DOCUMENT RESUME

ABSTRACT
               New print and nonprint resources for secondary level
classroom use are available in the field of speech communication,
which has become process oriented with continual interaction between
speaker and listener. Of five specific books, three provide valuable
resource material for teachers, focusing on practical teaching
suggestions and the necessity of listening in the two-way process of
language development. Two texts written for high school speech
students concentrate on interpersonal, intrapersonal, group, and
public communication, while a supplemental book for students
illustrates the principles of persuasion. Two visual resources
consist of a learning package on nonverbal communication and a film
series, supplemented by a paperback book, with material for topics in
a speech language unit. (JM)

Encoder

Interpreter

Received
Signal

Info

MWSCA

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D
E
R

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Idic cues

Feelings
Souri

Suigon
Sp

Nonverbal behavioral cues

Verbal behavioral cues

Verbal behavioral cues

Nonverbal behavioral cues

Nonverbal behavioral cues

X''

B
TEXTS
tial
national
tural

sualive and
Perceptions
Attitudes
Etc.

Behavioral nonverbal cues
$(+, 0, or -)$

FUTURE

Noise
source

Listener

Private cues

X_{1b}

X_1 X_{1a}

X_2 X_2

X_2 X

X_3

Decode.

Interpretar

Encoder

Message

Filters

Ideation

Incubation

Symbol
encod

ed

Receiver   Destination   1 2 3

(Decoder)

Message

Receiver

Referent

Source-
Encoder

Destination

Physical Stimuli

Gestures
Movement
Facial exp
Etc.

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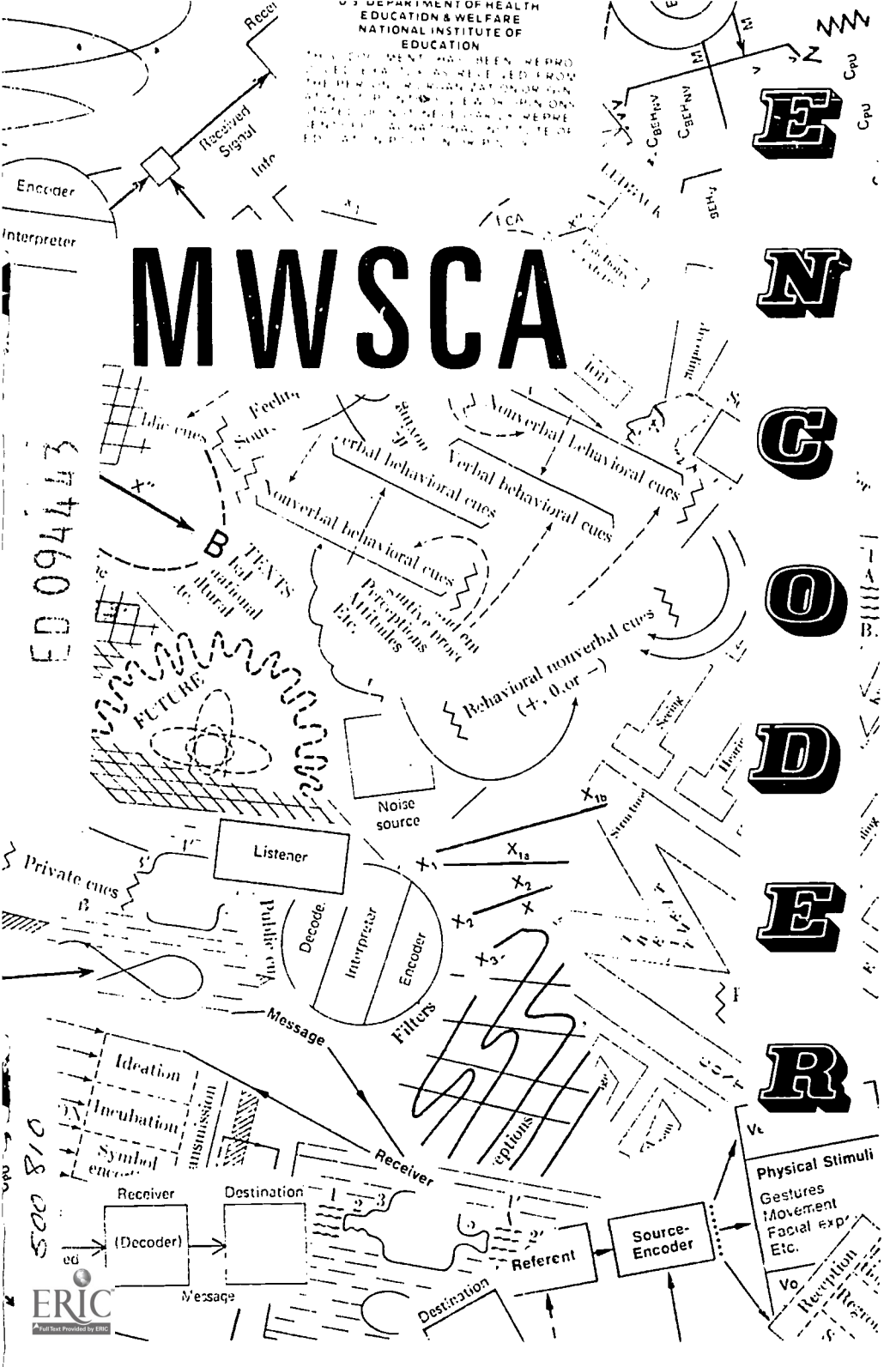
MWSCA ENCODER

