

# 2022 43rd Annual International Listening Association Convention Virtual Program

Convention Theme: *“Listening During a Time of Change”*

Final Program 5.31.22

Last edits: 6.1 2.39 AM

Please Note: You will receive a video conference access link *after* you register for the convention. During the Welcome & Announcements on Friday, June 3, ILA board members will provide a short training and overview on the video conference usage including how to verbally participate, mute your microphone, enter and leave sessions, etc. **Any questions or concerns, please contact the ILA Convention Planner, Dr. Christopher Bond via phone or text at 816.551.8526 or Email at [DrBond73@gmail.com](mailto:DrBond73@gmail.com).**

After the convention, participants will vote on their favorite panels, workshop, presentations etc. The top votes will then be selected as a “Spotlight on Listening” presentations provided virtually throughout the upcoming months.

All times indicated are in the U.S. Central Standard Time (CST) Zone, U.S.



*Please consider the environment before printing this email*

Friday, June 3	Friday Session	Abbreviated Abstract (no more than 4-5 sentences)	My Session Notes
8:30 to 9:00 AM	<p><b>F101: Welcome &amp; Announcements;</b></p> <p><b>Overview and tutorial of convention access and protocols;</b></p> <p><b>Board Member Introductions;</b></p> <p><b>Swap Shop Overview and Instructions;</b></p> <p><b>Participant Questions.</b></p> <p><i>Presenters:</i> Nanette Johnson-Curiskis, PhD; Dr. Melissa Beall, President; Dr. Christopher Bond, 1<sup>st</sup> VP &amp; Convention Director</p>	<p><b>F101:</b> ILA Board members will open the convention and provide introductions. Instructions will be provided on how to enter a new session, muting microphones, etc. Information on how to participate in the Swap Shop will also be provided.</p>	
9:00 to	<b>F102: What Good Listeners Do in</b>	<b>F102: What Good Listeners Do in Corporate Life: A live</b>	

<p><b>10:20 AM</b></p> <p><b>Listening in Action</b></p> <p><i>Moderator: Helen Meldrum</i></p>	<p><b>Corporate Life: A live interview of a corporate executive(s)</b> Presenter: Kathy O'Brien</p> <p><b>F103: The importance of listening ethically to people dealing with trauma</b> Presenters: Corine Jansen &amp; Richard D. Halley</p> <p><b>F104: Ethical Listening Strives to Make it Safe for the Speaker to Talk and Help the Speaker Believe in that Safety</b> Presenters: Richard D. Halley &amp; Corine Jansen</p>	<p><b>interview of a corporate executive.</b> Participants will view a live interview of a female executive in Asia who works for a large multinational corporation. This executive maintains a global view of herself and listens to many people from various cultures daily ranging from peers, teams and clients. THE interview will examine how listening is challenging listening to people from so many diverse backgrounds on a daily basis. Self management techniques will be examined as well as tips she may have on how to become a good listener. Advice on listening and listening skills will be addressed for new professionals.</p> <p><b>F103: The importance of listening ethically to people dealing with trauma.</b> Trauma is unbearably lonely and even intimate. Learning to deal with trauma is often literally survival. Don't think about it, don't look up things, don't name names, don't celebrate holidays. It takes a lot of energy to stay upright and carry on with life. And yet the fear is always your companion, but also the vulnerability. These interruptions of fear, pain, and sadness characterize the story of trauma. Something interrupts it; someone interrupts it, an event, a sentence, an action. You are thrown back on yourself, and no one tells you how to deal with it. If there is language, it is not linear. They are fragments, flashbacks, incoherent and chaotic. Listening WITH people, instead of TO people, helps to bring order to the chaos and to acknowledge, experience, and accept what people feel, and to be honest with themselves in the narrative of their life that will never become linear when it comes to their past, often told in the third person with distance and with a business intonation and often without words because the trauma often has taken people away from their words.</p> <p><b>F104: Ethical Listening Strives to Make it Safe for the Speaker to Talk and Help the Speaker Believe in that Safety.</b> In 2020 Halley and Catt presented a set of 13 principles of ethical listening. The first of these is the</p>	
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		<p>responsibility to provide the speaker with a sense of safety to share their concerns. This panel will explore this principle, specifically looking at Jansen’s concept of “listening with vs listening to,” Nicholas Epley’s “getting vs taking,” “Jansen’s concept of stratification,” and offer examples of attempts to provide safety. Participants will be encouraged to share examples from their own experience and offer problem situations for discussion.</p>	
<p><b>10:30 AM to 11:25 AM</b></p> <p><b>Listening Concepts &amp; Skills</b></p> <p><i>Moderator: Raquel Ark</i></p>	<p><b>F105: Listening for Change: Incarceration and Listening.</b> Presenter: Francine White</p> <p><b>F106: Workshop: Drama for Listening: Improving our Holistic Listening Skills in Digital Spaces</b> Presenter: Eva Goksel</p>	<p><b>F105: Listening for Change.</b> Incarceration inherently leads to very selfish behaviors, and these behaviors can create patterns and habits difficult to break. Listening can help a person fully understand the real scope of the damage caused by incarceration. The psychological impact of incarceration is substantial and requires a long time to overcome and lots of help. According to the scholarship on criminogenic factors some of the causes and consequences of incarceration can be substance abuse, antisocial cognition, antisocial associates, family and marital relations, employment, and leisure and recreational activities. Establishing a relationship with a supportive environment, developing helpful social capital, and developing the active listening skills necessary to successfully navigate these relationships and environments can help in undoing some of the damage caused by these factors. This presentation will share about a program that helps returnees do just that.</p> <p><b>F106: Drama for Listening: Improving our Holistic Skills in Digital Spaces.</b> Working online can be a frustrating experience, particularly at a time when the world seems poised to return to some degree of normality. However, as the online space is likely to accompany our teaching and learning journeys into the foreseeable future, why not focus on the benefits it offers us as well as discovering tricks for communicating authentically and for listening meaningfully in virtual spaces? While drama in education affords us a playful escape into fictional worlds, it is also an embodied practice</p>	

