

Eastern Illinois University
The Keep

Masters Theses

Student Theses & Publications

1961

A Plan for Teaching Listening at Benjamin Franklin Junior High School, Springfield, Illinois

Charles R. Pulliam
Eastern Illinois University

Recommended Citation

Pulliam, Charles R., "A Plan for Teaching Listening at Benjamin Franklin Junior High School, Springfield, Illinois" (1961). *Masters Theses*. 4376.
<https://thekeep.eiu.edu/theses/4376>

This Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

EASTERN ILLINOIS UNIVERSITY

Department of Speech

A PLAN FOR TEACHING LISTENING AT
—
BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL
SPRINGFIELD, ILLINOIS

A thesis in

Speech

by

Charles R. Pulliam

Submitted in partial fulfillment
of the requirements
for the degree of

Master of Science in Education

July, 1961

Approved:

July 28, 1961

Co-chairman of the Department

July 28, 1961

Co-chairman of the Department
of Speech

July 28, 1961

Associate Professor, Depart-
ment of Speech

TABLE OF CONTENTS

CHAPTER		Page
I	Nature and Purpose of the Study	1
	Introduction	1
	Origin of the Study	1
	Review of the Literature	2
	Significance of the Study	10
	Isolating and Defining the Problem	11
	The Working Hypothesis	11
	The Research Design	11
	Conclusion	13
II	The Goals	14
	The General Approach	16
	The Specific Approach	17
	Conclusion	26
III	The Need	28
	The Assumptions	29
	General Goal	30
	Specific Goals	30
	Information and Content	30
	Ineffective Listening Habits	32
	Guides to Good Listening	33
	Characteristics of a Good listener	33
	Methods and Activities	37
	The Direct Approach	37
	Integrated Approach	41
	Evaluation and Testing	42
	Conclusion	43
APPENDIX		
A	Letters	45
B	Questionnaire and Summary of Replies	48
C	Listening Self-Evaluation Sheet and Additional Activities	52
BIBLIOGRAPHY		57

CHAPTER I

Nature and Purpose of the Study

Introduction

Traditional language arts training has included at least some training in written composition at almost every level from grade one on through the final year in college. Most school systems have included at least six years of reading training, largely of the silent variety. Very little emphasis has been placed on speech training and until recently, practically no emphasis has been placed upon the skill of listening (Italics mine). Yet when we look at Rankin's percentages carefully we discover that 75 percent of verbal communication for most¹ of us is composed of activities of an aural character.

¹Ralph G. Nichols and Thomas R. Lewis, Listening and Speaking (Dubuque, Iowa: Wm. C. Brown Company, 1959), vii-viii.

See also:

Paul T. Rankin, "The Importance of Listening Ability," English Journal (College Edition), XVII (October, 1928), 623-630.

Origin of the Study

The writer is an instructor on the staff of the Benjamin Franklin Junior High School in Springfield, Illinois. A portion of his responsibility is to instruct some of the students in the language arts. An examination of the textbooks being used, classroom experience with the students, and interviews with colleagues also teaching language arts made it clear that the generalization by Nichols and Lewis concerning the lack of emphasis upon the development of skills in listening held true for the local curriculum.²

²In a letter to the writer dated June 28, 1961, Mr. Paul Stone,

Principal of the Benjamin Franklin Junior High School wrote:

A unit of work, supported by a chapter in each of the basic textbooks in English, is taught in grades seven and eight through the Language Arts-Social Studies block of time.

Six test lessons of the SRA Reading Laboratory, used with all seventh grade students, are designed to improve listening skills.

A guidance lesson presented in homerooms early in the fall, deals with listening skills.

Listening is also taught informally by various teachers in connection with the giving of directions, the taking of notes, identifying principal points of emphasis in talks, etc.

The writer felt that there existed a need for an even greater emphasis upon the art of listening.³ It was this need to collect ideas

³Ralph Nichols in his article, "Listening: Questions and Problems," Quarterly Journal of Speech, XXXIII (February, 1947), 84 defines "listening:"

Remembering that apprehend means 'to become aware of through the senses' and that comprehend means 'to embrace or understand a thing in all its compass and extent,' perhaps one could say that hearing is apprehension of sound and listening is the comprehension of sound--the attachment of meaning to aural symbols.

and materials concerning "listening" and to organize these data into a new unit of study appropriate to the current situation at the Benjamin Franklin Junior High School that prompted the formulation of this study.

Review of the Literature

As a beginning it seemed to be appropriate to ascertain whether such a project had been done or was in progress. Interviews and correspondence with school officials and a questionnaire sent to the eight teachers in the school who teach the language arts⁴ revealed that

⁴A copy of the questionnaire and a summary of the responses may be found in the Appendix. Six of the eight teachers responded.

a short, but shallow, unit exists and has been in effect in some of the classes.⁵ No official alteration of that unit was in progress.

