THIS PROGRAMED "LEARNER'S HANDBOOK" IS DESIGNED TO BE USED IN THE "SPEECH-COMMUNICATION LEARNING SYSTEM" IN THE SPEECH COMMUNICATION CENTER AT THE UNIVERSITY OF HAWAII. THE PURPOSE OF THE COURSE, INTENDED PRIMARILY FOR SPEAKERS OF NON-STANDARD ENGLISH DIALECT IN HAWAII, IS TO "DEVELOP A STYLE OF SPEECH WHICH IS INTELLIGIBLE AND ACCEPTABLE IN A WIDE VARIETY OF SITUATIONS THROUGHOUT THE UNITED STATES." THE MAJORITY OF LEARNERS COMPLETE THE ENTIRE "LEARNING SYSTEM" IN 10 TO 15 HOURS, USING THE PROGRAMED MATERIAL AND TAPES WITH GUIDANCE FROM A "TUTOR" AND A PROGRESS "EVALUATOR." VARIABLES SELECTED FOR TESTING ARE—(1) EYE-CONTACT, (2) LOUDNESS, (3) VOICE-QUALITY, (4) PITCH, (5) RATE OF SENTENCE PRODUCTION, AND (6) ARTICULATION. THE APPROACH IS INNOVATIVE, EMPHASIZING AN AWARENESS OF PARALINGUISTICS, RATHER THAN THE LINGUISTIC CONTENT AND FORM OF ENGLISH. (AHH)
SPEECH-COMMUNICATION LEARNING SYSTEM

Volume One
Learner's Handbook

Copyright 1968 by:
Paul Heinberg, Ph.D.
L. S. Harms, Ph.D.
James Owen, Ph.D.
June Yamada, M.A.
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions.

SPECIFIC OBJECTIVES

1. Provides the learner with a statement of the purposes of the Speech-Communication Learning System.

2. Provides the learner with an estimate of the time needed to complete all phases of the learning system.

3. Informs the learner about the standard procedures and materials used in the learning system.

4. Provides the learner with instructions for completing the learner data sheet.

RESPONSE SECTION

1. The purpose of the speech-communication system is to help persons achieve more INTELIGIBLE speech-communication behavior.

2. The majority of learners achieve all of the objectives of the entire learning system in _____ to _____ hours.

3. The materials you need for any one of the one-person Preliminary Programs are the Learner's HAND and the appropriate taped PRO.

4. You should keep a record of your progress in the learning system by entering data on the data sheet after each LE session.
**LEARNER DATA SHEET**

**NAME:**

**DATE:**

**ADDRESS:**

**TELEPHONE:**

**AGE:**

Circle Highest School Level Completed

- Elementary
- Secondary
- College
- Grad

**Have you ever attended a clinic for Speech Correction?**

- Yes
- No

**If YES, was this partly due to a hearing loss?**

- Yes
- No

**Is English your native language?**

- Yes
- No

If No, what is your native language:

**LEARNER PROGRESS RECORD**

**INSTRUCTIONS:** After each learning session, record (1) the date and (2) the approximate number of minutes that you worked on the program.

<table>
<thead>
<tr>
<th>PROGRAM NO.</th>
<th>NAME</th>
<th>DATE</th>
<th>TOTAL DATE</th>
<th>TOTAL DATE</th>
<th>TOTAL DATE</th>
<th>TOTAL DATE</th>
<th>TOTAL DATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ORIENTATION</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>B</td>
<td>OVERVIEW</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>0</td>
<td>VARIABLE IDENTIFICATION</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>1</td>
<td>VARIABLE MODIFICATION</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>2</td>
<td>SPEAKER'S ROLE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>3</td>
<td>LISTENER'S ROLE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>4</td>
<td>EVALUATOR'S ROLE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>5S</td>
<td>SPEAKER'S PERFORMANCE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>5L</td>
<td>LISTENER'S PERFORMANCE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>5E</td>
<td>EVALUATOR'S PERFORMANCE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>6</td>
<td>TERMINAL ROLE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>7S</td>
<td>TERMINAL PERFORMANCE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>7E</td>
<td>TERMINAL PERFORMANCE</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
</tbody>
</table>

**Learner does not write in this section**

**PRE-TEST EVALUATION**

**POST-TEST EVALUATION**
PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. The purpose of the speech-communication system is to help persons achieve more ____________ and ____________ speech-communication behavior.

2. The majority of learners achieve all of the objectives of the entire learning system in ___ to ___ hours.

3. The materials you need for any one of the one-person Preliminary Programs are the Learner's ____________ and the appropriate taped ____________.