		<p>(Piazzoli, 2018), which encourages participants to communicate holistically (i.e. with their whole bodies). Thus, while working with drama, participants communicate via the kinesthetic (body), affective (heart), and cognitive (head/brain) channels (Goksel, 2019). I argue that this embodied approach scaffolds better listening for students and teachers alike.</p> <p>This is particularly valuable when working in virtual spaces, where it is easy to lose focus and thus become a Zoombie (Goksel et al., 2022). In this hands-on workshop, we will experiment with incorporating our whole bodies - not just our heads - to listen to each other deeply when working online. We will listen holistically and we will reflect on the perceived opportunities and limitations of this kind of work in both in-person and in online settings.</p>	
<b>11:25-45 AM</b>	<b>Virtual Break (20 minutes)</b>	<b>Virtual Break</b>	<b>20 Minute Break</b>
<p><b>11:45 AM to 1 PM</b></p> <p><b>Workshop: Listening Circles</b></p> <p><i>Moderator: Lori Joubert</i></p>	<p><b>A Virtual Brown Bag Lunch Workshop</b></p> <p><b>F107: ILA Listening Circles: Generative listening inspiring understanding and action</b> Presenters: Raquel Ark and Colin Smith</p>	<p><b>F107: ILA Listening Circles: Generative listening inspiring understanding and action</b> Presenters: Raquel Ark and Colin Smith</p> <p>Raquel and Colin will share the impact of the monthly ILA Listening Circles and also have participants experience this process and enjoy listening to each other.</p>	
<p><b>1:10 to 2:00 PM</b></p> <p><b>Listening Applications in the Classroom</b></p> <p><i>Moderator: Christopher Bond</i></p>	<p><b>F108: Strange New Listening Worlds: Teaching in the Time of COVID.</b> Presenters: Dr. Janet McCormick, Annie Rappoport; <i>Moderator: Jarrett Bourne</i></p> <p><b>F109: Listening in the Higher Education Personal Tutor relationship during COVID – A Critical Realist Perspective</b> <i>Presenter: Sheila Barrett</i></p> <p><b>F110: Empathic Listening for Teacher Educators: Introduction, Story, Acvity</b> <i>Presenter: Scott Robinson</i></p>	<p><b>F108 Strange New Listening Worlds: Teaching in the Time of COVID.</b> Participants will discuss how COVID changed the ways they teach, model, and assess listening in an education setting.</p> <p><b>F109: Listening in the Higher Education Personal Tutor relationship during COVID – A Critical Realist Perspective</b> This convention paper aims to describe and discuss a qualitative study that was carried out in the UK during the Covid 19 global pandemic. It critically examines how 3 tutors and 9 tutees from 3 different universities, in departments of nursing, family therapy, and education perceived listening in their personal tutoring relationships. Interviews were conducted online, mirroring</p>	