⁵A brief outline of the unit appears in the section of this paper entitled "Origin of the Study." We shall examine the existing unit in some detail in Chapter II.

In order to discover, as nearly as possible, if such work had been done or was in progress for other junior high schools, the appropriate indices in the field of speech were consulted.⁶

⁶J. Jeffrey Auer, "Doctoral Dissertations in Speech: Work in Progress," Speech Monographs, XX-XXVII (1951-1960); Franklin Knowler, "Index of Graduate Study in the Field of Speech: 1902-1960," Speech Monographs, I-XXVII (1935-1960); Clyde W. Dow, "Abstracts of Theses in the Field of Speech and Drama: 1946-1960," Speech Monographs, XIII-XXVII (1946-1960); Lester Thonssen and Elizabeth Fatherson, Bibliography of Speech Education (New York: H. W. Wilson Company, 1939).

The survey of the literature revealed that studies concerning the construction of units of study of listening have been made.⁷

⁷Sources which present sample units:
 Helen Boer, et al., A Cumulative Course of Study in English (Nashville, Tennessee: Nashville Public Schools, 1948-1952).
 Jessie Mercer, "Listening in the Speech Class," The Bulletin of the National Association of Secondary School Principals, XXXII, No. 151 (January, 1948), 102-107.
 Joseph Mersand, "Developing Competence in Listening in Secondary Schools," The Speech Teacher, VII (November, 1948), 289-301.
 Ralph Renwich, Jr., "A Listening Course for High School Seniors," The Speech Teacher, VI (January, 1957), 59-62.
 Orthea Jane Whitworth, et al., "Fundamentals of Speech: A Basic Course for High Schools," The Speech Teacher, VIII (March, 1959), 93-113.

Sources of principles of effective listening:

Harold A. Anderson, "Needed Research in Listening," Elementary English, XXIX (April, 1952), 217.

C. Merton Babcock, The Harper Handbook of Communication Skills (New York: Harper and Brothers, 1957), p. 247.

Donald E. Bird, "Listening," N.E.A. Journal, XLIX (November, 1960), 32.

Allen E. Forbes, "Listen Now!" Grade Teacher, LXXVIII (October, 1960), 64.

Grenville Keiser, The Art of Conversation (New York: Funk and Wagnall Company, 1932), pp. 219-228.

Nichols and Lewis, op. cit.

Miriam Wilt, "A Study of Teacher Awareness of Listening as a Factor in Elementary Education," (Unpublished doctoral dissertation, Penn State, 1949).

An analysis of the sources reveals that most of the research has been done on ways and means of teaching listening on the college freshman-sophomore level. Some has dealt with the problem on the secondary school level. Nothing appears to be available which is strictly designed for the junior high school level.⁸

⁸In a letter dated June 30, 1961, Dr. Ralph G. Nichols, President of the Speech Association of America and chairman of the national Committee on Listening Comprehension wrote: "I do not know of a single study of listening at the Junior High level...everything reported seems to be above or below that level." Scholars in the field of speech will recognize Dr. Nichols as an eminent authority on listening.

Units of study on the teaching of listening at any academic level are scarce. It was necessary in order to achieve the purpose of this thesis to analyze and evaluate each of the units cited above and to select from them materials which could be used at B.F.J.H.S.

In order to evaluate the suggested units and to make judgments concerning the applicability of the materials to the situations at

B.F.J.H.S. the following criteria were used:

1. Was the unit designed for junior high school students?

2. Could the unit be taught in two weeks?
3. Is the unit designed to be taught as a separate and distinct unit of study and/or integrated with other language arts skills?
4. Are the activities appropriate to the junior high level; the time available; and the facilities available at B.F.J.H.S.?
5. Are appropriate testing and evaluation materials included?

An examination of the unit prepared by Boer, et al., reveals:

1. It was designed for the junior high school level.
2. This unit could not be taught in two weeks, because the teacher is directed to improve the listening habits of the pupils through: (a) a check on the physical condition of the organs of vision, hearing, and speech, (b) a check on general physical health, (c) a determination of the mental ability and emotional stability of the child, (d) a check on the background experiences of each pupil, (e) a check on the present interests of each pupil, (f) determination of the depth and variety of concepts and word meanings of each child, (g) a check on the level of skill in language usage possessed by each child, and (h) determination of the factors in the general environment of each pupil likely to influence his listening skills. The writer submits that no teacher can do all of these things and in addition teach the listening skills in two weeks.
3. This unit is intended to be integrated with "broader learning experiences." It is not organized to facilitate teaching listening as a separate study.

