Fowler, C. A. and D. J. Dekle (1991). “Listening with eye and hand: Cross-modal contributions to speech perception.” Journal of Experimental Psychology: Human Perception & Performance **17**(3): 816-828.

Three experiments investigated the "McGurk effect" whereby optically specified syllables experienced synchronously with acoustically specified syllables integrate in perception to determine a listener's auditory perceptual experience. Experiments contrasted the cross-modal effect of orthographic on acoustic syllables presumed to be associated in experience and memory with that of haptically experienced and acoustic syllables presumed not to be associated. The latter pairing gave rise to cross-modal influences when Ss were informed that cross-modal syllables were paired independently. Mouthed syllables affected reports of simultaneously heard syllables (and vice versa). These effects were absent when syllables were simultaneously seen (spelled) and heard. The McGurk effect does not arise from association in memory but from conjoint near specification of the same casual source in the environment--in speech, the moving vocal tract producing phonetic gestures. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Fowler, C. A. and J. Housum (1987). “Talkers' signaling of "new" and "old" words in speech and listeners' perception and use of the distinction.” Journal of Memory & Language **26**(5): 489-504.

Conducted 5 experiments with a total of 111 college students to examine talkers' utterances of words produced for the 1st time in a monologue (new words (NWs)) or for the 2nd time (old words (OWs)), using samples of speech obtained from radio broadcasts. Results show that Ss distinguished OWs by shortening them. OWs were less intelligible than NWs presented in isolation, but probably were not less identifiable in context. Listeners identified NWs and OWs as such and used information that a word was old much as they would use an anaphor to promote retrieval of the earlier production in its context. It is concluded that talkers may attenuate their productions of words when they can do so without sacrificing communicative efficacy and that OWs can be reduced because they are repetitions of earlier presented items and because of their contextual support. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Francis, V., B. M. Korsch, et al. (1969). “Gaps in doctor-patient communication.” The New England Journal of Medicine **280**: 535-540.

Franco, J. J. (1987). “Teaching customer service staff to listen.” Credit World **75**: 32-35.

Frase, L. T. (1970). “Boundary conditions for mathemagenic behaviors.” Review of Educational Research **40**(June): 337-47.

Freemon, B., V. F. Negrete, et al. (1971). “Gaps in doctor-patient communication: Doctor-patient interaction analysis.” Pediatric Research **5**: 298-311.

Friedman, H. L. and R. L. Johnson (1968). “Compressed speech correlates of listening ability.” Journal of Communication **18**(September): 207-18.

Friedman, S. J. and T. N. Ansley (1990). “The influence of reading on listening test scores.” Journal of Experimental Education **58**(4): 301-310.

Tested the hypothesis that as the amount of reading required for a listening test increases, the resulting score represents a confounding of reading and listening abilities. To investigate this hypothesis, 3 different sets of listening items accompanied by answer sheets requiring varying amounts of reading were administered to 792 3rd-8th grade students. Ss' listening scores increased and differed significantly from each other as more printed information was added to the answer sheet. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Fuller, D. S. and G. M. Quesada (1973). “Communication in medical therapeutics.” The Journal of Communication **23**: 361-370.

Furness, E. L. (1957). “Listening: A case of terminological confusion.” Journal of Educational Psychology **48**(December): 481.

Gade, P. A., J. V. Lambert, et al. (1984). “Incentive to listen: Training people to listen to time-compressed speech.” Human Learning: Journal of Practical Research & Applications **3**(2): 97-107.

Examined 4 training methods for teaching 103 enlisted US Army personnel to effectively listen to pitch-normalized, time-compressed speech. Two of the methods, gradually increasing speech rate and listening continuously to fast speech, have been used extensively with equivocal results. The remaining 2 methods used an extrinsic reward contingent upon performance. Results show that the performance of Ss who received the incentive during training was superior to those who did not. The effect of the training incentive was evident in posttraining tests as well as during training. Results are discussed in relation to principles developed by B. M. Staw et al (see PA, Vol 65:9648) governing the interaction between intrinsic and extrinsic incentives in the workplace. (21 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Gade, P. A. and C. B. Mills (1989). “Listening rate and comprehension as a function of preference for and exposure to time-altered speech.” Perceptual & Motor Skills **68**(2): 531-538.

Two experiments examined the effects of brief prior exposure to time altered speech on preferred listening rate and the rate listeners would select when asked to listen to rapid speech playback but with good comprehension. Ss were 79 Army enlisted personnel who had scored 100+ on the General Technical scale of the Armed Services Vocational Aptitude Battery. The faster the rate of exposure speech, the faster the induced rate. Speech compressed to twice-normal rate led to a faster induced listening rate than exposure to speech expanded to half-normal rate. Normal rate speech was intermediate between twice-normal and half-normal rate. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Gall, M. D. (1970). “The use of questions in teaching.” Review of Educational Research **40**(December): 707-21.

Gantt, W. N., R. M. Wilson, et al. (1974-75). “An initial investigation of the relationship between syntactical divergency and the listening comprehension of black children.” Reading Research Quarterly **10**(2): 74-75.

Gauger, T. (1952). “The effect of gesture and the presence or absence of the speaker on the listening comprehension of eleventh and twelfth grade high school pupils.” Speech Monographs **19**: 116-117.

Giansante, L. (1975). “Learning to listen.” Media and Methods **12**(March): 24-5+.

Gibb, J. (1961). “Defensive communication.” Journal of Communication **11**: 141-48.

Gilbert, M. B. (1986). “Do principals listen?” NFEAS Journal **3 (3)**: 115-120.

Gilbert, M. B. (1988). “Listening at work: Work at listening.” Shaping the Future **1 (1)**: 22-31.

Gilbert, M. B. (1988). “Listening in school: I know you can hear me-but are you listening?” Journal of the International Listening Association **2**: 121-132.

Gilbert, M. B. (1989). “Perceptions of listening behaviors of school principals.” School Organisation **9 (2)**: 271-82.

Gilbert, M. G. (1985). “Sell with your ears.” American Salesman **30**: 34-36.

Gillion, G. M. (1992). “Connecting the theoretical perspective and methodolgy of the Piagetian clinical interview to young children's listening.” International Listening Association Journal **6**: 42-58.

Gilmor, T. M. (1989). “The Tomatis method and the genesis of listening.” Pre and Perinatal Psychology **4**(Fall).

Glasser, T. L. (1975). “On readability and listenability.” ETC.: A Review of General Semantics **32**(2): 138-42.

Glenn, E. (1989). “A content analysis of fifty definitions of listening.” Journal of the International Listening Association **2**: 21-31.

Glenn, E. C., P. Emmert, et al. (1995). “A scale for measuring listenability: The factors that determine listening ease and difficulty.” International Journal of Listening **9**.

Goedecke, W. R. (1971). “Ihde's auditory phenomena and descent into the objective.” Philosophy Today **15**(Fall): 175-80.

Gold, Y. (1973). “The importance of teaching listening skills.” Reading Improvement **10**(Winter): 14-16.

Gold, Y. (1975). “Teaching listening? Why not?” Elementary English(March, 1975): 52421-2+.

Golen, S. and R. Boissoneau (1987). “Health care supervisors identify communication barriers in their supervisor-subordinate relationships.” Health Care Supervisor **6**: 26-38.

Goode, S. (1987). “Driver must listen to sounds of accident.” Insight **3**(August): 53.

Goodman, K. S. and Y. M. Goodman (1977). “Learning about psycholinguistic processes by analyzing oral reading.” Harvard Educational Review **77**: 317-333.

Goolsby, T. M. and R. A. Lasco (1970). “Training non-readers in "listening achievement".” Journal of Learning Disabilities **3**: 44-47.

Goss, B. (1982). “Listening as information processing.” Communication Quarterly **30**: 304.

Goss, B. (1991). “A test of conversational listening.” Communication Research Reports **8**(1-2): 19-22.

Constructed a self-report listening test and conducted a multiple discriminant analysis with 208 participants who were given an 18-item test measuring their listening skills in conversations. The analysis demonstrated that 12 items accounted for 100% of the variance. A shorter version of the test is proposed as a useful tool for studying listening. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Gotkin, L. G. and F. Fendiller (1965). “Listening centers in the kindergarten.” Audiovisual Instruction **10**(January): 24-26.

Grant, J., G. Elias, et al. (1989). “An application of Palincsar and Brown's comprehension instruction paradigm to listening.” Contemporary Educational Psychology **14**(2): 164-172.

Investigated whether 8 Year 7 primary school students with listening comprehension difficulties (aged 12-13 yrs) could be taught to use more efficient listening strategies, using the activities and instructional techniques proposed by A. S. Palincsar and A. L. Brown (see PA, Vol 75:12096). Instructional procedures involved Ss' emulation of behaviors (i.e., question generating, summarizing, predicting, clarifying) modeled by the teacher. Results reveal that Ss in the intervention group made significant gains in comprehension when compared with the performance of 8 nonintervention controls. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Gratz, E. W. (1973). “Goal: Maxi-listening.” English Journal **62**: 268-71.

Graybill, D. (1986). “A multiple-outcome evaluation of training parents in active listening.” Psychological Reports **59**(3): 1171-1185.

Examined the effects of reflective counseling on parental active listening, using the parents of 32 4th-8th graders who were randomly assigned to 1 of 3 counseling groups or a no-treatment control group. The counseling groups, which met for 6 2-hr sessions, were taught active listening skills. Results show that parents showed decreases in anxiety and increases in confidence, knowledge of how to respond to children's feelings, and active listening. There were no changes in children's attitudes or behaviors. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Gupta, W. and C. Stern (1969). “Comparative effectiveness of speaking vs. listening in improving spoken language of disadvantaged young children.” The Journal of Experimental Education **38**(Fall): 54-57.

Haakenson, R. (1976). “Art of listening.” Internal Auditor **33**(August): 32-40.

Hadar, U., T. J. Steiner, et al. (1985). “Head movement during listening turns in conversation.” Journal of Nonverbal Behavior **9**(4): 214-228.

Investigated head movement during listening turns in conversation of 5 Ss (aged 20-30 yrs). Head movement during conversation was monitored by polarized light goniometry and recorded alongside speech and a signal proportional to peak amplitude of sound waves (peak loudness). Kinematic properties of Ss' head movements (i.e., amplitude, frequency and cyclicity) differentiated conversational functions. They were function-specific: symmetrical, cyclic movements were employed to signal yes, no, or equivalents; linear, wide movements anticipated claims for speaking; narrow linear movements occurred in phase with stressed syllables in the other's speech (synchrony movements); and wide, linear movements occurred during pauses in the other's speech. It is suggested that the findings bear on the relation between the signaling of communicative intentions and the synchronization of interactional rhythm. The former appears to determine the timing and tempo of responses such as yes or no while the latter determines the regulation of synchrony movements. (24 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Hall, W. S. and R. O. Freedle (1973). “A developmental investigation of standard and nonstandard English among black and white children.” Human Development **16**: 440-64.

Halley, R. D. (1975). “Some suggestions for the teaching of listening.” Speech Teacher **24**(November): 386-389.

*Halone, K. K., T. M. Cunconan, et al.* (1998). “Toward the Establishment of General Dimensions Underlying the Listening Process.” **International Journal of Listening** **12**: 12-28.

Hamilton, C. and B. H. Kleiner (1987). “Steps to better listening.” Personnel Journal **66**(2): 20-21.

Presents principles and rules necessary for effective listening, which include overcoming major stumbling blocks, using common sense and courtesy, watching speakers' nonverbal actions, and listening for emphasis within the message. The importance of body language in interpreting verbal messages is stressed. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Hampleman, R. (1958). “Comparison of listening and reading comprehension ability of fourth and sixth grade pupils.” Elementary English **35**(January): 49.

Hare, W. (1975-76). “Has listening had a fair hearing?” Agora **3**(Winter/Spring): 3-13.

Harkins, D. A., P. E. Koch, et al. (1994). “Listening to maternal story telling affects narrative skill of 5-year-old children.” Journal of Genetic Psychology **155**(2): 247-257.

Assessed the effect of maternal story telling on 60 5-yr-old children's use of 8 linguistic evaluative devices (e.g., reference to internal states of actors). Picture books were used that provided the components of a narrative while leaving story tellers free to use their own linguistic evaluative devices. Children increased the number of clauses and the use of evaluatives in story telling as a consequence of hearing the story told by their mother. Transferring these skills to more general story telling required hearing the mother tell 2 different, but related, stories. This maternal effect on the child's narrative skill may contribute to the process of enculturation. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Harms, L. S. (1967). “Listener judgments of status cues in speech.” Quarterly Journal of Speech **47**(April): 164-168.

Harris, C. S., R. J. Bradley, et al. (1992). “A comparison of the effects of hard rock and easy listening on the frequency of observed inappropriate behaviors: Control of environmental antecedents in a large public area.” Journal of Music Therapy **29**(1): 6-17.

Compared the inappropriate behavior of clients in an open courtyard at a state mental hospital when hard rock and rap music were played (21 days), followed by easy listening and country and western music (21 days). This comparison was followed by a reversal phase in which hard rock and rap music were again played (18 days). Four of 6 trained raters were randomly assigned to observation zones that were monitored 7 times daily. More inappropriate behavior was observed when hard rock and rap music were played than when easy listening and country western music were played. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Hausfeld, S. (1981). “Speeded reading and listening comprehension for easy and difficult materials.” Journal of Educational Psychology **73**: 312-319.

Hayakawa, S. I. (1968). “Who is bringing up your children?” ETC.: A Review of General Semantics **25**(September): 299-308.

Haynes, M. E. (1979). “Becoming an effective listener.” Supervisory Management **24**(August): 21-28.

Head, J., M. C. Long, et al. (1991). “Speaking and listening behaviors of hearing-impaired adolescents.” Volta Review **93**(5): 23-40.

Hearing-impaired (HI) adolescents' search for identity is complicated by the way in which their hearing status influences their life experience. Adult reactions to HI adolescent behaviors regarding speech use and auditory function reflect many philosophies, opinions, and experience. When and how students are scheduled for speech and listening training can greatly affect their attitudes. If the speech teacher's approach includes open communication and an exploration of the student's feeling about speech and audition, he or she establishes the framework for a positive and individualized approach. One parent expressed the opinion that direction toward a primarily hearing or deaf world is influenced early by family decisions. Therefore, it is not only speaking and signing abilities that influence choice. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Heider, F. K. and G. M. Heider (1940). “A comparison of sentence structure of deaf and hearing children.” Psychological Monographs **52**: 42-103.

Heilman, A. (1952). “Critical listening and the educational process.” Education **72**(March): 481-487.

Helm, S. M. (1973). “Impossible mission.” Elementary English **50**: 546-48.

Hess, L. J. and J. R. Johnston (1988). “Acquisition of back channel listener responses to adequate messages.” Discourse Processes **11**(3): 319-335.

Investigated listener responses to adequate messages from a developmental perspective, using 18 normal boys and 18 normal girls (aged 7.5-11.9 yrs). Listener responses (i.e., headnods, umhums) were observed in an instructional situation. Results show that frequency of back channel responses increased with age and Ss who provided more listener response demonstrated a significant relationship between back channel responses and speaker cue combinations. It is concluded that older Ss provided more back channel responses associated with a variety of speaker signals because they understood the listener role of providing collaborative feedback. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Hill, N. (1975). “Listening: Searching for a meaning in the message.” The Personnel Administrator **Oct.**: 17-19.

Hinkle, S. and A. Hinkle (1990). “An experimental comparison of the effects of focused freewriting and other study strategies on lecture comprehension. Special Issue: Psychologists teach writing.” Teaching of Psychology **17**(1): 31-35.

Compared the immediate and delayed effects of focused freewriting (FW) on 150 university students' lecture comprehension in the following conditions: focused thought (FT), outlining (OT), and math problem solving (MPS). The immediate effect of an FW exercise was to increase lecture comprehension to the level observed in the FT condition and superior to comprehension in the OT and MPS conditions. In contrast, performance of the FW Ss on a 1-wk delayed comprehension test was below that of the FT group and similar to that of the OT and MPS groups. Advantages of FW as an instructional technique for enhancing students' writing skills and comprehension of course content are discussed. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Hirsch, R. O. (1987). “Listening: The influence of neuro-linguistic cues on the retention of information.” International Listening Associaton Journal **1**: 103-113.

Hoffman, M. (1991). “Why doesn't top management listen to me?” Foodserv Distrib **5/1**(January): 41-43.

Holdgrafer, G. and T. F. Campbell (1986). “Children's comprehension of intonation as a marker for discourse topic collaboration.” Applied Psycholinguistics **7**(4): 373-384.