		<p>the new online experiences of the participants. Informed by Bhaskar's (1998) critical realist concept of a stratified reality and the four planar model of social being, this research aimed to analyse the perceptions of listening in the personal tutor relationship online, and face to face. It also sought to explore the influence that the many relationships that make up the experience of HE might have on the process of listening within the personal tutor relationship.</p> <p><b>F110:</b> The session offers an introductory description of empathic listening, an illustrative story, and an analysis of the story. Participants will be invited to listen and share ideas on how stories can be used as a tool for understanding and analyzing empathic listening.</p>	
<b>2:00 to 2:15 PM</b>	<b>Virtual Break (15 Minutes)</b>	<b>Virtual Break</b>	<b>15 Minute Break</b>
<p><b>2:20 to 3:35 PM</b> <b>Workshop:</b> <b>Listening &amp; Status</b></p> <p><i>Moderator:</i> <i>Sandra Bodin-Lerner</i></p>	<p><b>F111: The Relationship Between Listening &amp; Status</b> Presenters: Sheila Bentley, Margarete Imhof, Michael Gingerich &amp; Tom Kaden</p>	<p><b>F111:</b> The session will examine whether there is a relationship between listening and social status. Aspects, such as how status is determined or how the roles of listener and speaker are determined, how status is conveyed and negotiated during conversations, and how this information can be applied to make us better listeners, will also be explored.</p>	
<p><b>3:45 to 4:45 PM</b> <b>CLP 101: Certified Listening Professional</b></p> <p><i>Moderator:</i> <i>Landon Lamon</i></p>	<p><b>F112: ILA Certified Listening Professional (CLP) Program</b> Presenters: Lori Joubert &amp; Michael Z. Murphy</p>	<p><b>F116:</b> Join us for a working social activity as CLP team members provide updates on recent progress on the CLP relaunch plans. Participants will learn more about the purpose and vision for the ILA Certified Listening Program and engage in a Liberating Structures (124All) conversation to be part of the future developments of the CLP.</p>	
<p><b>4:50 to 5:40 PM</b></p> <p><i>Moderators:</i> <i>N/A</i></p>	<p><b>F113: The Swap Shop: Great Ideas for Teaching Listening</b> Presenters/Facilitators: Dr. Janet McCormick, Annie Rappeport, Krishna Naineni</p>	<p><b>F117</b> Participants will describe, explain (perhaps demonstrate) an activity or assignment about listening.</p>	