4. There is no attempt to designate which of the suggested activities are appropriate to the junior high level. On the contrary, exercises appropriate to grades one through twelve are indiscriminately listed. The teacher is directed to select and adapt as best he can. This writer submits that this suggestion is not helpful to inexperienced teachers.
5. There is no attempt to use standardized tests during the unit and evaluation appears to be made on the basis of a sixteen question evaluation. The writer submits that an accurate determination of progress by the pupils would be very difficult if one followed the directions given to the teacher in this unit.

In ~~summary~~ summary, then, the unit prepared by Boer, et al., is weak in terms of criteria two, three, four, and five.

An examination of the unit prepared by Mercer reveals:

1. This unit was designed for the senior high school in Amarillo, Texas.
2. This unit could not be taught in two weeks (see #3 below).
3. This unit is set up to be integrated with discussion, parliamentary procedure, public speaking, and oral interpretation. It is not organized to permit teaching the materials as a separate unit.
4. No separate activities are detailed. The teacher is directed to teach listening as a part of the activities used in the other language arts units (see #3 above).
5. There is no provision for testing or evaluation. The teacher is left to his own devices to determine pupil progress.

In ~~summary~~ summary, then, the unit prepared by Mercer will be of little help in constructing a unit for B.F.J.H.S. because it is weak in terms of all five criteria.

An examination of the unit prepared by Mersand reveals:

1. This unit is intended for use on the secondary level.
2. No time limit for teaching the materials to be included in the unit is indicated. A given teacher could select enough for a two weeks unit.
3. Mersand feels that improvement of listening skills is important and deserves study as a separate body of material. He would capitalize also on opportunities for integrating listening skills with the study of radio, poetry, and drama.
4. Various activities are suggested and these are divided into categories: (a) exercises for listening for the purpose of following instructions, (b) exercises for listening to remember facts, (c) exercises for listening for purposes of evaluation, (d) exercises for listening in order to appreciate poetry and drama, (e) exercises for listening for oral improvement, and (f) exercises for listening for enjoyment. This is an interesting and helpful system of organization of exercises and activities.
5. There are no direct suggestions for testing and evaluating the growth and development of the students.

In summary, then, the unit prepared by Mersand is weak in terms of criteria one and five. Useful ideas, materials, and activities could be drawn from this unit and incorporated into the revised B.F.J.H.S. unit.

An examination of the unit prepared by Renwick reveals:

1. This unit was designed for high school seniors.
2. The program requires twelve weeks as Renwick presents it.
3. The unit concentrates on direct study of listening.
4. At least one activity per sub-unit is described in brief. The activities require more maturity from the students than this writer feels that junior high pupils possess.
5. The unit provides for testing and evaluation. It utilizes as pre-and post-tests Dr. Clyde Dow's listening comprehension tests (Forms A and B). But one should note that Dow's tests were designed for high school seniors and college freshmen.⁹

⁹ Clyde W. Dow, "Testing Listening Comprehension of High School Seniors and College Freshmen," The Speech Teacher, IV (October, 1955), 239-249.

In summary, then, the unit prepared by Renwick is weak in terms of criteria one, two, four, and five.

An examination of the unit prepared by Whitworth, et al., reveals:

1. It was designed for the secondary school level.
2. The unit is intended for coverage in one week.
3. It appears to be intended for direct study of listening as a separate entity.
4. It provides a separate section devoted to brief suggestions for ten "activities and pupil experiences."
5. It provides a separate section devoted to evaluation and testing and makes six specific suggestions for "evaluating the success with which the students have achieved the objectives of

the unit."

In summary, then, of the unit prepared by Whitworth, et al., it is weak only in terms of criterion number one.

An examination of the units of study prepared by Boer, et al.; Mercer; Mersand; Renwick; and Whitworth, et al. lead one to the following conclusions:

1. Any ideas, activities, and tests drawn from these studies would need to be adapted to the junior high level.
2. Since none of them was intended as a two weeks unit further adaptation is necessary for the B.F.J.H.S.
3. Since each of the units is organized to be taught either as a direct unit or an integrated one, additional adaptation is necessary for the B.F.J.H.S. where listening is taught directly and integrated with other language arts.
4. Activities and pupil experiences included in the units analyzed ranged in their appropriateness from grade one to grade twelve. Selection and adaptation is necessary to fulfill the needs of grades seven and eight at B.F.J.H.S.
5. Since Boer, Mercer, and Mersand do little or nothing with testing; since Renwick uses Dow's high school senior and college freshmen level tests; and, since only the Whitworth unit offers useful tips on testing, the latter will be used -- with adaptations -- for the B.F.J.H.S.

The general principles of effective listening derived from Anderson, Babcock, Bird, Forbes, Keiser, Nichols and Lewis, and Wilt are presented with proper citation in the appropriate places within the context of the

thesis.