Examined the role of intonation in child language development by presenting 2 prerecorded productions of the "What's this?" question to 30 children in Grades 2, 4, and 6 and to 15 undergraduates over a series of trials in a referential communication task. One production contained emphatic stress on the word this, whereas the other contained equal stress on both words. Ss guessed on successive picture presentations whether a different picture (new topic collaboration) or the same picture (old topic collaboration) had been selected based on the presence or absence of emphatic stress in the questions. No feedback was given to the Ss throughout the experimental procedure. Use of intonation as a marker for topic collaboration did not occur until after the age of 7 yrs, as evidenced by the chance performance of most of the 2nd graders and the highly similar performances of the 4th and 6th graders and the undergraduates. (17 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Hollien, H., M. P. Gelfer, et al. (1991). “Listening preferences for voice types as a function of age.” Journal of Communication Disorders **24**(2): 157-171.

Studied the preferences of older listeners for various classes of voices. Speech samples were elicited from 40 male and 40 female speakers. Combinations of low, medium, and high speaker fundamental frequency (SFF) were combined with soft, middle, and loud vocal intensity (VI) productions, except for the low-SFF/high-VI combination, which proved impossible to obtain. Listeners were 80 men and women aged 20-86 yrs. Most listeners preferred medium intensity voices. Other preference tendencies were toward low-pitched voices and (slightly) toward male speakers. There were no systematic differences in voice type preferences between the older and younger groups, or between male and female listeners. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Hollingsworth, P. M. (1995). “Enhancing listening retention: The two minute discussion.” College Student Journal **29**(1): 116-117.

Offers guidelines for enhancing listening in the college classroom. 62 general psychology students participated in the study. The professor taught the course to the control group as he had always taught the course. The same professor that taught the control group also taught the experimental group. Throughout the lecture to the experimental group he would stop his lecture after significant points were made and had each student in the classroom pair with another student. The pair would discuss with each other what they thought was the most important points the professor had made. This discussion lasted only 2 min. Testing of the students and analysis of results by analysis of covariance (ANCOVA) revealed that the experimental group scored significantly higher then the controls on the posttest. There was no significant difference between the 2 groups on the delayed posttest. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Horowitz, M. W. (1968). “Organizational processes underlying differences between listening and reading as a function of complexity of material.” Journal of Communication **18**: 37-46.

Horowitz, R. and S. J. Samuels (1985). “Reading and listening to expository text.” Journal of Reading Behavior **17**(3): 185-198.

Poor reading comprehension may result from a general comprehension problem, a decoding problem, or a combination of these problems. Using a counterbalanced design, 38 good and poor 6th-grade readers read aloud and listened to easy and hard texts. Immediately after reading and listening, Ss orally retold what they had read or heard. Their recalls were scored for number of idea units produced. Results indicate no difference in listening comprehension between good and poor readers for either easy or hard texts, but there was a significant difference in oral reading comprehension in favor of good readers on both easy and hard texts. The finding of no difference in listening suggests that the poor readers did not have a general comprehension problem, while their poor oral reading performance indicates that they did have a decoding problem. Results support a more complex comprehension process model of listening and reading than has typically been described in the literature. (37 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Horrworth, G. L. (1966). “Listening: A facet of oral language.” Elementary English **43**(December): 857-858.

Hudson, S. B. and M. K. Tanenhaus (1985). “Phonological code activation during listening.” Journal of Psycholinguistic Research **14**(6): 557-567.

Used rhyme priming to visually dissimilar rhymes (e.g., eight-late) in a lexical decision task with 48 undergraduates to investigate the access and maintenance of speech-based codes in sentence comprehension. One member of the rhyme pair was embedded in a sentence, and the other was presented visually for lexical decision. Rhyme priming was obtained when the prime and target were separated by 4 but not by 7 intervening words, suggesting that the phonological code for the work was initially accessed and then rapidly decayed. (19 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Huls, E. (1984). “An analysis of spontaneous conversation in families of different socio-economic background.” Pedagogische Studien **61**(11): 444-457.

Analyzed spontaneous conversations in 2 families of different socioeconomic background with 5- and 6-yr-old children, using B. Bernstein's (1960, 1973) ideas about socialization processes in families with different socioeconomic status (SES). Data were collected by participant observation. Data analysis focused on 2 specific phenomena that stimulate conversation: "listening activity" and "steering." These phenomena were more frequent in the higher- than the lower-class family. Conversational patterns in the higher-class family showed a hierarchy in which older participants stimulated younger participants to interact more than vice versa. No such hierarchy was found in the lower-class family. The differences that were observed indicate that the 2 children were accustomed to different ways of participating in conversations from an early age. (English abstract) (34 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Hunt, G. and L. Cusella (1983). “A field study of listening needs in organizations.” Communication Education **32**(4): 393-401.

Husband, R. L., L. O. Cooper, et al. (1988). “Factors underlying supervisors' perceptions of their own listening behavior.” Journal of the International Listening Association **2**: 97-112.

Hutchinson, K. M. (1989). “Influence of sentence context on speech perception in young and older adults.” Journals of Gerontology **44**(2): 36-P44.

Investigated the ability of 30 university students and 30 older adults (aged 60-75 yrs) to use contextual cues to understand speech in ordinary listening situations. Sentence lists contained 50 key words preceded by a high predictability (HP), low predictability (LP), or a carrier phrase (CP) context accompanied by a varying background of multitalker babble. Comparison of the low context items vs the number of meaningfully rich items correctly identified provided an index of the S's ability to use contextual information in the HP sentences. The LP and CP score reflected the S's ability to recognize items based only on the acoustic-phonetic information of the key words. Most Ss were able to take some advantage of contextual cues in everyday sentences; however, the older Ss were more adversely affected by background noise than younger Ss. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Ihde, D. (1971). “A philosopher listens.” J AES Education **5**(July): 69-76.

Ihde, D. and T. F. Slaughter (1970). “Studies in the phenomenology of sound: Listening, on perceiving persons, God, and sound.” International Philharmonic Quartet **10**(June): 232-51.

Imberman, A. A. (1969). “Listening is part of your job.” Supervisory Management **14**(November): 34-36.

*Imhof, M.* (1998). “What Makes a Good Listener? Listening Behavior in Instructional Settings.” **International Journal of Listening** **12**: 1-11.

International Listening Association (1981). “Project listen.” International Listening Association Listening Post(August): 5.

Ironsmith, N. and G. J. Whitehurst (1978). “How children learn to listen: The effects of modeling feedback styles on children's performance in referential communication.” Developmental Psychology **14**: 546-554.

Ishio, A. and M. Osaka (1994). “An approach to measure a listening span for preschool children.” Japanese Journal of Educational Psychology **42**(2): 167-173.

Studied the efficiency of working memory capacity in 2 experiments. 79 preschool and school-age children (aged 5 yrs 10 mo to 6 yrs 11 mo) were administered 2 listening span tests (Ss listened to a set of semantically related or unrelated sentences and had to recall the 1st word of each sentence) and a memory span test. (English abstract) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Jackson, S. W. (1992). “The listening healer in the history of psychological healing. 144th Annual Meeting of the American Psychiatric Association: Benjamin Rush Award Lecture (1991, New Orleans, Louisiana).” American Journal of Psychiatry **149**(12): 1623-1632.

Assesses the healer's listening as an aspect of the history of caring and curing, especially in psychological healing. Over the centuries listening has been crucial to healers bringing about healing effects for sufferers; yet, until the turn of the 20th century, the main focus was on vision and looking in the healer's knowing and understanding. Listening in depth and with empathy is a crucial element in healing, providing a soothing source for the sufferer. Despite the importance of both looking and listening, there remains a tension between the 2 modes that translates as a tension between science and humanism. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Jacobs, T. J. (1992). “Contemporary reflections on the analyzing instrument: Isakower's ideas of the analytic instrument and contemporary views of analytic listening.” Journal of Clinical Psychoanalysis **1**(2): 237-241.

Notes that although in recent years there has been much interest in analytic listening and in the role that the analyst's subjective experience play in the analytic process, the seminal contributions of O. Isakower made in this area have been largely overlooked. Isakower's views are compared with prevailing notions about the analyst's functioning in the analytic hour. Isakower suggested that central to creative listening is the analyst's ability to attune him/herself to the analysand's level of regression. Without regression on both sides there can be no analytic process and without attaining a state of matched regression the analyst is not in a position to receive the bits and pieces of fantasy, memory, and imagery that arise as he/she listens and that give access to the analysand's unconscious. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Jensen, M. A. (1985). “Story awareness: A critical skill for early reading.” Young Children **41**(1): 20-24.

Suggests that teachers of young children need to understand and be able to assess a child's story awareness in order to incorporate story awareness experiences into an overall curriculum that encourages literacy development. Enhancement of story awareness at home and how story awareness develops are discussed. In assessing story awareness, teachers might use several concentrated encounters, each of which relies on different cues. These are best conducted in a familiar, informal setting. Examples of informal encounters include (1) read or retell a favorite picture book story, (2) discuss a brief wordless picture book, (3) construct a story for a wordless picture book, (4) retell and recall a brief oral story, and (5) sequence story event pictures. Children's story experiences can be individualized by techniques such as having an adult or older child write down a child's story while the child dictates. (27 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Johnson, C., L. Vinson, et al. (1989). “The effects of an instructor's use of hesitation forms on sudent ratings of quality, recommendations to hire, and lecture listening.” International Listening Association Journal **3**: 32-43.

Johnson, D. W., R. T. Johnson, et al. (1985). “Oral interaction in cooperative learning groups: Speaking, listening, and the nature of statements made by high-, medium-, and low-achieving students.” Journal of Psychology **119**(4): 303-321.

Explored some of the social interaction and cognitive processes that may mediate the relation between cooperation and achievement. Ss were 48 4th graders. 13 females and 11 males were assigned to a cooperative learning situation; 14 females and 10 males were assigned to an individualistic learning situation. There were 6 high-, 1 medium-, and 7 low-achieving students in each condition. They participated in the study for 55 min a day for 15 instructional days. Two observation schemes were used. The results for the cooperative situation were factor analyzed to determine the basic dimensions of oral interaction within cooperative learning groups. Five orthogonal factors were identified: Exchanging Task-Related Information, Elaborating on the Information, Encouraging Each Other to Learn, Disagreeing With Each Other's Conclusions, and Making Nontask Comments and Sharing Personal Feelings. The oral participation of Ss from different achievement levels was differentially related to achievement. Vocalizing was found to be more strongly related to achievement than was listening to other group members vocalize. Medium and low achievers especially benefited from cooperative learning experiences. (27 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Johnson, K. (1951). “The effect of classroom teaching upon listening comprehension.” The Journal of Communication **1**(May): 57-62.

Johnson, K. R. and H. D. Simons (1972). “Black children and reading.” Phi Delta Kappan **53**(January): 288-90.

Josephs, L. (1988). “A comparison of archaeological and empathic modes of listening.” Contemporary Psychoanalysis **24**(2): 282-300.

Argues that empathic interpretations by an analyst focus on the immediacy of experience, and "archaeological" interpretations focus on what is missing from experience, that of which the patient is unaware. Consequently, archaeological interpretations tend to alienate the patient from immediate experience and encourage the patient to speculate on what she/he might be failing to see within the self. In contrast, empathic interpretations, by remaining attuned to immediate experience, tend to enrich the patient's awareness of self through an augmentation of the patient's capacity for self-reflection. It is the patient's increased capacity for self-reflection rather than the interpretation of resistance to awareness that allows the unconscious to become conscious. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Kainer, R. G. (1984). “From ""evenly-hovering attention'' to ""vicarious introspection'': Issues of listening in Freud and Kohut.” American Journal of Psychoanalysis **44**(1): 103-114.

In a paper first delivered to the Washington Psychologists for Psychoanalysis in April 1982, the author discusses (1) Freud's concept of evenly hovering attention by the therapist to better attend the unconscious processes of the patient, and (2) H. Kohut's vicarious introspection, the empathic knowing of the patient by the therapist. The phenomenon of listening involves the nature of what is being listened for, the determination of what is heard, what is evoked by the way in which one listens and responds, and the interrelationship of these phenomena. Freud's injunction to listen freely in evenly hovering attention to the patient can only be carried out as an ideal. A case example of an obsessive-compulsive female is presented to illustrate the importance of a belief system and its possible effect on listening. One of Kohut's cases is described to illustrate how the material listened for is important to vicarious introspection. Clinical examples from the present author's experience are presented to illustrate possible overlaps between Freud's and Kohut's applications of listening. It is concluded that analysis and continued self-analysis by the therapist are crucial to his/her understanding and application of successful listening processes with patients. (11 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Karr, M. and R. W. Vogelsang (1990). “A comparison of the audio and video versions of the Watson-Barker listening test: Form a and b.” Journal of the International Listening Association **4**: 165-179.

Keefe, W. F. (1970). “How to keep your workers happy: Listen to them and communicate.” Pulp and Paper **44**(January): 139-141.

Keefe, W. F. (1971). “Give them your ears.” Sales Management **106**(April 10): 68-9.

Kelby K. halone, A. D. W., Carolyn Coakley (1997). “Accounts of Effective Listening Across the Life-Span: Expectations and Experiences Associated with Competent Listening Practices.” International Journal of Listening **11**.

Keller, P. (1969). “Major findings in listening in the past 10 years.” Journal of Communication **10**(March): 29-38.

Kellog, M. “Sales force management: managing by shutting up.” Sales Management.

Kelly, A. M. (1977). “Playback strategies.” Teacher **95**(September): 105-108.

Kelly, C. M. (1965). “An investiagaton of construct validity of two commercially published listening tests.” Speech Monographs **32**: 139-143.

Kelly, C. M. (1967). “Listening: Complex of activities-and a unitary skill?” Speech Monographs **34**(November): 455-66.

Kelly, C. N. (1963). “Mental ability and personality factors in listening.” The Quarterly Journal of Speech **49**(April): 152-156.

Keltner, J. W. (1965). “Communication and the labor-management mediation process.” Journal of Communication **15, No.2**(June): 64-80.

Kershner, J. R., R. L. Cummings, et al. (1990). “Two-year evaluation of the Tomatis Listening Training Program with learning disabled children.” Learning Disability Quarterly **13**(1): 43-53.

Retested 26 of the original sample of 32 learning disabled children 2 yrs after participation in a study of the Tomatis Program (A. Tomatis, 1978), a process-oriented, neuropsychological training program. Retesting of the original sample by J. Kershner et al (1986) 1 yr after cessation of treatment revealed that placebo children were superior to treatment participants on a measure of auditory discrimination. Results of the 2-yr follow-up support previous conclusions and do not support the educational efficacy of the Tomatis Program. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Kertoy, M. K. and K. M. Goetz (1995). “The relationship between listening performance on the sentence verification technique and other measures of listening comprehension.” Contemporary Educational Psychology **20**(3): 320-339.

Examined how well a sentence verification technique (SVT) correlated with other listening comprehension measures. 36 Canadian students, aged 12 yrs 4 mo to 14 yrs 1 mo, completed several listening comprehension tasks. The tasks were the SVT, to which Ss listened in order to verify the content of 4 expository passages; premise/inference stories, to which Ss listened in order to answer factual and interpretive questions about 4 stories; and the Test of Adolescent Language (TOAL--2) Listening Grammar Subtest which required Ss to select 2 sentences equivalent in meaning from sets of 3 sentences. Moderate correlations were shown for the SVT and the TOAL--2, as well as for the SVT and premise/inference stories. The SVT has potential as a diagnostic tool for assessing discourse level listening comprehension. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Kessner, C. (1985). “Assessing listening skills.” International Review of Applied Psychology **34**(1): 127-135.

Constructed tests to measure choice of objectives, choice of conditions, and how Ss grasped sequence and information and followed oral instructions in listening tasks. 170 10-12 yr olds in Switzerland were presented 2 of 4 themes in the test situation. Analysis showed low correlations for all objectives used in the construction of the tests. It was not possible on the basis of the tests to determine the mean of different scores an S would obtain, even in the case where tests stemmed from a same objective and had a similar construction. No conclusions concerning a general listening skill could be drawn. (French abstract) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

King, A. (1991). “Improving lecture comprehension: Effects of a metacognitive strategy.” Applied Cognitive Psychology **5**(4): 331-346.