Saturday, June 3	Saturday Session	Abbreviated Abstract ( 4-5 sentences)	My Session Notes
<p>8:30 to 9:20 AM</p> <p>Business Meeting &amp; 2023 Convention</p> <p><i>Moderator: NA</i></p>	<p><b>S201: General Business Meeting (President, Melissa Beall);</b></p> <p>Recognizing Past Presidents in Attendance (1<sup>st</sup> VP, Raquel Ark);</p> <p>Preview of 2023 Convention in Germany (Margarete Imhof and Raquel Ark)</p>		
<p>9:30 to 11:00 AM</p> <p>Listening Research: International Perspectives</p> <p><i>Rapid Research Reviews</i></p> <p><i>*9-10 minutes each*</i></p> <p><i>Moderator: Helen Meldrum</i></p>	<p><b>S202: Exploring the Correlation of Diverse Behavioral and Cognitive Listening across ALOS and LCI-R measures</b> <i>Presenter: Elizabeth Parks</i></p> <p><b>S203: The Effect of Extensive Listening on Second Language Listening Comprehension: Listening Time, Material Levels, and Vocabulary Knowledge</b> <i>Presenter: Aiko Furuya</i></p> <p><b>S204: Paraphrasing and Active Listening: Supportive, Neutral, and Hostile Formulations</b> Presenter: Phillip Glenn</p> <p><b>S205: Test Method Effects on Listening Assessment: Evidence from Gaze Behaviors, Brain Imaging, and Metacognitive Awareness</b> Presenters: Jiayu Zhai &amp; Vahid Aryadoust</p> <p><b>S206: Investigating the Role of Working Memory and Vocabulary in Listening Assessment</b> Presenters: Qian Jiang &amp;</p>	<p><b>S202: Exploring the Correlation of Diverse Behavioral and Cognitive Listening across ALOS and LCI-R.</b> This study explores the relationship between the observed active listening behaviors of participants and participant self-assessed listening cognitive constructs using two listening assessments: the Active Listening Observation Scale (ALOS) and the Revised Listening Concepts Inventory (LCI-R). In addition, I probe differences in active listening behaviors based on regional, gender, and racial identity demographics. Results show a negative correlation between the ALOS <i>use of exploring questions</i> quality and the LCI-R <i>learning</i> listening construct. ALOS results also indicate some significant differences in active listening practices between two regional groups and two gender groups in <i>allow time and space to present problems</i>.</p> <p><b>S203: The Effect of Extensive Listening on Second Language Listening Comprehension: Listening Time, Material Levels, and Vocabulary Knowledge</b> <b>Presenter: Aiko Furuya, Toyo University, Japan.</b> This study examined the effect of extensive listening on second language listening comprehension. Students learning English at a university in Japan listened to video-based texts extensively on a learning website for one semester as their outside the classroom learning task. The results showed that while there were no significant gains</p>	

	<p>Vahid Aryadoust</p> <p><b>S207: Exploring the Utility of Systemic Functional Multimodal Discourse Analysis in Second Language Listening Assessment</b> Presenters: Hou Zhuohan &amp; Vahid Aryadoust</p> <p><b>S208: Elements of the affective dimension of listening in On-Demand remote interpreting: The interpreter's perspective</b> Presenter: Anu Viljanmaa</p> <p><b>S209: Measuring Learner's Vocabulary Gain in Extensive Listening Program</b> Presenters: Maria Hidayati, Vahid Aryadoust, &amp; Willy A. Renandya</p>	<p>between overall pre-posttest scores, some students showed improvement in their listening comprehension. This study discusses those successful students in terms of total listening time, material level selection, and acquired vocabulary knowledge as these were significant contributing factors.</p> <p><b>S204: Paraphrasing and Active Listening: Supportive, Neutral, and Hostile Formulations,</b> A core active listening practice, paraphrasing been studied extensively in conversation analytic research under the related term, formulating. In a collection of instances drawn from conversations, employment interviews, small claims mediation, and podcast interviews, formulations routinely display an affective stance toward their referent. They may be affiliative, supporting the prior speaker's action and showing affinity. They may be neutral. They may be hostile, conveying a negative reaction. Or they may comically formulate to create a laughable moment. The subtleties of displaying stance deepen understanding of paraphrasing as part of active listening.</p> <p><b>S205: Test Method Effects on Listening Assessment: Evidence from Gaze Behaviors, Brain Imaging, and Metacognitive Awareness</b> Presenters: Jiayu Zhai &amp; Vahid Aryadoust, National Institute of Education, Singapore. This study aims to investigate whether and how test takers' academic listening test performance is predicted by their metacognitive and neurocognitive process under different test methods conditions. The results of automatic linear modeling indicated that while-listening performance and post-listening performances were predicted by different metacognitive, gaze behavior, and brain activity measures. Implications for listening assessment and pedagogy are discussed.</p>	
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**S206: Investigating the Role of Working Memory and Vocabulary in Listening Assessment** Presenters: Qian Jiang & Vahid Aryadoust, National Institute of Education, Singapore. This study aims to investigate the effect of working memory on listening assessment performance with and without accounting for the influence of vocabulary knowledge. The results of linear regression analysis indicated that working memory predicted listening assessment performance significantly. In addition, although the magnitude of prediction of working memory decreased when vocabulary knowledge was factored in, working memory and vocabulary showed a strong combined contribution to the variance of listening assessment performance. Theoretical and practical implications are discussed pertaining to listening assessment and pedagogy.