In summary of the survey of the literature it should be noted that a brief, shallow, and disorganized unit of study on listening has been designed and partially used at the B.F.J.H.S. No revision (other than this one) is in progress. Nothing has been reported in the literature concerning units on listening for the junior high school. There are units available for the elementary, secondary, and college levels. An analysis of these units in terms of the criteria established for the B.F.J.H.S. indicates that none could be adopted without revision and adaptation. Numerous helpful suggestions concerning the general principles of teaching effective listening appear in the literature. These can and will be utilized in the revised unit for B.F.J.H.S. in Chapter III.

Significance of the Study

Several values appear to be inherent in making this study:

1. The humanistic value for the individual making the study.¹⁰

¹⁰E. L. Bireline, "Maybe It's Worth It," School and Society, LII (December 21, 1940), 665-666.

It helped to bring the writer a greater appreciation of the difficulties faced by his students in "listening to learn."

2. The historical value. Since there exists only a limited organized body of material on the past development of this phase of curriculum at Benjamin Franklin Junior High, this study constitutes such a history.

3. The rhetorical value of placing on record sources of informa-

tion on the teaching of listening.

4. The rhetorical value of placing on record an analysis of an existing unit as compared with a recommended unit, and

5. The rhetorical value of adapting established research and teaching techniques to the particular requirements of this study.

The writer submits, then, that since not a single study of listening at the junior high level is known by Dr. Nichols such an investigation is worth doing.

Isolating and Defining the Problem

In light of the foregoing discussion of the past development and present status of the situation in the specified school it becomes clear that the purpose of this study is to create a revised unit of study in listening for the Benjamin Franklin Junior High school in Springfield, Illinois.

The Working Hypothesis

Hockett defines the hypothesis of a research study as "a tentative conclusion about the facts observed, the truth of which must be tested by further observation."¹¹ It is the hypothesis in this study that a

¹¹Homer Hockett, The Critical Method in Historical Research and Writing (New York: The Macmillan Company, 1955), p. 88.

more effective unit on listening can be designed for the Benjamin Franklin Junior High School.

The Research Design

The method adopted in this study in order to fulfill the objective

is the "descriptive" method. For a definition of this methodology one can turn to J. Jeffery Auer:

In adding to our body of knowledge, or in developing new and improved methods of using present knowledge, we must begin with an appraisal of what is already known. To do this we must first discover, and quantify wherever possible, whatever data is available and then interpret our findings and generalize about them. The method employed is usually called descriptive, sometimes normative.¹²

¹²J. Jeffery Auer, An Introduction to Research Methods in Speech (New York: Harper and Brothers, 1959), p. 35.

Auer recognizes six elements that are always essential in the descriptive method: (1) isolation of a problem; (2) formulation of a working hypothesis; (3) development of a research design; (4) collection of data; (5) interpretation of collected data; and (6) generalization.¹³

¹³Ibid., p. 36.

The procedure was:

1. To determine the nature and purpose of the study (Chapter I).
2. To determine by interviews, questionnaire, and recall of personal observations what has been done to teach listening in the Benjamin Franklin Junior High School (Chapter II).
3. To determine by surveying the appropriate literature and consultation with the proper school officials what the goals and methods for teaching listening in the specified school should be (Chapter II), and
4. To formulate through adaptation and reasoning, a revised unit likely to advance the teaching of listening from its present status in the school to the desired status (Chapter III).

Conclusion

It was the aim of this chapter to explain the nature, purpose, and research methodology of this thesis.

In order to accomplish this purpose the following matters were treated: (1) origin of the study, (2) review of the literature, (3) significance of the study, (4) isolating and defining the problem, (5) the working hypothesis, (6) the research design, and (7) a conclusion.

CHAPTER II

There are three purposes in this chapter: (1) to determine what the "experts"¹ consider to be a desirable unit of study of listening; (2) to

¹The "experts," from whom most of the ideas and materials in this thesis were drawn, are the authors of the articles and research studies cited in footnote seven in Chapter I, the one prepared by Whitworth, et al. was selected as the "expert" unit to be used for comparison with the B.F.J.H.S. unit. There are a number of important reasons why the Whitworth unit was selected in preference to any other or combination of the others: (1) It was prepared by the Committee on Problems in the Secondary School, Speech Assostion of America -- this committee of fourteen worked on the unit from 1953 to 1958 and during its prolonged discussions and deliberations consulted many teachers of speech; (2) It more closely than any of the others fulfills the criteria for an effective unit at B.F.J.H.S. established and utilized in Chapter I; (3) It has the approval of Dr. Karl F. Robinson, Chairman of the Speech Education Department at Northwestern University, who wrote ". . . its content is sound and useful . . ."; (See page 93 of the committee report.) (4) It includes among its stated assumptions the principles of effective listening by Bird, Forbes, and Wilt; (5) It includes amongs its "specific objectives" several suggested by Babcock; and (6) It includes in its consideration of (a) "the utilization of the difference between speech speed and thought speed," and (b) "ineffective listening habits" the materials which Green, Kaiser, and Boer present as "characteristics of a good listener." The writer submits that the Whitworth, et al., unit on listening contains all of the important concepts and contributions of the other experts on the teaching of listening and more than that, therefore, this unit has validity as an authoritative unit.

what has been done to teach listening at the Benjamin Franklin Junior High School, Springfield, Illinois; and (3) to make a comparison of the two units in terms of goals, general and specific approaches in order to locate the weaknesses in the B.F.J.H.S. unit and, thus, to make possible a revised and improved unit.