In a self-questioning combined with reciprocal peer-questioning condition, 56 9th graders were trained to pose questions for themselves during classroom lectures; following the lectures, they used their questions to engage in reciprocal peer-questioning and responding. Students in a self-questioning only condition also engaged in self-questioning during the lectures and then answered their own questions; in a review condition, Ss discussed the lecture material in small cooperative groups; and in a control group Ss reviewed the lecture material independently. On postpractice and 10-day maintenance tests, Ss in the self-questioning with reciprocal peer-questioning and the self-questioning-only strategy groups showed lecture comprehension superior to that of participants in both the discussion review and control groups. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

King, A. (1994). “Autonomy and question asking: The role of personal control in guided student-generated questioning. Special Issue: Individual differences in question asking and strategic listening processes.” Learning & Individual Differences **6**(2): 163-185.

30 university students (aged 21-33 yrs) in small groups used a question-asking strategy to guide their discussion of class material. Ss in a learner-controlled condition used thought-provoking generic question stems to guide them in generating their own questions, whereas Ss in an experimenter-controlled condition were provided with similar lecture-specific questions generated by students in the same course during the previous semester. Ss in both conditions posed their questions to their small-group peers and answered each other's questions. On tests of lecture comprehension, Ss who generated their own questions outperformed Ss provided with others' questions. Internals allowed to generate their own questions performed better on comprehension tests than internals provided with others' questions. Results suggest that learner control in guided questioning may be beneficial, at least for individuals with internal locus of control. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

King, P. and R. Behnke (1989). “The effect of time-compressed speech on comprehensive, interpretative, and short-term listening.” Human Communication Research **15**: 428-443.

King, P. E. and R. R. Behnke (1989). “The effect of time-compressed speech on comprehensive, interpretive, and short-term listening.” Human Communication Research **15**(3): 428-443.

Although contemporary theorists view listening as a multidimensional process, the preponderance of published empirical research on human comprehension of speeded speech is based on an outdated, unitary construct. In the present study, the impact of varying levels of time compression on 3 different types of listening was investigated with 120 undergraduates. Results indicate that comprehensive listening performance deteriorated significantly as speech compression levels increased, while interpretive and short-term listening performance remained stable until a high degree of time compression (60%) was reached. Explanations for these findings are advanced based on established differences between short- and long-term memory processes. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Kirkton, C. M. (1971). “NCTE/ERIC report: Classroom dramatics - developing oral language skills.” Elementary English **48**(February): 254-61.

Kirshner, G. (1969). “Start where the child is - using television to teach the child.” Elementary English **46**(November): 955-58.

Klee, L. E. (1949). “Larger horizons for the child: A fourth grade experiment.” Social Education **13**(February): 69-71.

Klemmer, E. T. and F. W. Snyder (1972). “Measurement of time spent communicating.” Journal of Communication **22**(June): 142-58.

Klin, A. (1991). “Young autistic children's listening preferences in regard to speech: A possible characterization of the symptom of social withdrawal.” Journal of Autism & Developmental Disorders **21**(1): 29-42.

Speech exerts a prepotent attraction on the attention of normally developing infants, hence facilitating social engagement. This study examined whether this inborn reaction was at fault in 12 autistic children (chronological age (CA), 49-79 mo; nonverbal mental age (MA), 30-78 mo). Ss were given a choice between their mothers' speech and the noise of superimposed voices. A computerized device recorded the children's responses in their own homes. In contrast to 8 mentally retarded Ss (CA, 56-78 mo; MA, 42-58 mo) and 10 normally developing children (CA, 36-48 mo; MA, 38-53 mo), who showed the expected strong preference for their mothers' speech, autistic Ss actively preferred the alternative sound or showed lack of preference for either audio segment. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Klinzing, D. G. (1972). “Listening comprehension of pre-school age children as a function of rate of presentation, sex, and age.” Speech Teacher **21**(March): 86-92.

Knippen, J. T. and T. B. Green (1994). “How the manager can use active listening.” Public Personnel Management **23**(2): 357-359.

Active listening is where the listener takes an active role in the communications process by applying 4 techniques: restatement, summary, responding to nonverbal cues, and responding to feelings. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Konold, C. E. and J. A. Bates (1982). “The episodic/semantic memory distinction as an heuristic in the study of instructional effects on cognitive structure.” Contemporary Educational Psychology **7**(April): 124-38.

Korsch, B. M., E. K. Gozzi, et al. (1968). “Doctor-patient interaction and patient satisfaction.” Pediatrics **42**(5): 855-870.

Kraut, R. E., S. H. Lewis, et al. (1982). “Listener responsiveness and the coordination of conversation.” Journal of Personality and Social Psychology **43**(October): 718-731.

Kufeldt, K. (1984). “Listening to children--who cares?” British Journal of Social Work **14**(3): 257-264.

Presents verbatim comments of 40 children from 28 homes who were placed in social work care in Canada. Parents' poverty, lack of education, single marital status, alcoholism, and/or divorce contributed to the placement. Data on visiting with parents, contact between natural and foster parents, social workers, and involvement in research obtained in a larger study by the present author (1981) are included and used to reinforce the value of listening to children. (13 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

LaBarbera, P. and J. MacLachlan (1979). “Time-compressed speech in radio advertising.” Journal of Marketing **43**: 30-36.

Lane, P. K. and M. S. Miller (1972). “Listening: Learning for underachieving adolescents.” Journal of Reading **7**(April): 488-91.

Larson, J. W. (1983). “Skills correlations: A study of three final examinations.” Modern Language Journal **67**(3): 228-234.

Examined whether significantly high correlations exist among language skills in 115 college students of French, German, and Spanish, as measured by final examinations of 2nd-yr courses. Results indicate a fairly high degree of correlation among speaking, listening, writing, and reading. However, there is insufficient support for eliminating a particular subtest of the examination. (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Lasky, E. Z., B. Jay, et al. (1975). “Meaningful and linguistic variables in auditory processing.” Journal of Learning Disabilities **8**: 570-77.

Lasser, M. (1973). “Sound activities.” Media and Methods **10**(December): 20-1.

LaVergne, M. (1989). “ Strategies for developing listening skills in the foreign language classroom.” The Northeast Conference on the Teaching of Foreign Languages Newsletter: 36-37, 60.

Lawson, A. E. (1982). “Formal reasoning, achievement, and intelligence: An issue of importance.” Science Education **66**(January): 77-83.

Lazarus-Mainka, G. and M. Arnold (1987). “Implicit strategies in dual-task situations: Speaking-listening and sorting.” Zeitschrift fur Experimentelle und Angewandte Psychologie **34**(2): 286-300.

Studied strategies for coping with the dual task of verbal communication and sorting and factors influencing dual-task performance. Human subjects: 72 normal male and female German adolescents and adults (university students). The Ss were divided into pairs, with 1 S providing verbal communication to the other S who was engaged in a sorting task. The listener/sorter was asked to repeat the verbal information under experimental conditions varying with regard to the difficulty of verbal and sorting tasks. Speech loudness and intelligibility, articulation time, and recall- and sorting-task performance were assessed under different experimental conditions. (English abstract) (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Lazarus-Mainka, G. and L. Leushacke (1985). “The stressful effect on speaker and listener during a verbal exchange in a noisy environment.” Psychologie und Praxis **29**(3): 107-115.

Discusses stresses to both speaker and listener during verbal exchanges in noisy surroundings that adversely affect communication intelligibility, forcing the speaker to raise the volume of his/her utterances while articulation tempo and word quantity decrease. A study of this type of impaired communication interaction was conducted with 12 speaker-listener couples (freshmen psychology students) exposed to various levels of noise while the speaker read a story to the listener. The listener was instructed to ask the speaker to repeat misunderstood passages and to repeat the contents of the story to the speaker. A questionnaire on Ss' self-reported reactions indicated various degrees of confusion and stress commensurate with noise level. (English abstract) (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

le Bouedec, B. (1985). “The comprehension of simple stories through successive summaries.” Psychologica Belgica **25**(1): 33-46.

Examined the comprehension of simple stories through successive summaries. 72 Ss were divided into 4 experimental groups in which they either summarized an original story or read the summaries written by Ss who heard the original stories and summarized those summaries. Analysis of these summaries showed that the propositions present in a summary corresponded to the important parts of the original story. Probabilities that a proposition would be in a summary written from a summary were high if it was a high-level proposition. Low-level propositions diminished progressively. Ss determined the propositions that gave coherence to the story right away, and new propositions were found to be a synthesis of several propositions of the story. Results show that to summarize a story is to elaborate a new structure containing fewer inferred propositions. (11 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Leathers, D. (1979). “The impact of multichannel message inconsistency on verbal and nonverbal decoding behaviors.” Communication Monographs **46**: 88-100.

Leonard, J. J. (1971). “Spoken heard.” Personnel Journal **50**(January): 51-55.

Leverentz, F. and D. Garman (1987). “What was that you said?” Instructor **96**(April): 66-70.

Lewis, M. H. and N. L. Reinsch, Jr (1988). “Listening in organizational environments.” Journal of Business Communication **25:3**(Summer): 49-67.

Lewis, T. R. (1958). “Listening.” Review of Educational Research **28**: 89.

Lieb, B. (1960). “How to be influenced discriminatingly.” Today's Speech **8**(April): 24-26.

Liehr, P. (1992). “Uncovering a hidden language: The effects of listening and talking on blood pressure and heart rate.” Archives of Psychiatric Nursing **6**(5): 306-311.

Listening and talking are essential to social interaction and especially to successful nursing interventions. Human life and health experiences are defined within the context of dialog, talking with, and listening to others. Therapy progresses as therapist and client talk with and listen to each other. While the cardiovascular changes occurring during talking have been extensively documented, those that occur during listening have not been studied. Blood pressure (BP) and heart rate (HR) were measured in 109 healthy Ss (aged 21-67 yrs) while they listened and talked. Talking resulted in significant increases in both BP and HR. While also significant, increases during listening were of a lesser magnitude. Cardiovascular changes were affected by the order of the dialog activities (talking or listening first) and by gender. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Lippke, R. L. (1974). “Improving students' listening skills.” Speech Teacher **23**(January): 53-6.

Lippman, L. G. (1988). “Use of slow renditions to facilitate piano proficiency in young musicians.” Journal of the International Listening Association **2**: 133-140.

Lissa, Z. (1965). “On the evolution of musical perception.” J AES Art Crit **24**(Winter): 273-286.

Lobdell, C. L., K. T. Sonoda, et al. (1993). “The influence of perceived supervisor listening behavior on employee commitment.” Journal of the International Listening Association **7**: 92-110.

Long, D. R. (1989). “Second language listening comprehension: A schema-theoretic perspective.” Modern Language Journal **73**(1): 32-40.

Suggests that scripts are an essential component of language comprehension and that research is needed to determine how and why script-based comprehension is important to 2nd-language (L2) comprehension. It is noted that during the 1970s, cognitive psychology began to focus on the individual as an active processor of linguistic input and that most current knowledge about comprehension has been borrowed from other disciplines (e.g., cognitive psychology). Discussion focuses on the relationship between world knowledge and 1st-language listening comprehension as well as L2 listening research. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Lowenthal, B. (1985). “Listening to the special student.” Academic Therapy **21**(1): 51-54.

Outlines practical suggestions for becoming a better listener to the youngster with language delay or other verbal expression impairment. Suggestions include the following: (1) Be interested and attentive. (2) Stimulate a conversation and then listen patiently. (3) Develop the skill of reflecting the feelings expressed in the speech of the handicapped youngster. (4) Watch for nonverbal messages. It is concluded that communication skills are influenced by good models. (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Lucas, S. (1983). “Skills: Listening is a learned art.” Working Woman **August**: 45.

Lumley, F. H. (1933). “Rates of speech in radio speaking.” The Quarterly Journal of Speech **19**: 393-403.

Lundgren, R. E. and R. J. Shavelson (1974). “Effects of listening training on teacher listening and discussion skills.” California Journal of Educational Research **25**(September): 205-18.

Lundsteen, S. W. (1968). “A model of the teaching-learning process for assisting development of children's thinking during communication.” Journal of Communication **18**: 412-35 (a).

Lundsteen, S. W. (1969). “Research in critical listening and thinking: A recommended goal for future research.” Journal of Research and Development in Education **3**(Fall): 119-33.

Lundsteen, S. W. (1970). “Manipulating abstract thinking as a subablitity to problem solving in a problem solving context of an english curriculum.” American Educational Research Journal **7**(May): 373-96.

Lundsteen, S. W. (1976). “Research review and suggested directions: Teaching listening skills to children in the elementary school, 1966-1971.” Language Arts **53**(March): 348-51.

Lundsteen, S. W. (1977). “On developmental relations between language learning and reading.” The Elementary School Journal **77**: 192-203.

Lundsteen, S. W. and L. Goode (1981). “Listening: An integrated approach to developing learning skills.” Learning Years(January): 61-63+.

Lynch, J. J. (1985). “Listen and live.” American Health **4**(April): 39-43.

MacLachlan, J. (1980). “Time-compressed commercials.” Video Systems(July): 20-23.

MacLachlan, J. (1982). “Listener perception of time-compressed spokespersons.” Journal of Advertising Research **18**: 11-15.

MacLachlan, J. and P. LaBarbera (1978). “Time-compressed commericals.” Journal of Advertising Research **18**: 11-15.

MacNeil, R. (1983). “Is television shortening our attention span.” New York University Education Quarterly **14**(Winter): 2-5.

Margolis, H. (1991). “Listening: The key to problem solving with angry parents.” School Psychology International **12**(4): 329-347.

Emphasizes what to listen for and how to use this information to problem solve with parents in conflict with school personnel in the context of the system mandated in US schools for students classified as eligible for special education. When interacting with parents, school personnel should listen for fears, areas of agreement and disagreement, assumptions and self-defeating thought patterns, perceptions of power, and signs of understanding. They should listen to assess the stage of group development and the parents' understanding of problem-solving processes. Used in combination with nonjudgmental reflective listening, respect for parents' feelings, and a belief that each can learn from the other, the information obtained through informed listening can help resolve disputes. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Margulies, A. (1985). “On listening to a dream: The sensory dimensions.” Psychiatry **48**(4): 371-381.

Argues that in searching for the latent meaning of dreams, therapists often bypass the unique subjective reality of the dreamer and the therapist's own listening and imaginative processes. The sensory dimensions of a dream specimen of a male client who had once experienced a severe manic psychosis are explored to suggest that phenomenology as a descriptive endeavor can be complementary to traditional psychodynamic approaches and can lead to a renewed empathic appreciation of another person's inner world and the therapist's continual struggle to enter into that reality. A dream is considered a personal experience that is necessarily constructed from a completely subjective vantage point rather than as a rebus of symbols awaiting a textual translation in hermeneutic fashion. (28 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Marks, E. and G. A. Noll (1967). “Procedures and criteria for evaluating reading and listening comprehension tests.” Educational and Psychological Measurement **27**(Summer): 335-48.

Marsnik, N. (1993). “The impact of gender on communication.” Journal of the International Listening Association(special issue): 32-42.

Martinez, M. and N. Roser (1985). “Read it again: The value of repeated readings during storytime.” Reading Teacher **38**(8): 782-786.

Investigated how 4-yr-old children's responses to literature changed with increasing familiarity with a story. In 1 case study, stories were read to a 4-yr-old at home, and in another study, stories were read to a nursery school class. Adults read 6 stories that were initially unfamiliar to Ss a total of 3 times. To analyze the changes in Ss' responses when listening to unfamiliar and familiar stories, the Ss' talk was classified according to form (whether the talk was a question, comment, or answer) and focus (whether the talk was directed toward the story's title, characters, events, details, setting, language, or theme). Results indicate that as the Ss had more opportunity to listen to a story, their range of responses increased. They appeared to have more opportunity to clarify, to fill gaps, and to make connections. In effect, the Ss gained increased control over stories they heard more than once. (8 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Masur, E. F. (1978). “Preschool boys' speech modifications: The effect of listeners' linguistic levels and conversational responsiveness.” Child Development **49**(September): 924-27.

Matalene, H. L. (1984). “The interactionism of the ancient regime: Or, why does anybody ever bother to listen to anybody else?” College English **46**(1): 23-31.

Matter, J. F. (1990). “Listening comprehension in a new perspective.” Communication & Cognition **23**(4): 305-316.

Characterizes listening comprehension in terms of what happens when people listen to spoken language and the nature of the acoustical signal. Problems confronting non-native listeners are addressed, and the relationship between auditory and visual word recognition is explored. If written word forms help recognize spoken word forms and vice versa, the 2 should not be disconnected as is often done in classroom practice. Instead, students should be provided with the correct spelling of words from the start so that the visual and auditory images of the words can reinforce each other. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Maude, B. (1973). “How to listen.” Times Educational Supplement **3024**(May 11): 77.

McClain, B. (1985). “Can hidden messages help us control ourselves?” The Montgomery Journal **17**(January): B6.