4. You should keep a record of your progress in the learning system by entering data on the data sheet after each ____________ session.
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. To provide you with a map of the learning system (in the form of a flow-chart).

2. To introduce you to the major elements in each of the learning programs.

RESPONSE SECTION

1. The various Programs and Performance sessions in the Speech-Communication Learning System are summarized in the FLCH.

2. In the 3-person Performance Program, the three people who work together are: The S_______, L_______ and the E_______.

C H______.
3. SEATING ARRANGEMENT FOR PROG. 5
THE 3-PERSON PERFORMANCE PROG.

EVALUAT__

SPEAK__

LISTEN__

4. 2 MINUTE SPEECH-COMM. ASSIGNMENTS: PROGRAM 5

<table>
<thead>
<tr>
<th>0 - EYE-CON</th>
<th>1 - LOUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - VOICE QUAL</td>
<td>3 - PITCH</td>
</tr>
<tr>
<td>4 - RAPPORT</td>
<td>5 - ARTICUL</td>
</tr>
<tr>
<td>6 - ALL ABOVE VARI</td>
<td></td>
</tr>
</tbody>
</table>

5. If the Speaker produces a sentence about which the Listener is not C________, the Listener says "HM' um."

6. When the Listener says "HM' um," the Speaker should R______ and M______ his sentence.

7. If the Speaker produces a sentence about which the Evaluator is not confident, the Evaluator signals disapproval to the Listener by N______ his head.

8. When the Evaluator signals disapproval, the L______ should say "HM' um."
PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. The various activities in the learning system are summarized in the ________-_______.

2. If the Speaker produces a sentence about which the Listener is not ________, the Listener says "HM' um."

3. If the Speaker produces a sentence about which the Evaluator is not confident, the _________ signals disapproval to the Listener.

4. The Listener guides the behavior of the _________.

5. The Evaluator guides the behavior of the _________.

6. The _________ never says anything but "HM' um" and "um HM'."

7. The _________ never says anything. He just nods to the Listener to indicate confidence or lack of it.

8. When the Listener says "HM' um," the Speaker should ________ and _________ his sentence.
Response Form

SPEECH COMMUNICATION LEARNING SYSTEM

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. To understand the nature of listener confidence in speech-communication in terms of its effects on the speaker.
2. To identify the limits of each of six speech-communication variables within which a listener is confident.
3. To provide guidelines for alternative ways of speaking on each of the six variables.

RESPONSE SECTION

1. When we meet someone, we form opinions about him in the first few seconds.
2. When many different persons meet the same individual, they tend to form the same opinion about him.
3. The opinions about others that we form in the first few seconds do not tend to change because we tend to look for only those behaviors that confirm our quickly formed opinions.
4. Our quickly formed opinions about persons we meet are accurate only by chance.
5. Opinions about persons we meet are formed almost entirely on the basis of their S

6. During the first few seconds in which two persons meet for the first time, each establishes a degree of CON in the other.

7. As they continue to communicate, this confidence each has in the other tends to stay the S.

8. What varies from moment to moment afterwards is the confidence of each person about what the other S and not confidence about what kind of person he I.

9. In both cases, this _ is based almost completely on the other person's S.

10. The seven major variables that influence listener confidence are:

   E  CON
   L  NESS
   VOI  QUAL
   PI
   RA
   ARTIC
   DIC
Variable 0 -- EYE CONTACT

Maintain readiness to revise on basis of his listener's lack-of-confidence signals.

11 A. The listener gives a **S I G**____ to mean that he lacks confidence.

11 B. The speaker with eye contact can **D E**____ this.

11 C. The speaker with eye contact will then **R E**_____.

11 D. This will give the listener **C O N**_____.

---

Per cent of listener's lack-of-confidence signals that produce revisions

100%

<table>
<thead>
<tr>
<th>Listener lacks confidence</th>
<th>Critical zone</th>
<th>Listener is confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Variable 1 -- LOUDNESS

Maintain variety in loudness within his listener's hearing range.

12. Loudness is maintained when the speaker's syllables V___ in loudness and the listener can easily hear the L___ loud syllable.
Variable 2 -- VOICE QUALITY

Maintain a voice quality that varies from the middle on five dimensions to signal special meanings for certain words.