**S207: Exploring the Utility of Systemic Functional Multimodal Discourse Analysis in Second Language Listening Assessment:** Presenters: Hou Zhuohan & Vahid Aryadoust, National Institute of Education, Singapore. This study aims to investigate the application of visual stimuli in listening assessment using a systemic functional multimodal (SFM) approach. Test stimuli from a number of commercialized listening assessments were collected. We applied Kress and Van's (2020) framework of visual grammar to define the interactions between visual images and the spoken stimuli heard by test takers. Through this study, we hope to portray the affordances of SFM in listening assessment and provide useful suggestions for future test design and validation.

**F208:** This study examines the affective dimension in the interpreter's listening process in on-demand remote interpreting. The use of mobile interpreting applications has changed the dialogue interpreter's working conditions and introduced a new professional listening environment. With the affective dimension of listening as a framework, this qualitative study investigates the effects of this change on the interpreter's listening process.



		<p><b>F209: Measuring Learners' Vocabulary Gain in an Extensive Listening Program. Presenters: Maria Hidayati, Wahid Aryadoust, &amp; Willy A. Renandya.</b> This study investigated the effectiveness of Extensive Listening (EL) on learners' vocabulary gain utilizing quasi-experimental study. Involving an EL group (n=40) and a control group (n=52) in a speaking class, we exposed the EL group to listening activities from materials available in Xreading, and teacher instruction for the control group. The result of their pretest and post-test of their Vocabulary Level Test (VLT) showed that both groups had a significant increase with an effect size of Hedge's <math>g=0.34</math> (small to medium).</p>	
<b>11 to 11:15 AM</b>	<b>Virtual Break (15 Minutes)</b>	<b>Virtual Break</b>	<b>15 Minute Break</b>
<p><b>11:15 AM to 12:30 PM</b></p> <p><b>Compassion, &amp; Spiritual Listening</b></p> <p><i>Moderator: Peter Forbes</i></p>	<p><b>Virtual Brown Bag Lunch</b></p> <p><b>S210: (Workshop) The Spirituality of Listening</b> Presenter: Kay Lindahl</p> <p><b>S211: Roots of Compassion and Kindness (ROCK): Is Listening the Key?</b> Presenters: Maria Loffredo Roca, Mary Pelak Walch, &amp; Andrea Fortin</p>	<p><b>S210:</b> Spiritual listening is at the heart of all relationships. In this workshop we will explore the sacred nature of listening and how it impacts the quality of our lives. Participants will gain access to this listening space through an experiential process as well as interacting with questions designed to open our understanding of listening in all of life.</p> <p><b>S211:</b> The pandemic, political divisions, war, inflation, and sheer exhaustion have contributed to a secondary pandemic of loneliness, fear, overwhelm, and anger. This panel addresses these issues through the lens of skill-building in the areas of compassion, empathy, and kindness. Presenters will each discuss a different dimension of the role listening can play in rekindling compassion within ourselves, between one another, and in our communities.</p>	
<p><b>12:40 to 2 PM</b></p> <p><b>Applied Listening Research</b></p>	<p><b>S212: (Research Panel) Expanding Listening Research Dimensions in Time of Change.</b> Presenters: Andrew Wolvin, Annie Rappeport &amp; Drew Ashby-King</p> <p><b>S213: Transformational listening in times of change to conquer new shores in organizations</b></p>	<p><b>S112: Expanding Listening Research Dimensions in Time of Change.</b> This session, presented by Annie Rappeport, Drew Ashby-King and Andrew Wolvin of the University of Maryland, explores aspects of critical listening responses to covid messages and dimensions of therapeutic listening from a compassionate listening perspective.</p>	