McComb, K. B. and F. M. Jablin (1984). “Verbal correlates of interviewer empathic listening and employment interview outcomes.” Communication Monographs **51**(4): 353-371.

Analyzed the audio- and videotapes of 49 actual employment screening interviews conducted at a university placement center to determine the relationships among certain interviewer verbal behaviors, applicants' perceptions of their interviewers as empathic listeners, and actual interview outcomes (receiving/not receiving a 2nd interview offer). Analyses revealed that the frequency with which interviewers made interruptive statements was significantly and negatively associated with applicants' perceptions of empathic listening. However, screening interviews from which 2nd interview offers were eventually made were not differentiated either by applicants' empathic listening perceptions or interviewers' empathic listening behaviors from interviews from which no offers were forthcoming. (39 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

McCroskey, J. C. (1984). “Communication competence and performance.” Communication Education **31**: 1-8.

McDevitt, T. M. (1990). “The influences of speakers' characteristics and mothers' informal listening instruction on children's evaluations of messages.” Learning & Individual Differences **2**(3): 353-369.

Examined age of speaker and mothers' informal instruction about listening as influences on children's evaluations of orally presented messages. 80 2nd and 4th graders listened to 1 of 4 speakers (2 women and 2 9-yr-old girls) presenting essays on videotape. Ss were asked for their evaluative responses to the essays, some of which were internally inconsistent; mothers of the Ss were asked what they would say to their children in hypothetical listening situations. Children reported more inconsistencies with adult speakers than with child speakers. Mothers' tendency to use communicative feedback that drew explicit attention to the communicative activity was positively associated with childrens' detection scores for the 2nd graders, but not for the 4th graders. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

McDevitt, T. M. (1990). “Mothers' and children's beliefs about listening.” Child Study Journal **20**(2): 105-128.

36 mothers and their 7- and 9-yr-old children were questioned on their concepts of listening. Mothers were asked to describe an instance of good listening by their children and the methods that promoted listening development. Children also took part in a comprehension-monitoring listening task. Mothers stressed eye contact and socially appropriate actions more than did children. Children stressed attending and being still and quiet. Mothers believed children should listen more carefully and ask questions when confused; children more often selected other responses. Mothers who felt that children should use intellectual resources in listening and seek immediate resolution to misunderstandings, and who encouraged a variety of components of listening in their children, had children who performed well on comprehension-monitoring and who held similar beliefs. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

McDevitt, T. M. (1990). “Encouraging young children's listening.” Academic Therapy **25**(5): 569-577.

Considers methods to improve the listening competencies of children, especially learning disabled children. Developmental research is presented on children's beliefs about listening, and recommendations are offered for enhancing listening (e.g., the importance of modeling good listening). (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

McDevitt, T. M., C. A. Ewers, et al. (1991). “Mothers' beliefs about listening: Implications for children's comprehension and conceptions of listening.” Journal of Applied Developmental Psychology **12**(4): 467-489.

44 mothers offered their beliefs about listening and methods for encouraging listening in their 3- to 5-yr-old children. Children's comprehension performance and conceptions of listening were also obtained. Mothers perceived themselves as the primary agents responsible for children's development of basic listening competencies, such as figuring out the main point of what someone said to them, not interrupting others, and asking a question of the speaker when confused. Children who had strong comprehension skills had mothers who believed that listening is a complex set of activities, emphasized their own responsibility in ensuring that their children develop basic listening competencies, stressed comprehension processes and question asking in their conceptions of listening and in their techniques for enhancing children's listening, and began reading to their children at an early age. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

McDevitt, T. M. and M. Oreskovich (1993). “Beliefs about listening: Perspectives of mothers and early-childhood teachers.” Child Study Journal **23**(3): 153-172.

50 early-childhood teachers and 44 mothers of children aged 3-5 yrs offered their beliefs about listening and methods for encouraging listening in children. Mothers and teachers held similar views about the components of good listening for children. However, they reported different limitations when discussing children's difficulties with listening, and each group believed that they were most responsible for ensuring that children developed basic listening competencies. Mothers and teachers displayed disparities in their reports of how they encouraged children's listening and how they responded to occasions when children were confused. The level of education of teachers in child development/early childhood education was associated with the nature of their beliefs about listening. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

McDevitt, T. M., E. P. Sheehan, et al. (1994). “Conceptions of listening, learning processes, and epistemologies held by American, Irish, and Australian university students.” Learning & Individual Differences **6**(2): 231-256.

48 American, 39 Irish, and 52 Australian students completed surveys on listening and related constructs. Ss were asked about their conceptions of good listening, difficulties encountered while listening and methods for solving these problems, typical demeanors while listening, reasons for asking and not asking questions, their levels of motivation, ranking of achievement in comparison to peers, personal epistemologies, and the learning processes used. Ss cited a variety of features of good listening, problems and methods of solving them, and reasons for asking and not asking questions. Some aspects of listening were associated with learning processes, such as question asking and elaborative processes, while listening comprehension processes and superficial, behavioral aspects of listening were independent of general epistemologies and learning processes. Cultural differences were obtained in listening, learning, and epistemology composites. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

McDevitt, T. M., E. P. Sheehan, et al. (1991). “Self-reports of academic listening activities by traditional and nontraditional college students.” College Student Journal **25**(1): 478-486.

169 undergraduates (aged 16-54 yrs) offered self-reports of their typical listening demeanors in college classrooms, the difficulties they experienced as listeners, and the solutions they adopted to overcome these difficulties. Nontraditional Ss (aged 25+ yrs) more often reported engaging in positive listening actions than did traditional Ss (aged <25 yrs). Traditional Ss also reported more difficulties with listening. There were some differences in the specific solutions the 2 groups employed: attending and listening more carefully were important to traditional Ss, while asking questions of the professor was important to nontraditional Ss. Ss' reluctance to ask questions is discussed. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

McDevitt, T. M., N. Spivey, et al. (1990). “Children's beliefs about listening: Is it enough to be still and quiet?” Child Development **61**(3): 713-721.

Examined children's conception of listening (LST) and their performance as listeners (LERs). 48 7-, 9-, and 11-yr-old children were interviewed for their concepts of good LST, beliefs about appropriate actions for confused LERs to take, attributions of responsibility for an LER's confusion, reports of how speakers and LERs feel during communication breakdown, and ability to detect inconsistencies during a comprehension-monitoring task (CMT). Older Ss relied less on behavioral orientation and more on attempts to comprehend and other criteria in their definitions of good LST. Ss believed that appropriate LST responses depend on the situation. With age, Ss reported more complex negative emotions for LERs and speakers experiencing a breakdown in understanding. Ss recalled incongruent material more than congruent material on the CMT. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

McGregor, G. (1983). “Listeners' comments on conversation.” Language & Communication **3**(3): 271-304.

Analyzed the comments of 16 invited listeners (eavesdroppers) on 5 min of a taped extract of conversation. Results show that a considerable variety of observations were made by some eavesdroppers, while others had little or nothing to say. Comments suggest that the naive, native hearer has the ability to recover situation from text and to ""interpret'' the verbal behavior of others. It is concluded that the skill of the hearer is fundamental to the understanding of conversational activity. (33 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

McKay, M. J. (1988). “Extended wait-time and its effect on the listening comprehension of kindergarten students. National Reading Conference (1987, St. Petersburg, Florida).” National Reading Conference Yearbook. No **37**: 225-233.

Studied the effect of extended teacher wait-time (ETWT) on the listening comprehension of 120 kindergartners. Ss were equally divided into 2 groups: the ETWT (3-5 sec) and the typical wait-time (<2 sec). Results indicate that ETWT had a significant and positive effect on listening comprehension instruction. The quantity and quality of verbal interactions improved, and achievement increased. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

McKenzie, N. J. and A. J. Clark (1995). “That all-in-one concept: How much must listening research include?” International Journal of Listening **9**.

McKibben, M. L. (1982). “Listening, study skills and reading: Measuring and meeting college freshman needs in the 1980's.” .

McMahon, M. A. and J. D. Subtelny (1981). “Simultaneous listening, reading, and speaking for improvement of speech.” Volta Review **83**(4): 206-214.

Recorded the oral readings and spontaneous speech of 22 hearing-impaired adults before and after they received 28 hrs of group instruction. Written language samples were also obtained. The speech samples were analyzed to secure ratings and measures of intelligibility. The writing samples and transcriptions of the spontaneous speech samples were analyzed and compared relative to grammatical acceptability. Results indicate that the intelligibility of oral reading and spontaneous speech was significantly improved as a consequence of training. However, no significant improvement in grammatical acceptability of spoken English was observed. The improvement in intelligibility appears to have resulted from a favorable modification in the articulatory and prosodic features of speech, rather than from any noticeable changes in the grammatical correctness of the utterance. (20 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

McShane, E. A. and E. L. Jones (1990). “Modifying the environment for children with poor listening skills. Special Issue: Curriculum modification.” Academic Therapy **25**(4): 439-446.

Presents general considerations, described as things to keep in mind when working with students with poor listening skills. Specific activities are given to facilitate and enhance listening skills in these children. The authors also present listening activities that can be done with the whole class to help develop good listening skills. Through the use of specific activities that enhance listening skills as well as some general modifications of the auditory environment, the teacher can help the poor listener function more effectively in the classroom. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Meng, K. (1992). “Narrating and listening in kindergarten. Special Issue: Narrative development in a social context.” Journal of Narrative & Life History **2**(3): 235-252.

Presents results of a longitudinal study of the narrative (NT) development of German-speaking kindergarten children. NT units were obtained from about 15 Ss at age 3, 4.5, and 6 yrs while eating, playing, going to the bathroom, and working. A major leap in NT development was noted in Ss from the 3-yr to the 4.5-yr or 6-yr stages. The main difference was that 3-yr-olds did not plan extended event presentations and did not expect them from other children. Thus, special initiation and closing phases were not necessary in the transition from normal talk to NT units and back to normal talk. Also, older Ss had developed a considerable understanding of the obligation of reportability and truth and were able to signal their own perspective by content-bound and paralinguistic and by some linguistic procedures. Between 4.5 and 6 yrs, Ss progressed in signaling temporal relations and were more supportive in the roles of narrator and listener. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Miller, L. C., R. E. Lechner, et al. (1985). “Development of conversational responsiveness: Preschoolers' use of responsive listener cues and relevant comments.” Developmental Psychology **21**(3): 473-480.

Examined how the use of responsive listener cues (e.g., head nods, uh-hums, yesses, gazes, smiles) and relevant comments changes over the preschool years by videorecording 33 children (aged 29-67 mo) as they listened to an adult speaker talk about his experiences. Older Ss used more head nods and spent more time talking, smiling, and gazing than did younger Ss. In addition, age was significantly correlated with use of relevant comments but not the use of irrelevant comments. Furthermore, the Ss who used more responsive nonverbal cues tended to also engage in more responsive verbal behaviors. The relationship between the development of nonverbal and verbal behaviors is discussed. (40 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Miller, M. J., B. Brehmer, et al. (1970). “Communication and conflict reduction.” International Journal of Psychology **5**(2): 75-87.

Miller, N. (1976). “Speed of speech and persuasion.” Journal of Personality and Social Psychology **34**(October): 615-624.

Miller, S. D. and D. E. Smith (1990). “Relations among oral reading, silent reading and listening comprehension of students at differing competency levels.” Reading Research & Instruction **29**(2): 73-84.

83 3rd, 4th, and 5th graders read orally and silently and listened to grade appropriate passages, then answered literal and inferential questions (M. L. Woods and A. J. Moe, 1977). For poor readers, listening comprehension was equal to oral reading comprehension and both were superior to silent reading comprehension. For average readers, listening comprehension was equal to silent and both were superior to oral. For good readers, oral comprehension was equal to silent and both were superior to listening. Discussion focuses on how this study's findings are similar to conclusions drawn from cross-modality and self-regulated learning research. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Milne, J. and E. G. Johnson (1985). “Modification of children's speech as a function of the perceived intellectual capacity of the listener.” Journal of Mental Deficiency Research **29**(3): 225-231.

Examined the speech of 40 children (mean age 9.37 yrs) under the listener conditions of speech to a younger child and to a retarded child of the same sex and similar chronological age, relative to initial speech to a peer. Listeners comprised 15 additional primary-grade Ss, 15 kindergartners (mean age 5.82 yrs), and 15 mildly mentally handicapped Ss (mean age 9.9 yrs). Verbal utterances during the communication task were tape-recorded, transcribed, and coded. Results show that modification, as indexed by an increase in quantity of speech and in semantic coherence, was observed in speech to a retarded listener but not to a younger listener, suggesting that the intellectually handicapped Ss were perceived as being less competent listeners. The effect is interpreted as a result of an active integration program in a particular school setting and is seen to offer promise for the limited integration of the mildly disabled. (4 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Mitrani, J. L. (1993). “Deficiency and envy: Some factors impacting the analytic mind from listening to interpretation.” International Journal of Psycho-Analysis **74**(4): 689-704.

Examines aspects of an unconscious process developing within the mind of an analyst, a process that affects both the way in which an analyst listens to a patient's material and the interpretations subsequently formulated. The article highlights the problem of an analyst's misuse of theory as a protection against unbearable feelings of psychic pain, evoked by what is perhaps the most essential tool of psychoanalysis: the analyst's emotional contact with the patient's early experiences in infancy. Both the deficiency theory and the concept of primary envy are called into question. Some of the most recent works of post-Kleinians are reviewed. Clinical examples, both from the author's own experience and from previously published material, are considered as illustrative of some factors that may impact on the mind of the psychoanalyst from listening and interpretation. (French, German & Spanish abstracts) (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Moe, J. (1984). “The status of listening at UW-Stevens Point: A pilot report.” Journal of the International Listening Association: 25.

Monaghan, R. R. and J. G. Martin (1968). “Symbolic interaction: Analysis of listening.” Journal of Communication **18**(June): 127-30.

Moore, D., D. Hausknecht, et al. (1986). “Time-compression, response opportunity, and persuasion.” Journal of Consumer Research **13**: 85-99.

Moray, N. (1959). “Attention in dichotic listening: Affective cues and the influence of instructions.” Quarterly Journal of Experimental Psychology **11**(February): 56-60.

Morgan, V. and S. Pearson (1994). “Social skills training in a junior school setting.” Educational Psychology in Practice **10**(2): 99-103.

Describes a social skills training group designed to improve students' skills in listening, friendship, assertion, conflict resolution, cooperation, and having fun. Year 3 and Year 4 students in the UK participated in 6 1-hr sessions after school, and rather than sticking strictly to a behavioral method, the authors introduced elements of activities that were closer to drama-therapy. Pre- and post-project questionnaires were given to teachers and students to evaluate the course. Teachers indicated that 6 of 8 children showed positive behavioral changes, and all children made at least 2 positive comments about the course. Additionally, after the course, children required fewer prompts to say something positive about themselves, and 2 of the 6 children were able to mention specific things they would like to change about themselves. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Morganstern, N. A. (1977). “Teacher, are you listening?” School and Community **64**(November): 24.

Mosberg, L. and D. Johns (1994). “Reading and listening comprehension in college students with developmental dyslexia.” Learning Disabilities Research & Practice **9**(3): 130-135.

Investigated the relationship between reading comprehension (RC) and listening comprehension (LC) in University of Delaware students diagnosed with developmental dyslexia (DD). Ss were 16 dyslexic students (13 males, 3 females) in the experimental group (EG) and 16 normal-reading students (8 males, 8 females) in the control group (CG). LC test material was adapted from 2 videotape lectures from the St. Edward's University Directed Listening Skills Project (P. T. Newton, 1984). RC tests were typed transcripts of the videotapes. The only significant difference between groups was in the time required to complete the tests. Given sufficient time, DD students can perform at comparable levels with NRSs. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Murphy, G. (1949). “We also learn by listening.” Elementary English **26**(March): 127-128, 157.

Naka, M. and T. Muto (1983). “The effects of contextual information on understanding indirect requests.” Japanese Journal of Educational Psychology **31**(3): 195-202.

Investigated the effects of contextual information about the speaker's goal and condition and about the hearer's condition and attitude on understanding the ""illocutionary force'' and the content of indirect requests. In Exp I, Ss were presented with contextual information, an indirect representation of a request, and then a direct representation of the request. Ss had to decide if the illocutionary force of the indirect and direct requests was the same. In Exp II, Ss were presented with successive pieces of contextual information regarding a request and were required to guess the content of the request. Responses and RTs were recorded in both experiments. Information about the speaker's goal and the hearer's attitude was useful in understanding illocutionary force, whereas information about the hearer's attitude and the condition of both speaker and hearer had the greatest effect on the understanding of the content of requests. (10 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Nangea, N. K. (1978). “Do you have an executive ear?” Supervisory Management **23**(August): 36-9.