<table>
<thead>
<tr>
<th>Special meanings</th>
<th>Lack-of-confidence zone</th>
<th>Confidence Zone Dimension Descript.</th>
<th>Lack-of-confidence zone</th>
<th>Special meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>softness, lightness, fear, awe, doubt</td>
<td>breathy</td>
<td>I--Degree of effort to close vocal folds against air pressure from below</td>
<td>tense</td>
<td>anger, importance</td>
</tr>
<tr>
<td>dullness, boredom</td>
<td>flat</td>
<td>II--vertical positioning of vocal folds</td>
<td>thin</td>
<td>doubt, insincerity</td>
</tr>
<tr>
<td>tentative-ness, ridicule</td>
<td>throaty</td>
<td>III--horizontal positioning of base of tongue</td>
<td>fronted</td>
<td>irritation, precision</td>
</tr>
<tr>
<td>unimportance</td>
<td>denasal</td>
<td>IV--degree of sound energy in nasal cavity</td>
<td>nasal</td>
<td>complaint</td>
</tr>
<tr>
<td>weakness, haste</td>
<td>clavicular</td>
<td>V--degree of sound energy in chest</td>
<td>orotund</td>
<td>importance, largeness</td>
</tr>
</tbody>
</table>

Per cent of speaker's words in center on 5 dimensions (except uses to signal special meanings)

![Graph showing confidence zone](image-url)
13. Complete each statement by putting a letter in each box.

A BREATHY voice quality is produced with: A. the tongue base far to the rear.

A TENSE voice quality is produced with: B. very little sound energy in the chest.

A FLAT voice quality is produced with: C. very little effort to keep the vocal folds closed.

A THIN voice quality is produced with: D. lots of sound energy in the chest.

A THROATY voice quality is produced with: E. lots of sound energy in the cavity above the mouth.

A FRONTED voice quality is produced with: F. the tongue base far to the front.

A DENASAL voice quality is produced with: G. the vocal folds high in the neck.

A NASAL voice quality is produced with: H. very much effort to keep the vocal folds closed.

A CLAVICULAR voice quality is produced with: I. very little sound energy in the cavity above the mouth.

An OROTUND voice quality is produced with: J. the vocal folds low in the neck.

14. A speaker with listener ___ ___ ___ ___ will maintain a voice quality that varies from the M ___ ___ of five dimensions to signal special meanings for certain W ___ ___.
Variable 3 -- PITCH VARIETY

Maintain pitch variety on each sentence to enable his listener to select each sentence's key word and sentence type before he must select again.

Per cent of sentences on which listener selects key word and type before he must select again

<table>
<thead>
<tr>
<th>listener lacks confidence</th>
<th>critical zone</th>
<th>listener is confident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td></td>
</tr>
</tbody>
</table>

15 A. You [ ] saw [ ] that movie [ ] . [ ] : [ ] ? [ ]
15 B. Mary [ ] went home [ ] before noon [ ] . [ ] : [ ] ? [ ]
15 C. I [ ] saw him [ ] today [ ] . [ ] : [ ] ? [ ]
15 D. She [ ] loves [ ] him [ ] . [ ] : [ ] ? [ ]
15 E. You [ ] did [ ] that [ ] . [ ] ! [ ] ? [ ]

16. A speaker with listener confidence will maintain pitch variety on any sentence to enable his listener to select that sentence's _ _ _ word and sentence T _ _ _ before he must select again.
Variable 4 -- RATE

Maintain variety in rate of sentence production to enable his listener to select among those sentences he considers before he must select again.

Per cent of sentences on which listener selects from those he considers before he must select again.

100%

0%

listener lacks critical zone listener is confident

I said to. I said, "two." (?)

17 A. Mr. Smith, our milkman is ill.  
Mr. Smith, our milkman, is ill.  

17 B. Miss Lee, his secretary, will see you now.  
Miss Lee, his secretary will see you now.  

17 C. "Which" is the word you want?  
Which is the word you want?  

17 D. He said, "I can go."  
He said I can go.  

17 E. He bought some salt, pork and eggs.  
He bought some salt pork and eggs.  

17 F. He said to my brother, Sam, "I'm a fool."  
He said to my brother, "Sam, I'm a fool."  

17 G. You should try again.  
You should try again.  

17 H. Mary, the lady on your right, is leaving.  
Mary, the lady on your right is leaving.  

18. A speaker with listener ___ ___ ___ ___ will maintain variety in rate of S E N ___ ___ production to enable his listener to S ___ ___ among those he considers before he must select again.
Variable 5 -- ARTICULATION

Maintain variety in syllable production to enable his listener to select among those words he considers before he must select again.

Per cent of syllables on which listener selects from those he considers before he must select again

<table>
<thead>
<tr>
<th>0%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>listener lacks confidence</td>
<td>listener is confident</td>
</tr>
</tbody>
</table>

I scream. Ice cream. (?)