<p><i>Moderator:</i> <i>Christopher Bond</i></p>	<p>Presenters &amp; Authors: María Consuelo Valbuena Martínez, Consuelo Valbuena Martínez, Yolanda Cerezo López &amp; Imanol Sopena Garaikoetxea</p> <p><b>S214: The International Journal of Listening: Looking Back, Looking Forward. Exploring Changing Themes and Content in the IJL</b> Presenters: Debra Worthington &amp; Camille Labtut</p>	<p><b>S213: Transformation Listening in Times of Change to Conquer New Shores in Organizations.</b> Covid 19 has made us aware that uncertainty and change are permanently present in our lives. It has also made us aware that we need each other, that we depend on each other. In this scenario, listening to oneself and listening to others have become essential. At the Francisco de Vitoria University we have designed a diagnostic tool for individual, team and institutional transformational listening. This tool provides individual and collective feedback and feedforward. This leads to different itineraries with follow-up that the individual, the team and the institution will have to follow in order to make progress in transformative listening. The results of a pilot application are presented here. They show that there is learning that seems to lead to a broadening of consciousness and that the greatest difficulty is the constancy of continuity.</p> <p><b>S214:</b> This project explores the changing themes and content in the IJL. Reaching back to its inception, Debra Worthington presents initial findings of a broad-based content analysis of ILJ.</p>	
<p><b>2:10 to 2:20 PM</b></p>	<p><b>Virtual Break (20 Minutes)</b></p>	<p><b>Virtual Break</b></p>	<p><b>20 Minute Break</b></p>
<p><b>2:20 to 3:40 PM</b></p> <p><b>Listening and Diversity</b></p> <p><i>Moderator:</i> <i>Helen Meldrum</i></p>	<p><b>S215: Listening in Safe Spaces: Getting to Know the Diversity Initiatives Team</b> Presenters: Teri Varner, Raquel Ark, Lori Joubert, John Stewart</p>	<p><b>S213:</b> Members of the Diversity Initiatives Team (DIT) gather to discuss how the rhetoric surrounding diversity, equity and inclusion has become increasingly heated and politicized. Participants will hear from DIT talking about how to have courageous conversations and learn about creating safe spaces. Join us in this safe space to discuss, process, and reflect on the topics of allyship, white privilege, microaggressions, performative justice, and anti-racist practices in our individual, community and professional lives.</p>	
<p><b>3:50 PM to 4:30 PM</b></p> <p><b>Changing, Framing &amp; Active Listening</b></p>	<p><b>S216: Changing and Framing: New Approaches to Active Listening Using Message Framing Competencies</b> Presenters: Amy Arias, Saralinda Kiser</p>	<p><b>S216: Changing and Framing: New Approaches to Active Listening Using Message Framing Competencies.</b> This workshop explores strategies for listening specialists, including leaders, teachers, helpers, managers, or coaches to leverage active listening frames for enhanced communication. Presenters will describe components of</p>	

<p><b>Workshop</b></p> <p><i>Moderator:</i> <i>Landon Lamon</i></p>		<p>active listening, communication competence, and framing theory to prompt participant discussion about changing listening environments and practices. Discussion topics include isolation/over-socialization, technology fails, multi-tasking, altered spaces, and Zoom fatigue in listening. Using the Active Listening Frames Model's pillars of anticipating change, surviving change, effecting change and responding to change, participants will practice active listening and framing through activities and scenarios. Participants will receive a toolkit to create a personalized Active Listening Frames plan.</p>	
<p><b>4:40 to 5:40 PM</b></p> <p><b>The Future of ILA</b></p> <p><i>Moderator:</i> <i>Lori Joubert</i></p>	<p><b>S217: Observing the Birth, Growth, Decline and Potential Death of ILA</b> Presenters: Manny Steil, Nanette Johnson-Curiskis</p>	<p><b>S217:</b> Celebrate the past and the present; examine and discuss the future of the ILA.</p>	
<p><b>5:45 to 6:15 PM</b></p> <p><b>Convention Closing</b></p> <p><i>Moderator:</i> <i>NA</i></p>	<p><b>S218: Closing Remarks; Passing of the gavel &amp; Acceptance</b></p> <p><b>Send-off and appreciation of leaving board members.</b></p> <p><b>Update on upcoming ILA programs.</b></p>		