National Assessment of Educational Progress (1978). “Pilot study explores speaking, listening skills.” National Assessment Newsletter **11**: 4.

Nelson, H. (1948). “The effect of variation of rate on recall by radio listeners.” Speech Monographs **15**: 173-180.

Neville, M. H. and A. K. Puch (1974). “Context in reading and listening: A comparison of children's errors in cloze tests.” British Journal of Educational Psychology **44**(November): 224-32.

Nichols, R. (1948). “Factors in listening comprehension.” Speech Monographs **15**: 154-163.

Nichols, R. (1951). “Needed research in listening communication.” Journal of Communication **1**: 48-59.

Nichols, R. G. (1957). “Listening is a 10 part skill.” Nation's Business **45**: 56-58.

Nichols, R. G. (1961). “Do we know how to listen? Practical helps in a modern age.” The Speech Teacher **10**(March): 118-24.

Nichols, R. G. (1972). “Listening is good business.” Management of Personnel Quarterly **1**: 2-10.

Nichols, R. G. (1987). “Listening is a 10-part skill.” Nation's Business(September): 40.

Nichols, R. G. (1987). “Manipulation versus persuasion.” Journal of the International Listening Association **1**: 3-14.

Niehouse, O. L. (1986). “Listening: The other half of effective communications.” Management Solutions **31**(August): 26-29.

Nixon, J. and J. West (1989). “Listening-the new competency.” The Balance Sheet **70**(January/February): 21-22.

Norton, D. and W. R. Hodgson (1974). “Intelligibility of black and white speakers for black and white listeners.” Language and Speech **16**(July-September): 207-210.

Nugent, W. R. and H. Halvorson (1995). “Testing the effects of active listening.” Research on Social Work Practice **5**(2): 152-175.

Four experiments examined the short-term affective outcomes of differently worded active listening (AL) statements. 29 graduate students in social work, 12 staff members from a family service agency, and 14 family service agency volunteers participated in scenarios testing 2 different types of AL. In the 1st AL type, the response is either neutral with respect to a client's interpretation of an event or situation or implies the existence of alternate interpretations. The 2nd type presupposes the accuracy or correctness of a client's interpretation of an event or situation. Results replicate across experiments, dependent measures, across client situations and affect, and across experimenters; and suggest that differently worded AL responses may lead to different short-term client affective outcomes. AL statements of the 2nd type may cause clients to feel more intense levels of anger, anxiety, and/or depression than AL statements of the 1st type. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

O'Hair, M., D. O'Hair, et al. (1988). “Enhancement of listening skills as a prerequisite to improved study skills.” Journal of the International Listening Association **2**: 113-120.

O'Heren, L. and W. E. Arnold (1991). “Nonverbal attentive behavior and listening comprehension.” Journal of the International Listening Association **5**: 86-92.

Okabayashi, H. (1991). “Teaching English as a second language: Listening and pause.” Psychologia: an International Journal of Psychology in the Orient **34**(4): 227-231.

A study was conducted to improve the listening comprehension skill of Japanese university students learning English. Two experiments examined (1) whether a pause could improve the listening comprehension level and (2) whether sound discrimination ability for a single word could affect the listening comprehension level for a sentence. 85 university students listened to words spoken with and without a pause (Exp 1), and 40 university students listened to sentences spoken with pauses before and after training sessions (Exp 2). Results indicate that (1) sound discrimination ability directly affected the listening comprehension level for a sentence, and (2) a pause-inserted training method could affect the level of listening comprehension only for a training situation. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Okun, S. K. (1975). “How to be a better listener.” Nation's Business **63**(August): 59-60.

Olsen, J. (1966). “How to help your pupils pay attention.” Grade Teacher **84**(Spetember): 148+.

Orr, D. (1968). “Compressed speech.” Journal of Communication **18**(3).

Orr, D. B. and W. R. Graham (1968). “Development of a listening comprehension test to identify educational potential among disadvantaged junior high school students.” American Educational Research Journal **5**(March): 167-80.

Ortony, A. (1978). “Remembering, understanding and representation.” Cognitive Science **2**: 53-69.

Osorio, L. C. (1993). “The analyst's mind: From listening to interpretation.” Revista Brasileira de Psicanalise **27**(1): 21-42.

Explores the complex workings of the analyst's mind in the interactional analyst-analysand context. The psychic space that corresponds to the space between listening and interpretating, which L. C. Osorio calls "analytic space," (AS) is always shared by analyst and patient. Clinical vignettes illustrate this theme. AS is considered as a transitional space between transference and countertransference; as locus of interface between analyst's and patient's unconscious systems; also, as a space for sheltering and synchronization of the emotions shared by analyst and patient, indispensable for the emergence of insights and the subsequent working throught. AS can also become a storage space for the analyst's conflictual residues and, consequently, a locus of possible generation of iatrogenic disturbances in the analytic function. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Ostermeier, T. H. (1989). “Auditory illusions and confusions: Impact on listening.” Journal of the International Listening Association **3**: 44-55.

Ostermeier, T. H. (1991). “Fast talkers and speeding listeners: Television/radio commercials.” Journal of the International Listening Association **5**: 22-35.

Ostermeier, T. H. (1993). “Listening as a theme of a corporate annual report.” Journal of the Wisconsin Commuication Association **24**: 48-61.

Ostermeier, T. H. (1994). “Perception of nonverbal cues in dialogic listening in an intercultural interview.” Journal of the International Listening Association **8**(Special Issue): 64-75.

Ostermeier, T. H. (1995). “Meaning differences for nonverbal cues: Easier or more difficult for the intercultural listener.” Intercultural Communication Studies **1**: 19-40.

Overton, J. A. and D. G. Bock (1986). “A study of the development, validation, and application of the construct of listening reluctance.” Journal of the Illinois Speech Teachers Association **38**: 31-41.

Paley, V. G. (1986). “On listening to what the children say.” Harvard Educational Review **56**(2): 122-131.

Describes a method for studying the young child in the classroom that involves a new teaching approach in which, rather than declaring children's comments and answers as right or wrong, teachers allow children to make discoveries through their own observations and discussions. The evolution of the method and its effect in the classroom are discussed. (0 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Palmer, B. C., M. F. Sharp, et al. (1991). “The effects of music and structured oral directions on auding and reading comprehension.” Journal of the International Listening Association **5**: 7-21.

Pankow, E. (1974). “Listening games.” Instructor **83**(April): 79.

Papa, M. J. and E. C. Glenn (1988). “Listening ability and performance with new technology: A case study.” Journal of Business Communication **25**(Fall): 5-15.

Parkin, A. J., A. Wood, et al. (1988). “Repetition and active listening: The effects of spacing self-assessment questions.” British Journal of Psychology **79**(1): 77-86.

Evaluated the practical application of repetition effects in a classroom setting. 52 continuing education students listened to a short passage; at various points in the passage Ss were required to answer a self-assessment question (SAQ) that referred to an item of information in the immediately preceding portion of the text. Each SAQ was then repeated either immediately or after 1, 2, or 4 min. After 3 hrs, Ss were given an unexpected recall test. Recall accuracy increased as a function of lag between presentation and repetition of SAQs. Increasing the lag between an SAQ and its target information did not affect subsequent delayed recall. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Parks, S. (1987). “Experiments in appropriating a new way of listening.” Journal of Analytical Psychology **32**(2): 93-115.

Explores the growing interest on the part of Jungian analysts in the work of R. Langs and reports 3 case experiments using his communicative-interactional analytic method. It is suggested that Langs's contributions meet a significant need in contemporary psychoanalysis to close the developmental lag between theory and practice and that Langs shares with Jung an appreciation of the unconscious mind. The basic components of Langs's method are examined, including (1) his method of validating the analyst's intervention, (2) his concepts used to organize the observations of the interaction between analyst and patient, and (3) his concept of the secure frame generating the bipersonal field occupied by the participants. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Parrott, L. J. (1984). “Listening and understanding.” Behavior Analyst **7**(1): 29-39.

Argues that the activities involved in mediating reinforcement for a speaker's behavior constitute only one phase of a listener's reaction to verbal stimulation. Other phases include listening and understanding what a speaker has said. It is contended that the relative subtlety of these activities is reason for their careful scrutiny. Listening is conceptualized as a functional relation obtaining between the responding of an organism and the stimulating of an object. A current instance of listening is regarded as a point in the evolution of similar instances, whereby an individual's history of perceptual activity may be regarded as existing in his/her current interbehavior. Understanding reactions are more complex than listening reactions due to the preponderance of implicit responding involved. Implicit responding occurs by way of substitute stimulation, and an analysis of the serviceability of verbal stimuli in this regard is made. Understanding is conceptualized as seeing, hearing, or otherwise reacting to actual things in the presence of their names alone. It is concluded that unless some attempt is made to elaborate on the nature and operation of listening and understanding, the more apparent reinforcement mediational activities of a listener are merely asserted without an explanation for their occurrence. (12 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Patterson, C. J. (1978). “Teaching children to listen.” Today's Education **67**(April): 52-3.

Pearson, P. D. and L. Fielding (1982). “Research update: Listening comprehension.” Language Arts **59**: 617-629.

Perras, M. T. and A. R. Weitzel (1981). “Measuring daily communication activities.” Florida Speech Communication Journal **9**: 19-23.

Perrine, R. M. (1993). “On being supportive: The emotional consequences of listening to another's distress.” Journal of Social & Personal Relationships **10**(3): 371-384.

In a laboratory setting, 52 undergraduates individually talked with a confederate who enacted a distressed role. The confederate's response was manipulated to signal improvement or no improvement. Responses of the S were categorized as supportive (i.e., primarily listening or providing encouragement) or active (i.e., primarily problem solving). Ss' affect, goal accomplishment, and feelings of responsibility were assessed. Three factors were significantly related to an increase in the S's anger and sadness: (1) when the confederate did not improve, (2) when the S relied on supportive responses, and (3) when Ss perceived that they had not accomplished their goal. The more responsible Ss felt for solving the problem the more negative affect they experienced when the confederate did not improve. Whatever the confederate's response, Ss who relied on problem solving felt that they had helped more than did Ss who relied on listening. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Pezdek, K. and E. F. Hartman (1983). “Children's television viewing: Attention and comprehension of auditory versus visual information.” Child Development **54**(4): 1015-1023.

90 5-yr-olds in 2 experiments viewed a videotape of Sesame Street and were asked comprehension questions. Equal numbers of Ss viewed the TV program with (a) toys available to play with (visual attention manipulation); (b) a record playing in the room (auditory attention manipulation); or (c) no toys or record available (control condition). All Ss viewed the same TV sequence, which consisted of (a) visual segments, (b) auditory segments, and (c) mixed modality segments. It was found that Ss effectively distributed their attention such that they could process auditory and visual information from TV while performing other activities. Further, Ss were sensitive to which segments required visual attention and which did not, and they were able to spontaneously adjust their pattern of visual attention appropriately. Results indicate that children utilize a fairly sophisticated cognitive processing strategy while watching TV. (12 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Phipps, T. C. (1993). “Listen with your heart: Listening to people with disabilities.” Journal of the International Listening Association(special issue): 8-16.

Plattor, E. (1988). “Assessing listening in elementary and junior high schools: And examination of four listening tests.” Journal of the International Listening Association **2**: 41-44.

Plourde, L. (1986). “Getting kids to be better communicators.” Learning '86 **15**(July/August): 1.

Porter, S. (1979). “Poor listening is big problem for businesses.” The Washington Star(November 14).

Potter, R. L. (1977). “Learning to listen: TV can help.” Teacher **95**(November): 40.

Powell, J. T. (1986). “Stress listening: coping with angry confrontations.” Personnel Journal **65**(May): 27-29.

Preiss, R. W. and L. R. Wheeles (1989). “Affective responses in listening: A meta-analysis of receiver apprehension outcomes.” Journal of the International Listening Association **3**: 72-98.

Preiss, R. W. and L. R. Wheeless (1989). “Affective responses in listening: A meta-analysis of receiver apprehension outcomes.” Journal of the International Listening Association(Spring): 72-76.

Price, M. J. (1993). “Exploration of body listening: Health and physical self-awareness in chronic illness.” Advances in Nursing Science **15**(4): 37-52.

Explored how 9 healthy and 9 chronically ill adults (asthma or multiple sclerosis) understand their body experience. Ss were interviewed and asked to keep a 6-wk diary. Significant statements were collated and analyzed for formulated meanings. The resultant body paradigm is defined as the person's explanatory model of who she/he is physically and is the result of past body experiences, shared body experiences of others while growing up, perceived circadian rhythms, and personal gnosis. Perception of energy patterns was central to both S groups, and chronically ill informants described adapting to a new body paradigm. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Purdy, M. (1991). “Listening and community: The role of listening in community formation.” Journal of the International Listening Association **5**: 51-67.

Rankin, P. (1928). “The importance of listening ability.” English Journal **17**: 623-30.

Rankin, P. T. (1926). “The measurement of the ability to understand spoken language.” Dissertation Abstracts **12 (1952)**: 847.

Rasmuson, T. J. (1987). “The effects of pausing and listening ability on retention of a spoken message.” International Listening Association Journal **1**: 117-128.

Ratcliff, J. D. (1971). “I am joe's ear.” Reader's Digest(October): 131-34.

Raviv, A., A. Raviv, et al. (1991). “Psychological counseling over the radio: Listening motivations and the threat to self-esteem.” Journal of Applied Social Psychology **21**(4): 253-270.

Used help-seeking models to elucidate individuals' motivations for listening to radio counseling programs. Listening motivations for 2 different Israeli counseling programs were compared among 180 female listeners and callers to the programs. In addition, the degree of perceived threat to self-esteem associated with seeking help from a psychologist in a clinic as compared to a psychologist on the air was examined, as was the self-esteem of listeners and callers to the programs. Ss identified their motivation as receiving psychological information and help. Seeking help from a radio psychologist was found to be less threatening than turning to a psychologist in a clinic. The self-esteem of callers was lower than that of listeners. Results support the utility of psychological help-seeking models for research in the field of media psychology. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Reid, L. (1992). “Improving young children's listening by verbal self-regulation: The effect of mode of rule presentation.” Journal of Genetic Psychology **153**(4): 447-461.

Conducted a study to enhance children's listening by promoting use of self-regulative skills and to examine the effects of mode of presentation of a comparison rule on listening skills. 42 kindergartners and 1st graders were involved in 2 rule-utilization sessions under 1 of 3 conditions: interrogative mode, declarative mode, or control. The 2 sessions were followed by 2 posttests in which Ss were not prompted to use the comparison rule. Ss who were exposed to the rule detected more ambiguous messages than did Ss in the control group during rule-utilization sessions, and the interrogative mode improved 5-yr-olds', but not 6-yr-olds', listening skills more than the declarative mode did. Thus, different modes of rule presentation have important effects in inducing self-monitoring. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Reuter, A. (1969). “Listening experiences: Instructional materials center dial-a-tape system advances learning.” Elementary English **46**(November): 905-6.

Rhodes, S. C. (1985). “What the communication journals tell us about teaching listening.” Central States Speech Journal **36**: 24-32.

Rhodes, S. C. (1987). “A study of effective and ineffective listening dyads using the systems theory principle of entropy.” International Listening Association Journal **1**: 32-53.

Rhodes, S. C., K. W. Watson, et al. (1990). “Listening assessment: Trends and influencing factors on the 1980s.” International Listening Association Journal **4**: 62-82.

Richards, J. C. (1983). “Listening comprehension: Approach, design, procedures.” TESOL Quarterly **17**(June): 219-240.

Rickards, J. P. and C. B. McCormick (1988). “Effect of interspersed conceptual prequestions on note-taking in listening comprehension.” Journal of Educational Psychology **80**(4): 592-594.

Participants in this study were asked either to take notes, answer inserted conceptual prequestions, or do both while listening to a factual-level passage of 800 words. Participants were also allowed either to overtly or covertly review their notes or questions prior to a free recall test. As expected, interspersed conceptual prequestions did produce deeper or more elaborate note-taking, with 25% of the questioned concepts appearing in the notes. In addition, such conceptual note-taking influenced recall as well, with 68% of the noted concepts and only 27% of the nonnoted concepts being present in the recall protocols. Note taking alone resulted in more shallow, literal, or paraphrased listing of passage material in the notes. Overt review of notes or conceptual questions did aid recall, and with such review, conceptual prequestions produced as many solicited concepts as did the combination of note-taking and conceptual prequestions. Finally, both the note-taking/conceptual prequestion combined condition and the conceptual prequestion overt review condition yielded more total recall than a listening-only control group. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Ridge, A. (1982). “K-12 listening curriculum for wisconsin.” unpublished.