19 A. They are strangers in town. 
There are strangers in town. 

19 B. Is it thin? 
Is it tin? 

19 C. It's his fodder. 
It's his father. 

19 D. Are they deceased? 
Are they diseased? 

19 E. I don't want the latter to be used.
I don't want the ladder to be used. 

19 F. Bill earned what he needed. 
Bill learned what he needed. 

19 G. Are they Thursday? 
Are they thirsty? 

19 H. He used some mice in the experiment. 
He used some ice in the experiment. 

19 A. They are strangers in town. 
There are strangers in town. 

19 B. Is it thin? 
Is it tin? 

19 C. It's his fodder. 
It's his father. 

19 D. Are they deceased? 
Are they diseased? 

19 E. I don't want the latter to be used.
I don't want the ladder to be used. 

19 F. Bill earned what he needed. 
Bill learned what he needed. 

19 G. Are they Thursday? 
Are they thirsty? 

19 H. He used some mice in the experiment. 
He used some ice in the experiment. 

I scream. Ice cream. (?)
20. A speaker with listener confidence will maintain variety in
syllable production to enable his listener to select among those he considers before
he must select again.
PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. During the first few seconds in which two persons meet for the first time, each establishes a degree of ________ in the other.

2. What varies from moment to moment afterwards is the confidence of each person about what the other ________ and not confidence about what kind of person he ________.

3. The seven major variables that influence listener confidence are:
   ___________  ___________
   ___________
   ___________
   ___________
   ___________
   ___________
   ___________

4. Eye contact is maintained when the speaker ________ on the basis of lack-of-confidence signals he receives from his listener.

5. Loudness is maintained when the speaker's syllables ________ in loudness and the listener can easily hear the ________ loud syllable.
6. A speaker with listener confidence will maintain a voice quality that varies from the _______ of five dimensions to signal special meanings for certain _______.

7. A speaker with listener confidence will maintain pitch variety on any sentence to enable his listener to select that sentence's _______ word and sentence _______ before he must select again.

8. A speaker with listener confidence will maintain variety in rate of _______ production to enable his listener to select among those he considers before he must select again.

9. A speaker with listener confidence will maintain variety in _______ production to enable his listener to select among those _______ he considers before he must select again.
SPÆECH-COMMUNICATION LEARNING SYSTEM

PROGRAM 1 -- VARIABLE MODIFICATION

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. Sensitize the learner to the dynamics of variable change in the Speech-Communication Learning System.

2. Convince the learner that he should reject all critical zone speech-communication behavior regardless of extent of improvement.

3. Inform the learner about rate of behavioral change under these conditions.

RESPONSE SECTION

1. For someone's speech-communication behaviors to change, he must BE ______.

2. For someone's speech-communication behaviors to change, he must be NO ______ the MO ______ any behavior produces lack-of-confidence.

3. For someone's speech-communication behaviors to change, he must behave, and he must be notified the moment any behavior produces ______-of-confidence.
4. At the moment a speaker is notified that his speech-communication behavior produces lack-of-confidence, he must know the variable that produced this lack-of-confidence, and he must know ways to modify his behavior on that variable.

5. For someone's speech-communication behavior to change, he must behave, he must be notified the moment any behavior produces lack-of-confidence, at that moment he must know the variable that produced lack-of-confidence, he must know ways to modify his behavior on that variable, and he must be notified when any modification he tries produces confidence.

6. In Performance Sessions, the listener is responsible for notifying the speaker when his speech-communication behavior produces lack-of-confidence, and for notifying him when any modification of that behavior produces confidence.

7. The two signals the listener uses are "hm um" and "um hm." He signals that a behavior has produced lack-of-confidence by saying, "__'___."

8. The two signals the listener uses are "hm um" and "um hm." He signals that a modification of a behavior produces confidence by saying, "__'___."

9. In Performance Sessions, the speaker is responsible for engaging continuously in speech-communication and for being able to modify his behavior on any of the variables when his listener signals lack-of-confidence.
Rate of change in speech-communication behavior increases as
the listener notifies the speaker, as the speaker has ways to modify his behavior, and as the listener does signal confidence when behavior shifts from lack-of-confidence into the zone.