The Goals

The "experts" have recommended several general and specific objectives of a unit on listening. While there is no clear and definite

listing of objectives in the textbooks of the existing unit at the Benjamin Franklin Junior High School, there are implied goals.

The objectives of the
"experts."²

The implied objectives at
B.F.J.H.S.³

²Whitworth, et al., op.
cit., p. 100.

-
- I. The general objectives: to prepare the student for effective listening in any speaking situation.
 - II. The specific objectives are:
 - A. To develop a respect for listening as a medium of learning.
 - B. To gain an appreciation of the role of the listener in contributing to the speaking situation.
 - C. To work toward the elimination of poor listening habits already acquired,
 - D. To develop the basic skills, concepts and attitudes essential to good listening habits.
 - E. To give the student experience in listening to informative speech by coordinating specific listening assignments with related assignments in speech, reading, and writing.

³Harry A. Green, et al., Building Better English: 7 (Evanston, Illinois: Row Peterson and Co., 1959), p. 2; Harry A. Green et al., Building Better English: 8 (Evanston, Illinois: Row Peterson and Co., 1959), p. 22; SRA Reading Laboratory Teacher's Handbook (Chicago, Illinois: Science Research Associates, Inc., 1957), pp. 35-36.

-
- I. The general objective: to help the student to learn to listen.
 - II. The specific objectives seem to be:
 - A. To provide practice in listening skills.
 - B. To distinguish between hearing and listening.
 - C. To learn to concentrate full attention on listening.
 - D. To develop the habit of thinking as one listens.
 - E. To learn to use the TQLR (Tune-in, Question, Listen, Review) formula.

An evaluation of the B.F.J.H.S. unit as compared with the recommended unit reveals as a major weakness the failure of the former to state directly and clearly what the objectives of the unit are, either: (1) for the teacher, or (2) for the student.

The General Approach

The general approach to listening recommended by the "experts."⁴

The general approach of the existing unit on listening at B.F.J.H.S.⁵

⁴Whitworth, et al.,
op. cit., pp. 100-103.

⁵From Stone's letter, op. cit.

- | | |
|--|--|
| <p>I. The underlying assumptions.</p> <p>A. Listening is a very significant medium of learning.</p> <p>B. Listening can be improved by training.</p> <p>C. Speech and English teachers are chiefly responsible for training in listening.</p> <p>D. Instruction in reading does not provide adequate training in listening.</p> <p>E. The most elementary need for listening is efficient listening to instructive speech.</p> <p>II. The sequence of sub-units.</p> <p>A. The nature of listening.</p> <p>B. Types of listening.</p> <p>C. Methods of listening.</p> <p>D. Utilizing the difference between speech speed and thought speed.</p> <p>E. Ineffective listening habits.</p> <p>III. Pupil experiences and activities integrated with the subject matter.</p> <p>IV. Evaluation and testing done periodically during the unit.</p> | <p>I. A guidance lesson, presented in homerooms early in the fall, dealing with listening skills as an aid to achievement in school subjects.</p> <p>II. A unit of work, supported by a chapter in each of the basic textbooks in English, taught in grades seven and eight through the Language Arts-Social Studies block of time.</p> <p>III. Informal integration by various teachers of listening in connection with the giving of directions, the taking of notes, identifying the principal points of emphasis in talks, etc.</p> <p>IV. Six test lessons of the SRA Reading Laboratory, used with all seventh grade students.</p> |
|--|--|

A comparison of the B.F.J.H.S. unit with the "recommended" unit reveals several weaknesses in the former: (1) Aside from two sentences which state that "listening is a skill" and that "an active listener thinks as he listens," there is no consideration of the nature of listening; (2) There is no direct study of the various types of listening

as such. There is an emphasis upon listening to learn (informative listening) in both grades seven and eight and a page-and-a-half to two pages consideration of appreciative listening; (3) Methods of listening are presented in grade seven in the form of a four sentence "guide for listening to learn" and in a seven sentence "guide for active listening" in grade eight; (4) There is no attempt to teach the students to utilize the difference between speech speed and thought speed; and (5) Ineffective listening habits are considered only to the extent of stating (a) ". . . such people are so much concerned with what they have to say that they cannot be bothered with listening to anyone else," and (b) " a listener may keep his eyes politely on the speaker's face, but he is mentally asleep in terms of getting anything from the words being spoken."