Rieder, C. and R. Rosenthal (1994). “Speaking of women: Men and women talking, listening, and being talked about.” Journal of Social Behavior & Personality **9**(3): 443-454.

Examined the ability of 6 female and 6 male undergraduates to extract verbal content from "noisy" channels of communication. Communicative distortions were created by content-filtering, a technique that makes the voice sound muffled and slightly distorted. Encoders included 20 female and 20 male undergraduates. Judges were significantly more accurate at decoding information from content-filtered audiotapes of person descriptions when the judges were the same sex as the speaker. In addition, the results revealed the critical role in communication of the sex of the person being talked about; speakers were easier to understand when talking about females than when talking about males. It appears that in communicatively taxing situations, there are important differences in the degree to which speakers' messages are understood. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Ries, A. and J. Trout (1983). “The eye vs. the ear.” Advertising Age **54**(March 14): M27-28.

Riter, C., P. Balducu, et al. (1982/1983). “Time compression: New evidence.” Journal of Advertising Research **22**(December/January): 39-43.

Roberts, C. V. (1986). “A validation of the Watson-Barker Listening Test.” Communication Research Reports **3**: 115-119.

Roberts, C. V. (1988). “The validation of listening tests: Cutting the Gordian knot.” Journal of the International Listening Association **2**: 1-19.

*Roberts, C. V. and L. Vinson* (1998). “Relationship Among Willingness to Listen, Receiver Apprehension, Communication Apprenhension, Communication Competence, and Dogmatism.” **International Journal of Listening** **12**: 1-11.

Rogala, R. E. (1971). “Shut up and listen.” Industry Week **169**(May 3): 39ff.

Rosnow, R. (1972). “Poultry and prejudice.” Psychology Today **5**(10): 53-56.

Ross, C. S. and E. C. Glenn (1996). “Listening between grown children and their parents.” International Journal of Listening **10**.

Rossiter, C. (1971). “Some implications of compressed speech for broadcasters.” Journal of Broadcasting **XV**: 303-307.

Rossiter, C. M. (1970). “Chronological age and listening of adult students.” Adult Education **21**(Fall): 40-43.

Rost, D. H. and A. Hartmann (1992). “Reading comprehension, listening comprehension, language comprehension.” Zeitschrift fur Psychologie **200**(4): 345-361.

Studied interactions among reading comprehension, listening comprehension, and verbal and nonverbal indicators of intelligence to determine predictors of reading disabilities. 221 4th-grade students (mean age 9 yrs 10 mo) completed a series of tests assessing reading comprehension, listening comprehension, verbal intelligence (i.e., verbal reasoning), and nonverbal intelligence (i.e., speed of information processing). Interactions among Ss' performance on these measures were analyzed. Several instruments, including the Digit Connection Test (W. D. Oswald and E. Roth, 1978) and the Linguistic Analogies for Grades 3-4 (R. Portmann, 1974) were used. (English abstract) (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Rowan, J. (1986). “Holistic listening.” Journal of Humanistic Psychology **26**(1): 83-102.

Outlines 4 levels of listening (intellect, feelings, body, and soul/spirit) and 4 types of listening (empathy, awareness, countertransference, and resonance). Eight possible combinations are described in terms of psychotherapy. Examples are given of working in these various modes. Implications for the training of counselors and psychotherapists, for research in this area, and for the selection of therapists by clients are noted. (48 ref) (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Royer, J. M., G. M. Sinatra, et al. (1990). “Patterns of individual differences in the development of listening and reading comprehension.” Contemporary Educational Psychology **15**(2): 183-196.

Traces the development of listening (LC) and reading comprehension (RC) over a 1-yr period. Sentence Verification Technique (SVT) tests were given to 151 3rd- and 4th-grade students 3 times (in May at the end of the school year, in September of the next school year, and in May of the same school year). LC performance showed relatively steady gains across the 3 test occasions, while RC performance showed no significant gain on the 2nd administration after a summer but did show significant gains on the 3rd administration, after a school year. Results are interpreted as indicating that RC and LC can be measured with SVT tests and that the 2 comprehension modalities develop independently with RC being more sensitive to instruction. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Rubin, D. (1977). “Listening: An essential skill.” Audiovisual Instruction **22**(October): 31-2.

Rubin, D., J. Daly, et al. (1982). “A review and critique of procedures for assessing speaking and listening skills among preschool through grade twelve students.” Communication Education **31**(October): 285-304.

Rubin, J. (1994). “A review of second language listening comprehension research.” Modern Language Journal **78**(2): 199-221.

Reviews over 130 studies of 2nd-language listening comprehension (LC) considering 5 major kinds of characteristics: (1) text (variation in a listening passage/text or associated visual support), (2) interlocutor (variation in the speaker's personal characteristics), (3) task (variation in the purpose for listening and associated responses), (4) listener (variation in the listener's personal characteristics), and (5) process (variation on the listener's cognitive activities and in the nature of the interaction between speaker and listener). Three directions for future research in LC are to prioritize the elements that affect listening most for each proficiency level, to identify the problems and strategies used in languages with varying kinds of transformations, and to research the kinds of negotiations that enhance understanding. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Rubin, J. B. (1985). “Meditation and psychoanalytic listening.” Psychoanalytic Review **72**(4): 599-613.

Examines the meditative technique taught in the Buddhist Theravadin tradition as a nontheistic mental and attentional training system to help psychoanalysts listen optimally. Also explored are the salient aspects of Freud's theoretical recommendations for facilitating optimum listening; W. Bion's (1967, 1970) recommendations for eschewing memory, desire, and understanding; and the meditative tradition's method. The meditative tradition recognizes that setting the stage internally and externally for listening is indispensable and that the optimum internal environment can be developed and refined by means of meditation (in training and before a session). (65 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Rubin, R. B. and C. V. Roberts (1987). “A comparative examination and analysis of three listening tests.” Communication Education **36**(2): 142-153.

Examined the conceptual and methodological similarities and differences of 3 listening measures: Watson-Barker Listening Test, The Kentucky Comprehensive Listening Test, and The Communication Competency Assessment Instrument. Results of a study using all 3 instruments with 339 undergraduates provided information on the concepts being assessed in each and brought to light methodological issues (e.g., face validity of the measure and the ability to generalize to everyday listening situations) for listening test users. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Ruddell, R. B. (1966). “Oral language and the development of other language skills.” Elementary English **43**(May): 489-98.

Russell, D. H. (1964). “A conspectus of recent research on listening abilities.” Elementary English **41**(March): 262-67.

Sabbadini, A. (1991). “Listening to silence. 36th International Psychoanalytical Association Congress (1989, Rome, Italy).” British Journal of Psychotherapy **7**(4): 406-415.

Discusses the role and meaning of silence in psychoanalysis, contending that silence is complementary to words in general and to analytic free associations in particular. Silence in the analysand is often more than just the expression of resistance. Silence within a session can be thought of as a container of words that for complex reasons cannot be uttered. Behind all silence there is an unconscious fantasy that the silence both conceals and expresses. One of the main functions of silence is to transform unconscious anxiety into more manageable anxiety connected to the analytic relationship. If the analyst becomes excessively silent through identification with the patient, the patient may experience the silence as persecutory. In contrast, the analyst may become overinterpretative, flooding the patient with words. The task of the analyst is to understand the meaning of patients' silences. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Sabbadini, A. (1992). “Listening to silence. 9th Conference of the EPF (1991, Stockholm, Sweden).” Scandinavian Psychoanalytic Review **15**(1): 27-36.

Examines the possible role and meanings of silence in the psychoanalytic encounter. The author argues that silence is complementary to words in general, and to analytic free-associations in particular, and that silence in the patient is often more than just the expression of resistance. The author warns analysts against responding to silence either through a retaliatory silence or through a flood of premature interpretation. Anxiety and silence are closely connected. Each silence is a compromise formation, concealing the unconscious fantasy from which it originates while expressing a conscious one, often related to the transference situation. It is the task of the analyst to listen to his/her patient's silences to help the patient understand their meanings. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Samuels, S. J. (1984). “Factors influencing listening: Inside and outside the head.” Theory Into Practice **23**(3): 183-189.

Contends that a knowledge of the range of factors involved in learning comprehension can serve as a blueprint to speakers who wish to improve the effectiveness of their presentations. Inside-the-head factors include intelligence, language facility, background knowledge and schema, speech registers and awareness of contextual influences, metacognitive strategies, kinesics, and motivation. Outside-the-head factors include the discussion topic, speaker awareness of audience needs, clarity and speaker effectiveness, and context. Awareness of and reflection about these factors to analyze the communication situations in schools and classrooms is an important step in diagnosing possible causes for poor listening comprehension. When educators know that poor comprehension is related to many factors other than the student's ability, they can seek broad solutions that have a promise of improving comprehension. (11 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

Sandler, J. (1993). “On communication from patient to analyst: Not everything is projective identification. 38th International Psychoanalytical Congress Presidential Address: From listening to interpretation (1993, Amsterdam, Netherlands).” International Journal of Psycho-Analysis **74**(6): 1097-1107.

Reviews the schools of thought that emerged from the realization that psychoanalytic theory was not alone an adequate basis for understanding the psychoanalytic process and that theories are not absolutes. The author's thoughts about the processes involved in the way in which the analyst receives and responds internally to the patient is discussed. The boundaries between self and not-self and between the self-representation and the representation of the object are shown not to be fixed entities, and a boundary-setting function is described. Reflex identification is considered, and the pathways through which the patient's mental state is communicated to the analyst are described. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Sanson-Fisher, R. and P. Maguire (1980). “Should skills in communication with patients be taught in medical schools?” Lancet **2**(8193): 523-526.

Schaffer, S. and J. Pollak (1987). “Listening to the adolescent therapy group.” Group **11**(3): 155-164.

Examines traditional psychodynamic views of "listening" to the manifest and latent content of the patient's communication in therapy and discusses a technique for listening and intervention in psychodynamically-based group treatment with seriously disturbed adolescents. Case examples illustrate how extended work with the latent, or metaphorical, content is useful in group treatment of adolescents with significant ego deficits. This technique can be used to ease resistance, diffuse strong affect, and allow patients with poor verbal and social skills to join the group on a verbal level. The development of associations through group "chatter" is examined, and the therapeutic benefits of working within the group's metaphor are noted. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Schlinger, M., L. Alwitt, et al. (1983). “Effects of time compression on attitudes and information processing.” Journal of Marketing **47**: 79-85.

Schmitt, J. (1983). “The effects of time compression on attitudes and information processing.” Journal of Speech and Hearing Research **26**: 373-377.

Schmitt, J. F. (1983). “The effects of time compression and time expansion on passage comprehension by elderly listeners.” Journal of Speech & Hearing Research **26**(3): 373-377.

Examined the comprehension (C) performance of 56 elderly listeners in response to rate-altered passages. Ss divided equally into 2 groups: young-old (65-74 yrs of age) and old-old (75-84 yrs of age). Experimental stimuli included 4 sets of test passages and questions that had been equalized for difficulty, using 3 trial groups of Ss. Passages were presented at 60% time compression, 0% alteration (normal rate), and at 140% and 180% time expansion. Results indicate that young-old and old-old listeners did not differ significantly in mean passage C scores at the normal rate and that both groups had significantly poorer C at 60% time compression than at each of the other 3 presentation rates. Young-old Ss had better C at 140% expansion and significantly better C at 180% expansion compared with their performance at 0%. However, old-old Ss experienced nonsignificantly improved C at 140% time expansion and were affected detrimentally by further expansion to 180%. Results are compared with those of prior investigations of sentence C and are discussed with an emphasis on the heterogeneity of elderly listeners. (43 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Schnapp, D. C. (1991). “The effects of channel on assigning meaning in the listening process.” Journal of the International Listening Association **5**: 93-107.

Schneeberg, H. (1977). “Listening while reading: A four year study.” The Reading Teacher **30**(March): 629-35.

Schroeder, M. R. (1993). “Listening with two ears.” Music Perception **10**(3): 255-280.

This overview of binaural hearing addresses topics such as directional hearing in the horizontal and vertical planes, the precedence and Haas effects and their applications in public-address and "assisted-resonance" systems, artifical reverberation, pseudo-stereophony, and binaural release from masking. The cocktail-party effect, central-pitch phenomena, Deutsch's octave illusion, creation of virtual sound images, and faithful reproduction of concert hall recordings in an anechoic environment for acoustical quality studies are also discussed. The article concludes with a brief review of sound-diffusing surfaces based on a number theory. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Schuh, A. J. (1978). “Effects of an early interruption and note-taking on listening accuracy and decision making in the interview.” Bulletin of the Psychonomic Society **12**(March): 242-44.

Schuh, A. J. (1978). “Predicting listening accuracy in the interview with training scores.” Bulletin of the Psychonomic Society **11**(May): 281-82.

Schuh, A. J. (1979). “Effects of procedures for clarifying the criterion setting on listening accuracy in the interview.” Bulletin of the Psychonomic Society **13**(May): 263-64.

Schwaber, E. (1983). “Psychoanalytic listening and psychic reality.” International Review of Psycho-Analysis **10**(4): 379-392.

Contends that analytic listening is steeped in a hierarchical two-reality view with the analyst acting as a silent arbiter of whether or not distortion has taken place. The analyst is seen in the implicit position of holding the more objective view and may subtly, if not overtly, guide the patient in accord with this view. It is argued that the analyst must sharpen the focus of the impact of his/her contribution on the patient's experience while maintaining awareness that the analyst's view reflects only his/her own psychic reality and is neither more nor less correct than the patient's. In this way leaps of inference will be narrowed and deeper realms of experimental phenomena will be allowed to emerge. The patient's self-observing capacity will be augmented and more affectively meaningful insight attained. The analyst can more decisively pursue psychic reality and the sole clinical domain. (French, German & Spanish abstracts) (18 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Schwaber, E. (1983). “A particular perspective on analytic listening.” Psychoanalytic Study of the Child **38**: 519-546.

Asserts that W. A. Myers's (see PA, Vol 60:5509) close attention to clinical detail--the analyst's and the patient's responses--in describing singular moments is essential for stimulating meaningful, empirically based dialog in therapy. The aspects of Myers's report that bear on his perspective for analytic listening are discussed. This perspective suggests that the organization of behavior is the property of the individual, that the patient's intrapsychic world is the center of its own initiative; the patient's perceptual world is encumbered by distortions deriving from his/her fears and wishes and the defenses against them. As the experiential specificity of the analyst's contribution is not elaborated as intrinsic to the episode, implicitly the analyst stands outside, using his/her own measure of objective reality to interpret the inner reality of the patient. A case example of a 35-yr-old woman is presented to delineate an alternative perspective of listening that focuses on the more experience-near and immediate vicissitudes of the patient's state or affect, shifting defensive patterns, and perceptual experience--seen as intrinsic to rather than distorted by his/her emerging wishes, feelings, or defenses. Gains to be derived from such a shift in the mode of gathering the clinical data are suggested. (8 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Schwaber, E. A. (1986). “Reconstruction and perceptual experience: Further thoughts on psychoanalytic listening. American Psychoanalytic Association Annual Meeting (1985, Denver, Colorado).” Journal of the American Psychoanalytic Association **34**(4): 911-932.

Contends that psychoanalytic listening betrays a stance in which the analyst attunes to a reality other than that of the patient's inner world and presents clinical illustrations. The analyst assumes the position of arbiter of what is or is not distorted in the patient's perceptual experience, and the central impact of perception as a significant component of the patient's past and present inner experience goes unattended. An alternative mode of listening is considered that assumes an underlying shift in outlook and sharpens attunement to the clinical impact of the patient's perceptions. It is argued that this new stance can lead to a more singular focus of the patient's psychic reality. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Schwaber, E. A. (1994). “The thinking proceses of the psychoanalyst: From listening to interpreting. A clinical report.” Jahrbuch der Psychoanalyse **33**: 75-98.

Discusses the clinical challenges offered by Freud to psychoanalysts with the shift of psychoanalytic terrain to "psychic reality," a shift that altered the understanding of what one means by what is real. Exploring the patient's inner reality as the psychoanalytic database is an extraordinary opportunity that remains elusive because its remarkable potential for change is interfered with by the analyst's own assumptions and predilections. These pull the analyst away from the depths of the patient's experience. A clinical example from the author's practice illustrates the countertransferential pitfalls of this often unconscious attitude on the analyst's part. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Schwaber, E. A. (1995). “A particular perspective on impasses in the clinical situation: Further reflections on psychoanalytic listening.” International Journal of Psycho-Analysis **76**(4): 711-722.

