

The Listener as Speaker: Implications for Teaching Listening
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Learning Objectives

1. Be able to describe the traditional approach to listening, including some of the other words used to describe what is involved.
2. Be able to describe the expressive-receptive distinction, and how the phrase “receptive language” is akin to listening.
3. Be able to describe the problems with the expressive-receptive distinction from a behavioral standpoint as well as the problems with traditional approaches to listening, including the problem of objectivity and testability, reification, and explanation.
4. Describe the distinction between hearing and listening in terms of hearing as sensation and listening as perception, how sensation and perception are conceptualized, and how one can sense without perceiving and perceive without sensing.
5. Be able to define and describe a behavioral view of environment including three important implications of the definition.
6. Be able to describe the behavioral approach to listening, including the distinction between behaving as a listener and “listening,” including why there are quotation marks around “listening.”
7. Be able to say what we speak of as “listening,” in other words, what behaviors can be observed when we say someone is “listening.”
8. Using examples of remembering someone’s name or directions, provide a traditional cognitive explanation including why such an explanation is not helpful.
9. Be able to answer the question: What is someone doing when she is said to be “listening”? in terms of the actual behaviors involved.
10. Be able to describe how someone is engaging in (subvocal) verbal behavior when she is said to be “listening,” and how echoic and intraverbal behaviors are involved; in other words, be able to describe the roles of both echoic and intraverbal behavior in “listening.”
11. In light of what we mean by “listening,” be able to revisit the distinction between behaving as a listener and “listening,” in terms of whether the former is required for the latter, and whether they are the same functionally.
12. Be able to describe some of the complexities of the behavioral approach to “listening,” including instructing the behavior of the listener, listening and remember, and listening and understanding.
13. Be able to describe some of the implications of the behavioral approach to “listening” for teaching listener behavior and “listening.”