---

<table>
<thead>
<tr>
<th>Performance Sample</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 -- Eye Contact</td>
</tr>
<tr>
<td>2</td>
<td>1 -- Loudness</td>
</tr>
<tr>
<td>3-5</td>
<td>2 -- Voice Quality</td>
</tr>
<tr>
<td>6</td>
<td>3 -- Pitch</td>
</tr>
<tr>
<td>7</td>
<td>4 -- Rate</td>
</tr>
<tr>
<td>8</td>
<td>5 -- Articulation</td>
</tr>
</tbody>
</table>
11. Variable modification usually occurs in less than ten
   __________.

12. Variable modification occurs faster when the listener says
   "HM' um" __________, when the listener keeps saying
   "HM' um" regardless of improvement until __________ is produced, and when the speaker does not lack ways to
   __________ his behavior when "HM' um" is signaled to him.
PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. For someone's speech-communication behavior to change, he must behave, he must be notified the moment any behavior produces lack-of-confidence, at that moment he must know the [ ] that produced lack-of-confidence, he must know ways to modify his behavior on that variable, and he must be notified when any modification he tries produces [ ].

2. In Performance Sessions, the listener is responsible for notifying the speaker when his speech-communication behavior produces [ ]-of-confidence, and for notifying him when any modification of that behavior produces [ ].

3. In Performance Sessions, the speaker is responsible for engaging continuously in speech-communication [ ], and for being able to [ ] his behavior on any of [ ] variables when his listener signals [ ]-of-confidence.

4. Rate of change in speech-communication behavior increases as the listener notifies the speaker [ ], as the speaker has [ ] ways to modify his behavior, and as the listener does [ ] signal confidence when behavior shifts from lack-of-confidence into the [ ].
5. Variable modification occurs faster when the listener says "HM' um" ________, when the listener keeps saying "HM' um" regardless of improvement until _________ is produced, and when the speaker does not lack ways to _________ his behavior when "HM' um" is signaled to him.
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. Describe the basic speaker task.
2. Describe listener-oriented sentences.
3. Describe the process of sentence modification.

RESPONSE SECTION

1. In this program, the concern centers on:
   - Sentences spoken to a S T ________.
   - Sentences with T E ________ words in them,
   - Sentences which the listener must A ________ on.
2. The basic task of the speaker is to fit his sentences to the C A ________ of his listeners.
FLOW CHART FOR PERFORMANCE PROGRAM

LEARNER ENTERS PERFORMANCE PROGRAM

LISTENER

SPEAKER

SPEAKER

LISTENER

LEARNER EXITS PERFORMANCE PROGRAM
3. The four stages in sentence modification are:
   - forming a complete sentence from sentence F R _ _ _ _ _ _ 
   - to repeat and M _ _ _ _ a sentence,
   - to E S _ _ _ _ the confidence of a listener,
   - to P _ _ _ sentences that are received with confidence.
ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

1. The basic task of the speaker is to _______________________.

2. Listener-oriented sentences must be both _______________________.

3. The process of sentence modification has the following four stages:

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. Describe the persons the listener represents.
2. Describe the process of sentence modification.
3. Demonstrate "fast and clear" reaction to the six essential variables.
4. Describe the four listener decisions:
   □ when speaker says one complete sentence
   □ when speaker maintains a variable for two minutes
   □ when time to end a session arrives
   □ when Assignment Six is completed.

RESPONSE SECTION

1. The listener RE __ __ __ an AU __ __ __ __
2. The Listener signals within O __ second if he is confident.
3. The process of sentence MO __ __ __ __ begins when a speaker says one complete SE __ __ __ __. The listener signals CON __ __ __ __. HM'um signals N __ confidence. The speaker repeats and MO __ __ S the sentence. When the listener changes from HM'um to um'HM he signals that he has BE __ __ __ confident.
VARIABLES

0. EYE-CONTACT

Maintain readiness to modify on basis of listener's lack of confidence signals.

1. LOUDNESS

Maintain variety in loudness within his listener's hearing range.

2. VOICE-QUALITY

Maintain a voice quality that varies from the middle on five dimensions to signal special meanings for certain words.

3. PITCH

Maintain pitch variety on each sentence to enable his listener to select each sentence's key word and sentence type before he must select again.

4. RATE

Maintain variety in rate of sentence production to enable his listener to select among those sentences he considers before he must select again.

5. ARTICULATION

Maintain variety in syllable production to enable his listener to select among those words he must consider before he must select again.
Begin Performance Program

Listener Assigns(next) Variable

Speaker Says One Complete Sentence

Speaker Repeats and Modifies Sentence

LISTENER DECISIONS

- when Speaker says one complete sentence.
- when Speaker maintains variable for two minutes.
- when session ends.
- when Assignment Six is completed.