Impasses tend to be thought of as manifest, if often puzzling events, but they may also occur quietly. The analytic process may seem to be moving on course, yet on further glance subtle evidence may suggest that an impasse (at times just emerging) may be collusively evaded. Often outside the patient's awareness, cues to its occurrence may be expressed in vicissitudes of affect or state or shift in content. When such phenomena go unnoted as vital communications, a more dramatic eruption may take place; or a central conflictual feature of the patient's character continues unexamined. The author suggests an alteration in thinking about impasses, even as analysts may believe they are seeing the ordinary ebbs and flows of resistances and defensive processes. Four clinical examples elucidate the link between (1) understanding and recognition of an impasse and (2) mode of analytic listening. (French, German & Spanish abstracts) (PsycINFO Database Copyright 1996 American Psychological Assn, all rights reserved).

Schwaber, E. A. (1995). “The psychoanalyst's mind: From listening to interpretation: A clinical report.” International Journal of Psycho-Analysis **76**(2): 271-281.

Freud's delineation of psychical reality as the principal psychoanalytic domain poses compelling epistemological and clinical challenges, which must profoundly affect the analyst's understanding of what is meant by what is real. Exploring the patient's inner reality as the central database, analysts are given a remarkable but elusive opportunity for discovery and recognition, holding a pervading mutative power. Using a clinical example, the author tries to illustrate her efforts to listen to her patient, and the difficulty she encountered. Her struggle was one which, she believes, has more far-ranging, even ubiquitous ramifications. Further consideration is given to some of the theoretical underpinnings in this mode of analytic listening. (French, German & Spanish abstracts) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Schwier, K. M. (1994). “Storytelling: The power of listening. Severe Handicaps Alliance for Public Education Conference: Shaping each other's lives (1994, Edmonton, Canada).” Developmental Disabilities Bulletin **22**(2): 1-6.

As professionals in human services, many people have become engrossed in the "business" of their work, focusing on the mechanics of the job and the tools necessary to get the work done. It is ironic that in so many instances, professionals (and volunteers, family members, and advocates, for that matter) overlook the "human" in human services. However, simply hearing and telling the stories of human experience, positive and negative, ordinary and extraordinary, reminds human service workers that the heart of their work is the people for whom they work. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Sewell, E. H. (1985). “Effects of orienting instructions, monetary incentives, and sex of listeners on listening comprehension.” Perceptual & Motor Skills **60**(2): 511-514.

Neither orienting instructions nor monetary incentives resulted in significant differences in comprehension of a speech in 64 male and 56 female undergraduates in the listening laboratory, but males scored significantly higher than females on a listening comprehension test. (11 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Seymour, D. (1970). “What do you mean, 'auditory perception'?” Elementary School Journal **70**: 175-79.

Shalanski, J. J. (1991). “What do you hear? A listening perspective model of alcoholism treatment.” Alcoholism Treatment Quarterly **8**(3): 15-30.

Describes treatment strategies for alcoholism using a developmental model for recovery and a therapeutic "listening perspective." Interventions are discussed for each of the 4 stages of alcoholism: drinking, transition, early recovery, and ongoing recovery. Employing a listening perspective during these developmental stages allows the therapist to hear and meet the client's needs instead of trying to fit him into a preconceived mold of treatment and forcing him to accept the agenda of the therapist. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Shellen, W. N. (1989). “Some evidence that listening tests measure "normal" listening.” International Listening Association Journal **3**: 62-71.

Sherman, V. C. (1970). “The art of non-directive listening.” Supervisory Management **15**(July): 10-13.

*Shin, D.* (1998). “Using Videotaped Lectures for Testing Academic Listening Proficiency.” **International Journal of Listening** **12**: 1-11.

Shoop, M. (1986). “InQuest: A listening and reading comprehension strategy.” Reading Teacher **39**(7): 670-674.

Describes the investigative questioning (InQuest) procedure as a comprehension strategy that actively involves the reader or listener with narrative text through a combination of student questioning and spontaneous drama techniques. At some critical point in the story, the teacher interrupts the reading and mentally transports the reader/listener to a spontaneous news conference that is taking place at the scene of the story. Guidelines for preparing students to become investigative reporters are presented, and steps in implementing InQuest are outlined. (23 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Short, S. (1973). “Audio speedteach.” Media and Methods **9**(March): 63, 65-66, 68.

Shroyer, C. and S. S. Zentall (1986). “Effects of rate, nonrelevant information, and repetition on the listening comprehension of hyperactive children.” Journal of Special Education **20**(2): 231-239.

Investigated whether problems that hyperactive children experience in listening could be attributed to (1) delays that encourage impulsive responding or (2) factors related to the nature of the stimulus input. 12 hyperactive and 15 normal children (aged 80-120 mo) were administered 4 story conditions that differed in presentation rate and information (information, repeated information, and information plus nonrelevant detail). Hyperactive Ss were more active than controls in the repeated information (minimally stimulating) condition and made fewer correct responses in the nonrelevant stimulation condition. Findings suggest that rate of information presentation is not as important as type of stimulus input. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Sigband, N. B. (1969). “Listen to what you can't hear.” Nation's Business **57**(June): 70-72.

Silverstone, D. M. (1974). “Compressed speech: Capabilities and uses.” Audiovisual Instruction **19**(January): 42-43.

Sinatra, G. M. (1990). “Convergence of listening and reading processing.” Reading Research Quarterly **25**(2): 115-130.

Tested the point of convergence of linguistic information from auditory and visual channels. 40 undergraduates indicated whether 2 visual stimuli presented on a computer screen were the same or different; before each pair was presented, Ss heard an auditory stimulus, which either matched or did not match the 1st visual stimulus. Four types of stimuli reflected different levels of processing: sentences, syntactic but meaningless word strings, random word strings, and pronounceable nonwords. As measured by reaction times (RTs), the visual comparison was significantly faster when Ss first heard a matching auditory stimulus for sentences, syntactic nonsense strings, and random words, but not for nonwords. Results suggested that listening and reading processing converge at the word level and that words processed aurally and visually share the same lexicon. (French, Spanish & German abstracts) (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Sinclair, A. (1981). “Children's judgments of inappropriate speech acts.” International Journal of Psycholinguistics **8**(3)(23): 75-94.

21 5-yr-olds and 21 7-yr-olds in Dutch kindergartens observed short scenarios, acted out by 2 experimenters, in a specific real-life context, judged them, made various comments, and answered questions. Each scenario contained 1 or 2 speech-act violations. Results indicate that the 5-yr-olds centered their attention on acceptable outcomes or results and that utterances in the scenarios were immediately interpreted in function or real-life objects, actions, or ""scripts.'' The characteristics of the interlocutors (e.g., their respective roles, intentions) also influenced their comprehension at an early age. The 7-yr-olds, however, were better able to coordinate the various aspects of the situation; they could combine verbal and nonverbal components of the scenarios and had a better grasp of the relationships between the various utterances. (17 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Slembek, E. (1988). “The vision of hearing in a visual age.” American Behavioral Scientist **32**(2): 147-155.

Discusses the importance of hearing and listening for communication, especially in an eye-centered age. The evolution of listening and conversational patterns and skills is described. Hearing is regarded as the precondition for the integration of people into their environment and a precondition for their sociability. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Smeltzer, L. R. and K. W. Watson (1984). “Listening: An emperical comparison of discussion length and level of incentive.” Central States Speech Communication Journal **35**: 166-170.

Smith, A. L. and A. T. Dittmann (1983). “Listening and non-listening behaviors in the classroom: An observational study.” Psychological Reports **53**(2): 442.

Developed an index of children's listening and nonlistening behaviors in the classroom to examine the effects of grade (2nd, 4th, and 6th), sex, school (public and private), and subject matter (mathematics and language arts) on listening in the classroom. Results indicate that the portion of time spent listening increased monotonically by grades. Subject matter that involved higher symbolism and abstract reasoning elicited a greater proportion of time spent listening. (1 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Smith, B., B. Brown, et al. (1975). “Effects of speech rate on personality perception.” Language and Speech **18**: 145-152.

Smith, C. B. (1993). “How Can Parents Model Good Listening Skills.” ERIC Clearinghouse on Reading and Communication.

Smith, C. W. (1974). “"Huh? Wadja say?" Index to better listening.” Instructor **84**(October): 59-68.

Smith, F. (1977). “Making sense of reading-and of reading instruction.” Harvard Educational Review **47**: 386-95.

Smith, H. F. (1995). “Analytic listening and the experience of surprise.” International Journal of Psycho-Analysis **76**(1): 67-78.

The analyst's experience of surprise, its relation to different models of analytic listening, and its function in the analytic process are explored through clinical vignettes. Surprise is a crucial affective ingredient of the analyst's attention and data gathering. It is multiply determined and inevitably reflects some discovery or rediscovery on the part of the analyst about the patient and analyst. In the dynamic tension of the analyst's listening there is interplay between expectation and surprise, as each new facet of the patient's conflictual organization is revealed. The author describes the relation of surprise to transient identifications with the patient and to interventions that result, the relation of surprise to the sense of the uncanny, and shifts in the analyst's defensive organization that allow for the experience of surprise. (French, German & Spanish abstracts) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Smith, P. D. J. (1980). “A study of the effect of 'slowed speech' on listening comprehension of french.” NALLD Journal **14**(iii-iv): 9-13.

Smith, R. B. (1973). “Involvement - key to effective management.” Best's Review **74**(July): 71-73.

Sonnenberg, S. M. (1995). “Analytic listening and the analyst's self-analysis.” International Journal of Psycho-Analysis **76**(2): 335-342.

In this essay the author describes the way a humiliating memory from his own childhood, recalled in response to his patient's dream, served as a cornerstone of his self-analytic effort on behalf of his patient. Coupled with self-analysis concerning his recent neck surgery, the analyst's self-reflections allowed him to be sensitive to a critical development in the analysis. This way of working complements the more traditional way analysts develop ideas from direct observation of the analysand in the consulting room. (French, German & Spanish abstracts) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Sorrell, B. D. (1975). “Is anybody listening?” Data Management **13**(December): 34ff.

Spero, M. H. (1992). “Psychoanalytic reflections on language distortion and empathic listening.” American Journal of Psychoanalysis **52**(3): 227-245.

Discusses J. Lacan's contributions to the listening process and its linguistic underpinnings, illustrated by the reaction of a therapist to a linguistic-relational impression created by a Hebrew-speaking psychotic woman patient (aged 42 yrs). For psychotic individuals, the Symbolic degrades into the Real, and the power of symbolic objectification has been foreclosed. For nonpsychotic individuals, the symbolic register is fixed and able to prevent such sliding of signification. Empathy inheres in a level of listening that requires an ear for regression or decomposition in the S's linguistic forms and attitudes. By attending to the architectonics of language, Lacan focuses on the phonemic substructures and rules of signification, rendering them submissible to interpretation in the treatment context. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Stahl, S. A., M. A. Richek, et al. (1991). “Learning meaning vocabulary through listening: A sixth-grade replication.” National Reading Conference Yearbook. No **40**: 185-192.

Studied the effects of learning from listening among less able readers in Grade 6. An experimenter read 1 of 2 selections to 43 Ss as part of their regular language arts class. Two days later, Ss were administered a vocabulary test containing words from the selection and words they did not hear. Half of the Ss took the test in written form. For the other half, an experimenter read each of the items aloud as Ss followed along on the written protocol. Results extend the findings of P. A. Herman et al (see PA, Vol 75:2742), in that Ss were able to learn a significant amount of word meanings from exposure to an oral presentation. Results also extend the findings of W. B. Elley (see PA, Vol 76:34632) from 1st graders to 6th graders. Finally, results show that even those children who begin with the lowest vocabulary achievement can learn as many word meanings from listening than those who have higher initial vocabulary knowledge. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Stammer, J. D. (1977). “Target: The basics of listening.” Language Arts **54**(September): 661-664.

Stammer, J. D. (1981). “MAPPing out a plan for better listening.” Teacher **98**(March): 37-38.

Stanners, R. F. and others (1972). “The pupillary response to sentences: Influences of listening set and deep structure.” Journal of Verbal Learning and Verbal Behavior **11**(April): 257-68.

Stark, J. (1957). “An investigation of the relationship of the vocal and communicative aspects of speech competency with listening comprehension.” Speech Monographs **24**(June): 98-99.

Steil, L. K. (1981). “On listening...and not listening.” Executive Health **18**(December): 3.

Steil, L. K. (1984). “Listen and learn: Improving listening across the curriculum.” Curriculum Review **23**: 13-16.

Stemmer, N. (1992). “The behavior of the listener, generic extensions, and the communicative adequacy of verbal behavior.” Analysis of Verbal Behavior **10**: 69-80.

Except for a few words, children first become listeners of a word before becoming speakers of the word. The analysis of listener behavior is therefore of fundamental importance for the complete analysis of verbal behavior. This paper examines some basic aspects of listener behavior, in particular, the events that give origin to the behavior, the generic effects of these events, and intraspecific uniformities between these effects. By relying on the generic effects, the notion of extension is defined. This notion is then used for characterizing correct listener behavior. Finally, the uniformities between the generic effects are shown to play a crucial role in ensuring the communicative adequacy of verbal behavior. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Stephanie Lee Sargent, M. F.-H., James B. Weaver (1997). “A Listening Styles Profile of the Type-A Personality.” International Journal of Listening **11**.

Stephens, N. (1982). “The effectiveness of time-compressed television advertisements with older adults.” Journal of Advertising **11**: 48-55.

Sternberg, R. J. and J. S. Powell (1983). “Comprehending verbal comprehension.” American Psychologist **38**(8): 878-893.

Discusses cognitive bases of verbal comprehension, emphasizing in particular the role in verbal comprehension of learning from context. A review of 3 alternative cognitive approaches to understanding verbal comprehension is provided: (1) the ""bottom-up'' or mechanistic approach, (2) the ""top-down'' or inference-driven approach, and (3) the knowledge-based approach. A developing theory of learning from context is described, and some empirical data supporting this theory are summarized. An attempt is made to relate these ideas to relevant earlier ones, describing a tentative componential framework for understanding verbal comprehension. It is concluded that understanding of verbal comprehension provides an important road to the study of what constitutes intelligent performance. (93 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Stewart, J. (1983). “Interpretive listening: An alternative to empathy.” Communication Education **32**: 379-391.

*Stientjes, M. K.* (1998). “A Study of Assessment Stimuli and Response Mode Effects.” **International Journal of Listening** **12**: 1-11.

Stine, M., T. thompson, et al. (1995). “The impact of organizational structure and the supervisory listening indicators on subordinate support, trust, intrinsic motivation and performance.” International Journal of Listening **9**.

Strickland, R. G. (1962). “The language of elementary school children: Its relationship to the language of reading textbooks and the quality of reading of selected children.” Viewpoints: Bulletin of the School of Education, Indiana University **38**: 85-86.

Sullivan, J. E. and B. G. Rogers (1985). “Listening retention of third-grade pupils as a function of mode of presentation.” Journal of Experimental Education **53**(4): 227-229.

Compared the listening retention of approximately 600 3rd grade students who had been exposed to a literature passage via 1 of 3 modes of presentation. Within each of 20 classrooms, Ss were randomly assigned to 1 of 3 groups in which the teacher read from a book, showed a filmstrip, or showed a film. In each presentation, identical words and pictures were used. Results from a listening retention test reveal statistically insignificant differences between teaching methods. Results from a statistical power analysis confirm that the 3 modes of presentation produced approximately equivalent effects on the listening retention of Ss. (12 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

Sund, R. B. (1974). “Growing through sensitive listening and questioning.” Childhood Education **51(2)**(Nov-Dec): 68-71.

Sypher, B. D., R. N. Bostrom, et al. (1989). “Listening, communication abilities, and success at work.” Journal of Business Communication **26**(4): 293-303.

Tapp, J. L. (1953). “Children can understand rumor.” Social Education **17**(April): 163-64.

Taylor, C. W. (1964). “Listening creatively.” Instructor **73**(February): 5, 103-4.

Taylor, K. K. (1976). “Auding and reading.” Research in the Teaching of English **10**: 75-78.

Taylor, L. K., P. F. Cook, et al. (1988). “Better interviews: The effects of supervisor training on listening and collaborative skills.” Journal of Educational Research **82**(2): 89-95.