In ~~summary~~, it may be observed that the B.F.J.H.S. unit covers too little of the recommended subject matter to be learned and the material included is far too sketchy and shallow.

The Specific Approach

The specific approach in the recommended unit.⁶

The specific approach in the B.F.J.H.S. unit.⁷

⁶Whitworth, et al.,
op. cit., pp. 101-103.

⁷Green, et al., 7, op. cit.,
pp. 1-7.

Green, et al., 8, op. cit.,
pp. 22-27.

SRA, op. cit., pp. 35-45.

- I. Organization and content.
 A. The nature of listening.
 1. Listening and hearing
 are not identical.
 a. Hearing is the
 physical percep-
 tion of sound.

- I. Home room guidance lesson for
 all students.

- b. Listening is the attachment of meaning to aural symbols perceived.
 - 2. Effective listening is an active, not a passive process.
- B. Types of listening.
 - 1. Appreciative listening.
 - a. Hearing is the physical perception of sound.
 - b. It can enlarge our experience.
 - c. It can expand the range of what we enjoy.
 - d. It can improve our use of language.
 - e. It can decrease the tension of daily life.
 - 2. Informative listening.
 - a. It is listening for an answer to a definite problem or question.
 - b. It is listening for directions.
 - c. It is listening for news of current or past interest.
 - d. It is the listening to the opinions and views of others.
 - e. It is listening for general information.
 - 3. Critical listening.
 - a. It makes us aware of prejudice in ourselves and others.
 - b. It makes us judge on the basis of facts and information, rather than emotions and falsehoods.
 - c. It counteracts the danger of propaganda by making us aware of the methods of the propagandist:
 - (1) Name calling
 - (2) Glittering generalities
 - (3) Transfer
 - (4) Testimonial
- II. Building Good Listening Habits: grade seven text, Building Better English.
 - A. One listening lesson for all students at the first of the school year.
 - B. Lesson deals with the importance of listening in the students daily school life.
 - A. It isn't fun trying to carry on a conversation with someone who does not listen.
 - B. Listening is a skill that you must practice if you are to become good at it.
 - C. There is a difference between hearing and listening.
 - D. Listening means giving full attention to sound.
 - E. Learning through listening.
 - 1. You learn as you listen to the radio or television programs.
 - 2. You learn when you listen to reports or announcements.
 - 3. You learn a person's name when introduced to him.
 - 4. You learn as you listen to teachers giving directions and making explanations.
 - 5. You learn as you listen during class and group discussions, as well as club meetings.
 - 6. You learn as you listen in conversation with your friends and family.
 - F. Guides for listening to learn.
 - 1. Listen carefully to oral directions and explanations.
 - a. Take notes.
 - b. Ask questions, if you do not understand.

- (5) Plain folks
 - (6) Card stacking
 - (7) Band wagon
 - d. It makes us ask questions to test statements.
 - (1) What is the date and origin of the evidence?
 - (2) What is the competency of the source?
 - (3) Is the source neutral and unprejudiced?
- C. Methods of listening.
- 1. Exploratory listening.
 - 2. Listening casually.
 - 3. Listening in a purely aesthetic situation.
 - 4. Listening to obtain an answer.
 - 5. Listening intently for specific, detailed, and exact information.
- D. Utilizing the difference between speech speed and thought speed.
- 1. Concentration is the primary skill to make the best use of this time.
 - 2. Four techniques to help you concentrate are:
 - a. Anticipation of the speaker's next point.
 - b. Identifying the kinds of supporting or developmental materials.
 - c. Recapitulating what has been covered.
 - d. Searching for hidden meanings.
 - 3. "Structuralizing" the speech also helps utilize this difference.
 - a. Each speech has a specific purpose; that purpose should be identified.
 - b. The general structure of the organized speech is: introduction, thesis, body, and conclusion.
- c. Know the order in which directions are to be carried out.
- 2. Listen with full attention to assignments and write assignments down.
 - a. Know the purpose of the assignment.
 - b. Know how much material is to be covered.
 - c. Know exactly how you are to do the work.
 - d. Know when the assignment is due.
 - 3. As reports are given in class, keep your mind on what is being said.
 - 4. When an announcement is made, think about what it means to you in particular and to your class as a group.
 - 5. During discussions think about the ideas that are being presented.
- G. Guides for good listening and viewing.
- 1. See what newspaper critics say about motion pictures, television shows, radio programs for these critics are likely to be more dependable than the advertising previews are.
 - 2. Think critically about a program after you have heard it and ask, "Did it give you real pleasure or useful and interesting information; or did it leave you feeling letdown, discontented, bored?"
 - 3. Branch out; see what entertainment is being offered that you do know about in order to get variety in your listening.