End Performance Program
**PROGRAM CHECK-OUT**

**ACCEPTABLE LEVEL OF PROFICIENCY:** The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

1. The Listener represents persons who
   - (1) are _________ to the Listener.
   - (2) must listen to _________ information.
   - (3) must _________ on the basis of what they hear.

2. A sentence is modified by the process of the Speaker
   - _________, the Listener _________, and the Speaker _________ the sentence.

3. "Fast and clear" reaction to the six essential variables:
   (Copy scores from boxes on page 3-2)
   - 0.
   - 1.
   - 2.
   - 3.
   - 4.
   - 5.

4. The four Listener decisions:
   - (1) ________________________________.
   - (2) ________________________________.
   - (3) ________________________________.
   - (4) ________________________________.
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. Guide the Listener decisions when necessary.
2. Record response data on the Performance Program.

RESPONSE SECTION

1. The Evaluator guides the Listener.
2. The Evaluator guides the Listener decision of

C ________.

3. The Evaluator also guides Listener decisions on changing

V ________; on time to E ______ session, and when assignment S ______ is completed.

4. Each of the four Listener decisions are N ______ or V ______ decisions.

5. The Listener signals confidence with "H ______" or "um ______".

6. The Evaluator signals agreement by S ________.

7. The Evaluator signals disagreement by N ________ his

H ______.

8. The Listener signals his decision when the Evaluator signals him to do so.
EVALUATION FORM

EVALUATOR NAME ___________________________ Hour _____ Date _____

NOTES

<table>
<thead>
<tr>
<th>STRONG POINTS</th>
<th>WEAK POINTS</th>
</tr>
</thead>
</table>

(complete after session)

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT:

(use back of sheet if necessary)
ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. The Evaluator ________ the Listener.

2. The Evaluator nods or shakes his head sideways when he does not ________ with a decision the Listener has made.

3. When the Evaluator shakes his head sideways, the Listener ________ his decision.

4. The Evaluator also takes ________ on the responses of the Speaker and the Listener.

5. From these notes, he makes one or more ________ that the ________ will employ in revising the Speech Communication Learning System.
# SPEECH-COMMUNICATION PERFORMANCE PROGRAM

**Speaker’s Script**

Sit in Speaker’s chair facing Listener. Read the following script. Each of you has the same script, except that answers to questions directed to you are not shown on your script.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Listener (to Speaker) Then the session begins, we will start working on Variable Number Zero. What does Variable Number Zero refer to?</td>
<td><strong>Answer</strong></td>
</tr>
<tr>
<td><strong>2.</strong> Listener (to Speaker) When I say, &quot;HM um,&quot; what do you do?</td>
<td><strong>Answer</strong></td>
</tr>
<tr>
<td><strong>3.</strong> Listener (to Speaker) After I have said, &quot;HM um&quot; one or more times, how will you know when I mean &quot;Go ahead&quot; instead of &quot;Go back?&quot;</td>
<td><strong>Answer</strong></td>
</tr>
<tr>
<td><strong>4.</strong> Evaluator (to Listener) When I nod my head from left to right, this way, what do you do?</td>
<td><em>Listener must answer immediately:</em> I say &quot;HM um&quot; and reset the two-minute timer.</td>
</tr>
<tr>
<td><strong>5.</strong> Evaluator (to Listener) When I nod my head up and down, this way, what do you do?</td>
<td><em>Listener must answer immediately:</em> I say, &quot;um HM.&quot;</td>
</tr>
</tbody>
</table>
6. Evaluator (to Listener) If you reset the two-minute timer, and the light doesn't come on, what does that mean? Listener must answer immediately: The session is over.

7. Evaluator (to Listener) Where is the number and name of every variable listed in order? Listener must answer immediately: In my Learner Handbook.

8. Evaluator (to Listener) How will the speaker know which variable he is to work on? Listener must answer immediately: I will tell him.

9. Evaluator (to Listener) If the speaker is working on any of the Variables 0, 1, 2, 3, 4 or 5 and the timer light goes off, what two things do you do? Listener must answer immediately: I reset the timer and announce the next variable.

10. Evaluator (to Listener) Let's suppose you are working on Assignment Number 6, all variables, and the timer light goes off. You reset the two-minute timer, and the light comes on. What does that mean? Listener must answer immediately: The session is over.