Examined the effect of training upon the interpersonal skills of educational supervisors by observing principals' interviews with teachers. Four principals, aged 35-46 yrs, were trained in interpersonal skills. Four measures were made of quality of talk time for principals and the teachers, using the Allred Interaction Analysis teamed with a computer-assisted observation device. Ratings of key actions taught in training were made 4 times from videotaped interviews, and all principals and teachers were given structured interviews to determine their perceptions of the effectiveness of the training on supervisory performance. The quality of talk time improved for both principals and teachers after training. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Thames, K. and C. M. Rossiter (1972). “The effects of reading practice with compressed speech on reading rate and listening comprehension.” AV Communication Review **20**(Spring): 35-42.

Thomas, K. J. and C. K. Cummings (1978). “The efficacy of listening guides: Some preliminary findings with tenth and eleventh graders.” Journal of Reading **21**(May): 705-9.

Thomas, L. T. and T. R. Levine (1994). “Disentangling listening and verbal recall: Related but separate constructs?” Human Communication Research **21**(1): 103-127.

Investigated the use of a recall-based measure of listening and tested alternative models of the relationship between recall ability and listening (isomorphic, confounding, and recall ability as antecedent to listening). 73 undergraduates were videotaped while interviewing a confederate, and the videotapes were coded for observable listening behaviors. Ss also completed a conversation-based listening test and a verbal recall test. Results indicate that, although related, listening and the ability to recall verbal stimuli were not isomorphic. The data were also inconsistent with a model specifying verbal recall ability as a confound of listening. A model stipulating verbal recall ability as antecedent to listening provided the best fit to the data. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Thomlison, T. D. (1987). “Contributions of Humanisitc Psychology to listening: Past, present and future.” Journal of the International Listening Association **1**: 54-77.

Thompson, T. L. (1984). “The invisible helping hand: The role of communication in the health and social service professions.” Communication Quarterly **32**(2): 148-163.

Toussaint, I. (1960). “A classified summary of listening - 1950-1959.” Journal of Communication **10**(September): 125-34.

Trebilcock, E. L. (1970). “Can auding by kindergarten children be improved in a normal classroom situation through direct teaching of this skill?” Dissertation Abstracts **31**: 687A.

Treisman, A. M. (1960). “Contextual cues in selective listening.” Quarterly Journal of Experimental Psychology **12**: 246.

Tucker, W. (1925). “Science of listening.” 19th Century 97(April): 548.

Tushman, M. L. (1978). “Technical communication in R&D Laboratories: The impact of project work characteristics.” Academy of Management Journal **21**(4): 624-45.

Tutolo, D. (1975). “Teaching critical listening.” Language Arts **52**(November): 1108-12.

Tutolo, D. (1979). “Attention: Necessary aspect of listening.” Language Arts **56**(January): 34-35.

Twohey, D. and J. Volker (1993). “Listening for the voices of care and justice in counselor supervision.” Counselor Education & Supervision **32**(3): 189-197.

In feminist literature "voice" is a metaphor for self-definition (E. Ellsworth, 1989). The care voice expresses concerns about loving and being loved (L. M. Brown and C. Gilligan, 1990). The justice voice reflects a vision of equality, reciprocity, and fairness between persons (Brown and Gilligan, 1990). The authors discuss how supervisors of therapists can improve their understanding of gender-related communication problems and preferences by listening for the voices of care and justice in counseling supervision. A supervisory interaction between a female practicum student and a male supervisor is presented to illustrate how the voices of care and justice can conflict in counseling supervision. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Unknown (1952). “Listening - how?” English Journal **41**(June): 318-19.

unknown (1954). “Have you tried listening?” Journal of the American Dietetic Association **30**(March): 225-30.

Valdes, G., M. P. Echeverriarza, et al. (1988). “The development of a listening skills comprehension-based program: What levels of proficiency can learners reach?” Modern Language Journal **72**(4): 415-425.

Assessed the listening comprehension levels of 196 university students who were exposed to a 4-semester Spanish-language comprehension-based program focused primarily on developing listening skills. Departmental listening examinations that were administered 3 times/term tested Ss' ability to comprehend disconnected discourse recorded on videotape by different speakers. The range of abilities tapped by these videotaped procedures included the ability to concentrate on long segments of uninterrupted speech and to comprehend and synthesize information as it was presented. Results indicate that these Ss acquired the ability to process spoken language very rapidly. Levels attained did not appear to reflect the hierarchical styles posited by the Actel Proficiency Guidelines. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Van Den Bers, E. (1982). “Index of distinctness--a measure of the intensity of cognitive preferences.” Journal of Educational Research **75**(March-April): 197-203.

van der Meij, H. (1994). “Student questioning: A componential analysis. Special Issue: Individual differences in question asking and strategic listening processes.” Learning & Individual Differences **6**(2): 137-161.

Reviews the literature on spontaneous student questioning, organized through a modified version of J. T. Dillon's (1988, 1990) componential model of questioning. Special attention is given to the properties of assumptions, questions, and answers. Each of these main elements are the result of certain actions of the questioner, which are described. Within this framework a variety of aspects of questioning are highlighted, focusing on the individual differences in question asking. The complex interactions between students' personal characteristics, social factors, and questioning are examined, and a number of important but neglected topics for research are identified. The views that are presented should deepen the understanding of student questioning and the role of questions in education of students. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Vann, J., R. Rogers, et al. (1987). “The cognitive effects of time-compressed advertising.” Journal of Advertising **16**: 10-19.

Villaume, W. A. and J. B. Weaver, III (1996). “A factorial approach to establishing reliable listening measures from the WBLT and KCLT: Full information factor analysis of dichotomous data.” International Journal of Listening **10**.

Vining, J. W. (1978). “Recapture the art of listening.” Business Education Forum **32**(February): 29-31.

Vinson, L. R. and C. Johnson (1990). “The relationship between the use of hesitations and/or hedges and lecture listening: The role of perceived importance as a mediating variable.” International Listening Association Journal **4**: 116-127.

Waack, W. (1987). “Appreciative listening: The aesthetic experience.” International Listening Association Journal **1**: 78-86.

Wacker, K. G. and K. Hawkins (1995). “Curricula comparison for classes in listening.” International Journal of Listening **9**.

Wales, M. K. (1987). “The effect on reading comprehension and on listening comprehension of two different methods of teaching comprehension (reading vs. listening) to seventh grade students.” .

Walker, K. L. (1997). “Do You Ever Listen?: Discovering the Theoretical Underpinnings of Empathic Listening.” International Journal of Listening **11**.

Wallen, J. (1983). “Listening to the unconscious in case material: Robert Langs' theory applied.” Smith College Studies in Social Work **53**(2): 126-156.

Langs (1978) emphasizes the importance of therapist openness to the unknown and the pathological in the patient. However, he also stresses the need to validate empathic and intuitive responses before they are used in intervention because the therapist's subjective responses may stem largely from countertransference-based needs. Consistent with his reservations about the usefulness of noncognitive elements of listening, Langs advances a more systematic, conscious strategy for listeners that directly addresses the questions of what to listen for, how and when to intervene, and how to determine if the therapist has been listening well. Transcript material from 2 therapy sessions with a 21-yr-old woman is used to illustrate the application of this strategy in terms of identifying types of communication, specific and general themes, adaptive context, and interventions. (14 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Wallner, N. K. (1974). “The development of a listening comprehension test for kindergarten and beginning first grade.” Educational and Psychological Measurement **34**(Summer): 391-96.

Walsh, G. (1970). “Leader must respond to feeling and content.” College University Business **49**(October): 62-64.

Watson, K. W. and L. L. Barker (1988). “Listening Assessment: The Watson-Barker Listening Test.” The Journal of the International Listening Association **2**: 20-31.

Watson, K. W. and L. L. Barker (1990). “Comparisons of the ETS national teachers examination listening model with models used in two standardized listening tests.” Journal of the International Listening Association **5**: 36-50.

Watson, K. W., L. L. Barker, et al. (1995). “The listening styles profile (LSP-16): Development and validation of an instrument to assess four listenting styles.” International Journal of Listening **9**.

Watson, K. W. and L. R. Smeltzer (1984). “Barriers to listening: Comparison between students and practitioners.” Communication Research Reports **1**(1): 82-87.

Compared 14 barriers to listening (e.g., ambiguous message, difficulty with nonverbal behaviors) as perceived by 114 college students and 106 business practitioners. Ss were asked to indicate their perceptions of the seriousness of the barriers. A rank order correlation indicated that the 2 groups were not significantly related. Mean rankings were significantly different between the 2 groups on 11 of the 14 barriers. It is concluded that a difference in the perceived importance listening barriers exists for students and practitioners and that different instructional methods may be needed. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Watts, F. N. (1983). “Strategies of clinical listening.” British Journal of Medical Psychology **56**(2): 113-123.

Uses psychological theories of comprehension processes to discuss some problems that confront the clinician in seeking to comprehend patients' accounts of their problems. Comprehension will be systematically deficient, both because of limitations in patients' awareness and because of the effects of the communication situations. Patients may omit information, make ambiguous statements, present material out of chronological order, and include information of minor importance. Clinical listening has been related to cognitive style. The effects of experience on clinical listening by psychotherapists are also powerful. Several useful strategies of listening are: (a) attention to patients' exact language, (b) heuristic strategies, (c) selective tuning, (d) relating information to emerging formulations, and (e) evenly suspended attention. (31 ref) (PsycINFO Database Copyright 1984 American Psychological Assn, all rights reserved).

Weaver, C. H. (1987). “Someone should do something about that (A comment about listening reasearch).” Journal of the International Listening Association **1**: 29-31.

Weaver, R. L., H. W. Cotrell, et al. (1985). “Imaging: A technique for effective lecturing.” Journal of Mental Imagery **9**(4): 91-107.

Defines imaging, relates it to lecturing, and describes 7 methods of imaging that lecturers can use and the benefits of the process including increased interest, learning, involvement, and creativity. Why imaging is not commonly used by lecturers is discussed. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Weaver, S. W. and W. L. Rutherford (1974). “A hierarchy of listening skills.” Elementary English **51**(November-December): 1146-50.

Weinberg, W. A., A. McLean, et al. (1989). “Comparison of reading and listening-reading techniques for administration of SAT reading comprehension subtest: Justification for the bypass approach.” Perceptual & Motor Skills **68**(3, Pt 1): 1015-1018.

The Stanford Achievement Test (SAT) Reading Comprehension subtest was administered to 36 learning disabled children in Grades 7 through 9 who were classified as either good or poor readers. Using the standardized method of administration, these Ss all scored below the normative (50th percentile) level of performance, and the poor readers scored substantially lower than good readers. When the S was allowed to listen and read silently, however, while the test material was read aloud, both poor and good readers showed significantly improved performance. This improvement supports the argument that a "bypass approach" to education of poor readers that includes listening-reading tasks might greatly enhance their learning and performance in school-related reading tasks. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Weinberg, W. A., A. McLean, et al. (1989). “Comparison of paragraph comprehension test scores with reading versus listening-reading and multiple-choice versus nominal recall administration techniques: Justification for the bypass approach.” Perceptual & Motor Skills **69**(3, Pt 2): 1131-1135.

100 White learning-disabled students (aged 5 yrs 9 mo to 15 yrs 2 mo) were divided into 4 groups of poor readers (PRs) and 4 groups of good readers (GRs) to compare the influence of 2 reading-input methods and 2 methods of information-retrieval in relation to poor and good reading scores on the Gilmore Oral Reading Test. GRs' performance was not affected by listening or by testing method. Multiple-choice testing improved PRs' performance independent of input method, supporting arguments for a bypass approach to PRs' education. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Weinrauch, J. D. and J. R. J. Swanda (1975). “Examining the significance of listening: An exploratory study of contemporary management.” The Journal of Business Communication **13, No.1**(Fall): 25-32.

Wetstone, H. S. and B. Z. Freidlander (1974). “The effects of live, tv, and audio story narration on primary grade children's listening comprehension.” Journal of Education Research **68**: 32-35.

Wheatley, E. W. (1970). “Glimpses of tomorrow.” Sales Management **104**(May 1): 41.

Wheeless, L. (1971). “Some effects of time-compressed speech on persuasion.” Journal of Broadcasting **XV**: 415-420.

White, A. (1985). “Meaning and effects of listening to popular music: Implications for counseling.” Journal of Counseling & Development **64**(1): 65-69.

Summarizes the major changes in popular music that have been associated with youth cultures of specific periods and presents evidence regarding the interplay of popular music and its listeners. The effects of popular music are discussed with reference to the interplay with industry, artists and composers, the role of radio, and lyrics. The evidence indicates that young people reaching uncertainly to responsibility, striving to form self-identities, and questioning authority and the establishment are the most likely to adopt whatever new music form comes along. The choice of a substream music may be an indication of apartness, alienation, or conformity indicative of the client's present inner state. It is suggested that counselors can gain access to the world of subscribers to popular music by keeping informed about the sounds and sights of that music. (64 ref) (PsycINFO Database Copyright 1986 American Psychological Assn, all rights reserved).

White, E. J. (1986). “Hearing and listening disorders: Classroom identification.” Journal of Reading, Writing, & Learning Disabilities International **2**(3): 231-236.

Discusses selected auditory problems that often remain undetected in young children. Afflicted children may be misdiagnosed as learning disabled and may eventually exhibit behavioral problems. Auditory problems discussed are high frequency hearing loss, unilateral hearing loss, fluctuating conductive hearing loss, and auditory processing deficiency. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

White, S. (1989). “Backchannels across cultures: A study of Americans and Japanese.” Language in Society **18**(1): 59-76.

Frequency of listener responses, called backchannels, was studied in English conversations within and across 2 cultural groups: 10 American women from the midwestern US and 10 Japanese women who were born and raised in Japan. Ss were 18-37 yrs old. Findings reveal that backchannels of several types are displayed far more frequently by Japanese listeners. This appears related to greater use by Japanese of certain discourse constructions that favor backchannels and to Japanese culture. Japanese listening style remains unchanged in cross-cultural conversations, but Americans alter listening style in the direction of their non-native interlocutors. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Wiksell, W. (1946). “The problem of listening.” The Quarterly Journal of Speech **32**: 505-508.

Wilkinson, A. (1969). “Listening and the discriminative response.” California English Journal **5**(December): 7-20.

Williams, S. S. (1974). “Building listener accountability.” Speech Teacher **23**(January): 51-3.

Wilson, T. (1988). “Listening: More than meets the ear.” FWTAO Newsletter(June): 37-40.

Wilt, M. E. (1964). “Teach listening?” Grade Teacher **81**(April): 51, 93-94.

Witkin, B. R. (1969). “Auditory perception- implications for language development.” Journal of Research and Development in Education **3**(Fall): 53-68.

Witkin, B. R. (1990). “Listening theory and research: The state of the art.” Journal of the International Listening Association **4**: 7-32.

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Tested 181 9-15 yr old children in 3 educational placements (learning disability, mild mental retardation, and regular education) with the Durrell Listening-Reading Series (DLRS). Ss with learning disabilities (LD), consistent with previous research, were less delayed in listening than in reading skills and scored higher than Ss in the mild mental retardation group but lower than the regular education group. There were no main or interaction effects for place of residence (urban or rural). Correlation coefficients indicated a stronger relationship between listening and reading scores for the LD Ss and the regular education group. No relationship was demonstrated between Verbal IQ scores and DLRS scores for the group of LD Ss. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

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Examined the properties of linguistic attention by recording event-related brain potentials (ERPs) to probe stimuli mixed with dichotically presented prose passages. 12 17-32 yr old right-handed Ss either shadowed (repeated phrase by phrase) or selectively listened to a passage while ERPs were recorded from electrodes overlying midline sites, left-hemisphere speech areas, and corresponding areas of the right hemisphere. Mixed with each voice (a male voice in one ear, a female voice in the other) were 4 probe stimuli: digitized speech sounds ( but or /a/ as in father ) produced by the same speaker and tone bursts at the mean fundamental and 2nd formant frequencies of that voice. The ERPs elicited by the speech probes in the attended ear showed an enhanced negativity, with an onset at 50-100 msec and lasting up to 800-1,000 msec, whereas the ERPs to the 2nd formant probes showed an enhanced positivity in the 200-300 msec latency range. These effects were comparable for shadowing and selective listening conditions and remained stable over the course of the experiment. The attention-related negativity to the CVC probe ( but ) was most prominent over the left hemisphere; other probes produced no significant asymmetries. Results indicate that stimulus selection during linguistic attention is specifically tuned to speech sounds rather than simply to constituent pure-tone frequencies or ear of entry. (55 ref) (PsycINFO Database Copyright 1985 American Psychological Assn, all rights reserved).

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