4. Taking notes often assists the student to listen effectively.

a. Suggestions for taking notes properly include:

- (1) Have pencil or pen and notebook ready when the speaker begins.
- (2) Do not try to make a full word-by-word record of any considerable part of the speech.
- (3) Be especially on the alert for points which the speaker himself emphasizes.
- (4) When the speaker has finished the discussion of one point, watch carefully for what he says concerning his next point.
- (5) It is usually more helpful to put down a striking phrase ~~than~~ it is to write out a complete sentence

b. Suggestions for making permanent notes.

- (1) State in one concise sentence the speaker's purpose.
- (2) Underline in the preliminary notes those words and phrases which seem to mark the main ideas in the speech.
- (3) Phrase each of these main ideas as effectively as possible in a complete sentence.
- (4) Under each main idea place the supporting materials--illustrations, examples, etc.
- (5) Write a paragraph which combines what you are already familiar with and what the speaker told you.

III. Listening: grade eight text, Building Better English.

A. An active listener thinks as he listens.

B. His face shows his thoughts and reactions.

C. Guides for active listening.

1. Pay full attention.
2. Think about what is being said, and how you feel about it.
3. Do not interrupt.
4. When you are being introduced to someone, listen carefully for that person's name.
5. When you take a telephone message, listen to be sure that you get the message exactly.
6. When people give you instructions or directions, listen so that you know exactly what to do.
7. When you must give a report of a speech, proceed as follows:
 - a. Jot down key words.
 - b. Get the facts straight.

D. Every day we need to listen to directions or explanations from parents, teachers, coaches, employers, etc.

Guides:

1. Pay close attention.
2. Learn exactly what you are to do and how you are to do it.
3. Ask questions about anything you do not understand.
4. If possible, repeat the directions or explanations to make sure that you have heard correctly.

- E. Ineffective listening habits.
1. Calling the subject uninteresting.
 2. Criticizing the speaker's delivery.
 3. Getting over-stimulated by some point in the speech.
 4. Listening only for facts.
 5. Trying to take all notes in outline form.
 6. Faking attention to the speaker.
 7. Tolerating or creating distractions.
 8. Avoiding difficult expository material.
 9. Letting emotion-laden words arouse personal antagonism.
 10. Wasting the advantage of thought speed over speech speed.
- II. Pupil experiences and activities.
- A. Have students formulate and/or complete an "analysis of your bad listening habits" chart. Discuss the results and discover individual needs and difficulties.
 - B. Play a recording of a poorly organized and presented speech. After listening to the speech ask the class to write the central ideas, etc. Discuss why this is difficult. Replay the recording afterwards to re-enforce the point.
 - C. Have the students give examples for their own experience to prove that we usually hear what we want to hear.
- E. Building good TV, radio, and motion picture habits by using "Viewing and Listening Guides:"
1. Choose what you will see and hear intelligently noting that a program will have one of these aims: to entertain, to teach, to influence, to inform.
 2. Read previews and reviews for the writers point out what they think are outstanding or poor programs.
 3. Ask yourself what effect a program may have on the audience.
- IV. Direct listening for seventh grade.
- A. SRA Listening Skill Builders.
 1. Six lessons on listening to be read by the teacher.
 2. Students will use record books to answer the comprehension check for listening skill.
 3. The correct answers will be read in class.
 - B. The first three lessons concern ideas to improve listening habits.
 - C. The last three lessons are of a general nature and have value only as a listening exercise and not for listening content as do the first three.
- V. Listening activities from the seventh grade text.
- A. Discuss in class this question: Are there times when it is all right to interrupt? If you think so, be ready to give an example and to tell how the interruption might be made courteously.
 - B. Write on a piece of paper a sentence containing facts about yourself or members of your family. Take turns at

- D. In relation to the out-of-class experiences, have each student fill out a "self-analysis of listening behavior" based on poor listening habits discussed in class.
- E. Appoint three or four students to prepare short, simple sets of directions or recipes for making or assembling something or for going somewhere. After each short speech, call on class members to explain in their own words.
- F. Regular class speeches are assigned. During the presentation of different ones, interruptions are made to have different class members:
1. Anticipate the next point of the speaker.
 2. Write out the main points already covered.
 3. Write out any hidden meanings they find.
 4. Evaluate types of support used by speaker.
 5. Indicate what they think the central idea to be.
 6. Turn in notes taken so far.
- G. Have students prepare short quizzes covering main points, supports used, etc. of their speeches. After speech give quiz to class members. Results will reveal listening faults of listeners and help the speaker to do a better job, too.
- H. Especially valuable to both the speaker and listener, after a number of speeches have been presented, is an oral discussion and critical evaluation of the best stated points of view.
- reading the statements aloud: reach each sentence only once. Call on a classmate to repeat the statement word for word.
- C. Make a list of kinds of work that require good listening ability. Explain to the class why each of them requires listening skill.
- D. Write an account of how you once got into difficulty by not listening.
- E. In small groups, make a list of situations, in school and out, in which you are a listener. Compare the lists in class.
- F. For the rest of the day, be alert for ways that people attempt to get and hold your attention. These will be discussed in class tomorrow.
- G. Make a list of the television and radio programs that members of the class follow. Discuss the list in terms of there being a variety or a lack of variety.
- H. Bring to class newspaper clippings reviewing television shows or motion pictures. For comparison, clip also the advertisements for the same shows or programs. Write a paragraph or discuss the differences between a critic's review and the advertisement. If you saw the performance, tell whether you agree with the advertisement or the critic.
- VI. Listening activities from eighth grade text.
- A. In small groups, decide on a radio or television speech that each person will listen to at home. After the talk, put down as many things as you can remember. The next day compare notes. Be definite; avoid remarks like "He said something about . . ."