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LEARNING RESOURCES FOR THE SECONDARY SPEECH COMMUNICATION CLASSROOM

Andrew D. Wolvin

It's no surprise, of course, that the field of Speech Communication, like the entire field of Education, has become very process oriented. We no longer view the speech act as a "performance" in which the speaker pushes the right buttons to manipulate his listeners to the right response. Instead, we view the process as a dynamic, on-going interaction between the speaker and listener in which the feedback of the listener makes for two-way communication.

This process orientation has given rise to a new body of print and non-print resources for use in the secondary school classroom.

One new book contains a series of readings on Speech Communication Instruction, edited by Deems M. Brooks. The book is an excellent resource for teachers. Brooks relies heavily on articles from journals in Educational Technology on a wide range of subjects important to the teaching style of the classroom teacher. The readings include the definitive article on "Speech Communication in the High School Curriculum" by Buys, Compton, Carlson and Frank which sets up the basic rationale for the process point of view in our instruction. Other articles provide the necessary practical foundation for understanding learning theory and how it translates into instructional strategies, taxonomy of educational objectives, how to write and use behavioral objectives, methods for evaluation in speech, and all sorts of practical instructional uses of media--videotape, learning programs, etc. A special section on instruction in the interracial classroom is a "must" reading for all of us teaching in the Washington area.

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Since most speech programs in high schools in the Washington area reside in English departments, a second collection of readings for the teacher which would be good to have on the reference shelf is <u>Listening and Speaking in the English Classroom</u> edited by Cayer, Green and Baker. This collection of readings starts with articles on the comprehensive English program and how oral communication is a crucial component of that program. The editors then provide a series of practical articles on the teaching of listening and on the teaching of speaking. The bulk of the articles deal with teaching listening at various grade levels, and the suggestions offered are very sound and practical. This neglected communication skill is discussed, also, in a series of readings on the logical inter-relationship of listening and reading instruction.

The framework for this book is excellent, especially as the editors include an entire section on the role of speech in the total English curriculum. The basis for the relationship--language development--puts our discipline in a position of primacy and establishes the justification for the training of all students in oral communication. Consequently, the book would be useful reading not only for those of us in the field who teach in English departments but also for our colleagues and administrators who still are asking "Why teach speech?"

Reflecting further the view of communication as a two-way process, Galvin and Book's <u>Speech Communication An Interpersonal Approach for Teachers</u> is an excellent teacher resource. This paperback contains a wealth of objectives, exercises and resources for teaching the communication process, intrapersonal, interpersonal, group and public communication, nonverbal communication, and message encoding and decoding. The materials are valid, having been tested with high school students in the Department of

Speech Education at Northwestern University.
Galvin, who is chairman of that department,
has just published a new text with Book, Person
to Person. While her earlier book was a resource
manual for teachers, this book is designed as a
text for the high school student. Building on
the interpersonal communication approach, the
text deals with a basic understanding of the
communication process, encoding and decoding
messages, intrapersonal, interpersonal, group
and public communication. There is a good
chapter on persuasive communication, a chapter
on "Other Ways of Getting It Together," and a
useful research appendix and glossary. The
communication principles are illustrated in
McLuhan style with comic strips, posters, ex-
cerpts from student communication journals,
and actual case histories. A variety of assign-
ments and activities are presented in each
chapter. The format and content of this text
are designed to "turn on" the student, and all
early indications from teachers using the text
suggest that it does just that.
Another new text for high school students
is Allen, Parish and Mortensen's Communication:
Interacting Through Speech. This is a reworking
of the popular Speech in American Society (Miss
Anderson is now Mrs. Parish and Mortensen has
replaced Hough) and provides a firmer basis in
the two-way process orientation. The text is
quite thorough, building on models of the
communication process, through a series of chap-
ters on intrapersonal, interpersonal and public
communication. The popular speaker profile
series has been updated and makes for a very
contemporary, relevant text. In identifying the
changes in the text, the authors state their
orientation: "Our field has moved from exclusive
consideration of the requirements of the plat-
form speech arts to a consideration of the broad
range of forces which influence modern man in
his every day attempts to communicate with others