11. Evaluator (to Listener) Turn both timer controls full on.

12. Listener (to Speaker) All right. Let's begin. The first variable is Variable Zero, Eye Contact.
### Listener's Script

Sit in Listener's chair facing the Speaker and Evaluator. Read the following script. Each of you has the same script, except that answers to questions directed to you are not shown on your script.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Answer</th>
<th>IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Listener (to Speaker)</strong> When the session begins, we will start working on Variable Number Zero. What does Variable Number Zero refer to?</td>
<td>Speaker must answer immediately: <strong>Eye Contact.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Listener (to Speaker)</strong> When I say, &quot;um um,&quot; what do you do?</td>
<td>Speaker must answer immediately: I say the same words I just said in a different way.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Listener (to Speaker)</strong> After I have said, &quot;um um,&quot; one or more times, how will you know when I mean &quot;Go ahead&quot; instead of &quot;Go back?&quot;</td>
<td>Speaker must answer immediately: You will say, &quot;um um.&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>4. Evaluator (to Listener)</strong> When I nod my head from left to right this way, what two things do you do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Evaluator (to Listener)</strong> When I nod my head up and down, this way, what do you do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Evaluator (to Listener) If you reset the two-minute timer, and the light doesn't come on, what does that mean?

7. Evaluator (to Listener) Where is the number and name of every variable listed in order?

8. Evaluator (to Listener) How will the speaker know which variable he is to work on?

9. Evaluator (to Listener) If the speaker is working on any of the Variable 0, 1, 2, 3, 4, or 5 and the timer light goes off, what two things do you do?

10. Evaluator (to Listener) Let's suppose you are working on Assignment Number 6, all variables, and the timer light goes off. You reset the two-minute timer, and the light comes on. What does that mean?

11. Evaluator (to Listener) Turn both timer controls full on.

12. Listener (to Speaker) All right. Let's begin. The first variable is Variable Zero, Eye Contact.
CHECKOUT

SPEECH-COMMUNICATION PERFORMANCE PROGRAM

Evaluator's Script

Sit in the Evaluator's chair behind the Speaker and facing the Listener. Read the following script. Each of you has the same script, except that answers to questions directed to you are not shown on your script.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listener (to Speaker) When the session begins, we will start working on Variable Number Zero. What does Variable Number Zero refer to?</td>
<td>Speaker must answer immediately: <strong>Eye Contact.</strong></td>
</tr>
<tr>
<td>2. Listener (to Speaker) When I say, &quot;HM um,&quot; what do you do?</td>
<td>Speaker must answer immediately: <strong>I say the same words I just said in a different way.</strong></td>
</tr>
<tr>
<td>3. Listener (to Speaker) After I have said, &quot;HM um&quot; one or more times, how will you know when I mean &quot;Go ahead&quot; instead of &quot;Go back?&quot;</td>
<td>Speaker must answer immediately: <strong>You will say, &quot;um HM.&quot;</strong></td>
</tr>
<tr>
<td>4. Evaluator (to Listener) When I nod my head from left to right, this way, what two things do you do?</td>
<td>Listener must answer immediately: <strong>I say &quot;HM um&quot; and reset the two-minute timer.</strong></td>
</tr>
<tr>
<td>5. Evaluator (to Listener) When I nod my head up and down this way, what do you do?</td>
<td>Listener must answer immediately: <strong>I say, &quot;um HM.&quot;</strong></td>
</tr>
</tbody>
</table>

**IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.**

**IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.**
6. Evaluator (to Listener) If you reset the two-minute timer, and the light doesn't come on, what does that mean?
   Listener must answer immediately: The session is over.

7. Evaluator (to Listener) Where is the number and name of every variable listed in order?
   Listener must answer immediately: In my Learner Handbook.

8. Evaluator (to Listener) How will the speaker know which variable he is to work on?
   Listener must answer immediately: I will tell him.

9. Evaluator (to Listener) If the speaker is working on any of the Variable 0, 1, 2, 3, 4, or 5 and the timer light goes off, what two things do you do?
   Listener must answer immediately: I reset the timer and announce the next variable.

10. Evaluator (to Listener) Let's suppose you are working on Variable Number 6. All variables, and the timer light goes off. You reset the two-minute timer, and the light comes on. What does that mean?
    Listener must answer immediately: The session is over.

11. Evaluator (to Listener) Turn both timer controls full on.

12. Listener (to Speaker) All right. Let's begin. The first variable is Variable Zero, Eye Contact.
SPECIFIC OBJECTIVES

1. Describe the variable of diction.

2. Describe the two roles of Speaker and Evaluator in the Terminal Performance Program.

3. Describe the two assignments of developing and questioning in the Terminal Performance Program.

RESPONSE SECTION

1. Diction is related to the Speaker's choices of words and their order that do not change the meaning of sentences.

2. Diction is variety in the selection of words and word order to control the flow of information.

[Graph showing the percentage of listener's confidence in the Speaker's selections of words and word sequences that the listener does not revise.]
3. A listener must sometimes revise a Speaker's information by **SUB** **I** **N** **G**.