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A good supplemental book to use for students is <u>Persuasion</u> by Heinz. This book, likewise produced in the McLuhan genre, is very visual and exciting in format. The examples and cases of persuasion from contemporary adverising would be effective to illustrate the principles of persuasion as they were developed in class.

Another visual resource which would make for interesting classroom material is the learning package on <u>Nonverbal Communication</u> by Leubewitz. This program contains basic principles through sets of visuals and games. The exercises and activities for students are effective, enabling the whole package to be very self-teaching.

A new film series furthers the resources for communication in the classroom. The series of six films, Know What I Mean, was produced by WNVT-TV in Northern Virginia. High school students and teachers wrote and did the films, so it is interesting to see films using high school people. The series can provide reinforcement and illustrative material for topics in a speech language unit. The six films include: "Maps, Models and Metaphors"; "To Be a Man";"Mind the Gap"; "Louder than Words"; "Charge!!!"; "Speak to Me in Fortran." The series is accompanied with a book which could be available for students. The paperback contains many interesting readings, photos, etc., to supplement each of the six films.

While these resources for teachers and students are effective and represent some of the best contemporary materials available for teaching speech as communication, their utilization will depend very much on the objectives and structure of the individual speech communication classes. They cannot begin to substitute, cf course, for what teachers and students can do in developing their own instructional strategies and materials. Since the communication approach

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to speech has come to be adopted universally,
more materials ought to be developed and made
available commercially. Instead of waiting
for others to take the lead, perhaps we ought
to form a MWSCA Task Force on Learning Resources
to get started!

Books Discussed

Communication: Interacting Through Speech.
    R. R. Allen, Sharol Parish and C. David
    Mortensen. Columbus, Ohio: Charles E.
    Merrill Publishing Co., 1973.

Know What I Mean. Film Series produced by WNVT
    and distributed by the International Society
    for General Semantics, 1971 and Know What
    I Mean booklet, edited by Victor Kryston
    and Portia Meares. San Francisco: Inter-
    national Society for General Semantics,1973.

Listening and Speaking in the English Classroom.
    Roger L. Cayer, Jerome Green and Elmer E.
    Baker, Jr. New York: The Macmillan Co.,
    1971.

Nonverbal Communication. Lois Leubitz, edited
    by Kathleen M. Galvin. Skokie, Illinois;
    National Textbook Co., 1973.

Person-to-Person: An Introduction to Speech
    Communication. Kathleen M. Galvin and
    Cassandra L. Book. Skokie, Illinois;
    National Textbook Co., 1973.

Persuasion. Ann C. Heintz. Chicago: Loyola
    University Press, 1970.

Speech Communication An Interpersonal Approach
    for Teachers. Kathleen M. Galvin and Cas-
    sandra Book. Skokie, Illinois: National
    Textbook Co., 1972.

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Speech Communication Instruction. Deems H.
    Brooks, New York: David McKay Co., Inc.,
    1972.

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RECENT TRENDS IN ORAL INTERPRETATION

Chloe Armstrong

Before we consider what is new in oral
interpretation, it is important to review
briefly the history of the discipline. What
has evolved in the nature of the study and
what methods have been used in the process?
    The theories and methods of oral inter-
pretation have been based largely on the idea
of better understanding of the literature both
for the oral reader and the audience. This
idea was true of Socrates when he gave the
charge to the rhapsode, Ion. The English ele-
cutionists of the eighteenth century emphasized
development of skills and the use of techniques,
but they also implied the necessity of knowing
the "thought and emotion" of the selection.
It was S. S. Curry in the twentieth century
who insisted that the oral reader can perform
only after thorough understanding of the liter-
ary text. But several years later, C. C.
Cunningham, who believed in the application of
principles of aesthetics to oral interpretation,
formulated a comprehensive, detailed aesthetic
analysis of literature. This analytical approach
had strong influence on study of oral interpre-
tation and is used by many students today.
    One of the strongest forces that has been
instrumental in bringing about changes in the
field has been literary criticism. A close