4. A listener must sometimes revise a Speaker's information by **SUMM** **I** **N** **G**.

5. A listener must sometimes revise a Speaker's information by **ELAB** **I** **N** **G**.

6. A Speaker does **NE** **RE** **NO** revise his information when he

7. A Speaker with listener confidence maintains variety in **TION** by selecting words and word orders that his listeners do not tend to **REV**

8. When any listener needs to revise a Speaker's information, the Speaker with listener confidence will maintain variety in diction by **SUB** **I** **N** **G**. **SUMM** **I** **N** **G** or **ELAB** **I** **N** **G** to his listener's **SATI**

9. In the Terminal Performance Program the two learner roles are the **S** **'** **S** **Role and the E** **'** **S** Role.

10. In any Terminal Performance session **O** **L** learner is the Speaker and **T** **L** learners are Evaluators.

11. The learner prepares for each Terminal Performance session by selecting a subject to talk about that he feels able to **A** **S** questions about.

12. The learner prepares for each Terminal Performance session by deciding upon at least **M** minutes of information that he will develop or elaborate on before he answers questions.
13. The learner does not memorize his information or bring notes on his information to any Terminal Performance session.

14. The two tasks of the learner in the Speaker's Role in a Terminal Performance session are: (1) to maintain little need for the Evaluators to revise what he says, and (2) to revise when he is signaled to do so in ways that produce Evaluator satisfaction.

15. A listener must act upon information he receives from a Speaker in ways that affect that speaker; an Evaluator must act upon information he receives from a Speaker in ways that may not affect that Speaker, but they must affect...

16. The three tasks of the learner in the Evaluator's Role in a Terminal Performance session are: (1) to evaluate the Speaker's HABILITY and PROMOTABILITY, (2) to signal the Speaker when on any sentence lack-of-confidence in his ability to achieve these goals occurs, and (3) to consider questions he will ask later.

17. When an Evaluator signals lack-of-confidence in the Speaker's hirability and promotability on any sentence by saying, "HM' um," the Speaker will revise the sentence he has just said. He does not revise the sentence he has just said.

18. Evaluators ask questions that lead Speakers to examine upon the information they have developed.

19. Both Evaluators sit side by side facing the Speaker, and between the two Evaluators is the...
20. Any time either Evaluator says, "HM' um," that Evaluator
_________ the two-minute timer.

21. When a Speaker's revision of a sentence produces confidence in both of his Evaluators, N_________ Evaluator says, "HM' um."

22. When neither Evaluator says, "HM' um" to the Speaker in a T____ - minute period, the Speaker has completed his
DEV_______ING assignment.

23. When the developing assignment is completed in any Terminal Performance session, the first U_______ING assignment begins.

24. The first questions are asked by the Evaluator with the ___________ Learning System Number.

25. When N_________ Evaluator says, "HM' um" on any of the Speaker's replies to any of the first Evaluator's questions in any two-minute period, the second Evaluator R_________ the two-minute timer and begins his QU_______ING.

26. The two-minute timer is reset each time an Evaluator says, "HM' um" and to begin the DEV_______ assignment and each QU_______ assignments.

27. When neither Evaluator says, "HM' um" to any of the Speaker's replies to the second Evaluator's questions in any two-minute period, the timer is reset and B____ Evaluators begin their questioning.

28. The Terminal Performance Program consists of one
_______ING assignment and three _________ING assignments.
ACCETTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. Diction is variety in the selection of words and word order to control the flow of __________.

2. When any listener needs to revise a Speaker's information, the Speaker with listener confidence will maintain variety in diction by ____________, ____________ or ____________ to his listener's _____________.

3. The two tasks of the learner in the Speaker's Role in a Terminal Performance session are: (1) to maintain little need for the Evaluators to ____________ what he says, and (2) to revise when he is signaled to do so in ways that produce Evaluator ____________.

4. The three tasks of the learner in the Evaluator's Role in a Terminal Performance session are: (1) to evaluate the Speaker's ____________ and ____________, (2) to signal the Speaker when on any sentence lack-of-confidence in his ability to achieve these goals occurs, and (3) to consider questions he will ask later.

5. Evaluators ask questions that lead Speakers to ____________ upon the information they have developed.

6. The two-minute timer is reset each time an Evaluator says "hm' um" and to begin the ____________ assignment and each ____________ assignment.