- I. Utilize such programs as "Town Meeting of the Air," "Northwestern University Reviewing Stand" etc. With these you might have the students summarize the speaker's main points, give examples of bias or prejudice, fallacies, hasty generalizations, new or unusual words, etc.
- J. Read a poem to the class, preceding it with facts of the life of the writer that have no bearing on the poem's content. Have the class summarize the content of the poem rather than factual information about author's life.
- III. Evaluation and testing:
- A. Notice signs of improved listening in the speech classroom.
- B. Evaluate the listening exercises used in the unit.
- C. Use a standardized test and compare results with the score on the pre-unit test.
- D. Check to see if students are using good listening techniques in other classes.
- E. Read a paragraph from almost any source. Ask your students to take notes and hand them in. Check carefully.
- F. Give a test covering the "subject-matter" of listening.
- B. Divide the class into relay teams. The teacher gives the same statement to the first person on each team. He whispers it once to the teammate next to him; he repeats it to the next; and so on. The last member of each team writes and reads aloud what he heard. The teacher then repeats the original statement to show how well the teams listened.
- C. Write a sentence that gives some definite information. Take turns at reading a sentence and calling on a classmate to repeat it word for word. Example: Denver, a city of over 500,000 population, is 1140 miles west of Chicago and 950 miles east of Reno, Nevada.
- D. Jot down a simple problem (not more than six steps) in mental arithmetic, of the "4 5x3 3 5 6. . ." variety. In small groups, take turns at reading the problems aloud. Do not repeat any figures. Call on listeners for their answers.
- E. Bring to class an unusual recipe or the instructions for playing a new game. Read the material aloud, slowly and clearly. Repeat parts of it once, if so requested; then ask questions of your listeners to see how closely they have paid attention.
- F. Bring to school a schedule of television programs for one station. In class, go over the listed programs. Tell which ones you think are worth while and which you believe are of little value. Make a note of programs that are recommended.

- G. Select a motion picture or a television program for the class to view. Prepare beforehand a list of points by which to judge the show. Compare opinions in class the next day.
- VII. The six "Listening Skill Builders" of the SRA Reading Laboratory are available to supplement the seventh grade text.
- VIII. Evaluation and testing.
 - A. Teacher's evaluation of improved listening in the classroom.
 - B. Test on "subject-matter" found in text.
 - C. Six SRA "Listening Skill Builder" quizzes.

Based on the assumption that the "experts" unit represents as nearly as possible a summary of the best from the literature, evaluation of the two listening units shows:

1. "Nature of listening" in the "experts" outline is better than the "Building Good Listening Habits" in the B.F.J.H.S. outline since it is more detailed and thus furnishes a firmer basis for understanding the subject to be studied.

2. The "types of listening" part of the B.F.J.H.S. unit is weak. First, it does not show the number of listening types; and second, the appreciative listening is relatively overdone with too much space given TV when other appreciable listening should be brought in. The reasons for appreciative listening are not established.

3. The "methods of listening" suggested for use at the seventh grade level concern only classroom situations and, thus, fail to capitalize on opportunities for teaching and learning to listen outside of class. The suggestions for the eighth grade do provide for non-classroom experiences; for instance, conversations with parents and friends.

4. The only mention that the B.F.J.H.S. outline makes of speech speed over thought speed is in taking notes. This is a weakness. The students should know what this time difference is, and what can and should be done with it.

5. Ineffective listening habits should be considered. If the student doesn't know what is wrong in his approach, how can he correct his listening habits?

6. The pupil activities are few in number. In the seventh grade text the activities are designed to try to find out what listening problems exist for each student, rather than for the purpose of building better listening habits. The SRA selections are superficial, with the main benefit being a period of intensified listening. (The eighth grade activities touches upon the area of critical listening.)

7. The suggested devices for making evaluations are poor because no standardized test is used. Chapter tests are difficult to create because of the scarcity of material presented in the chapter. Evaluation of individual listening problems can be realized as the unit has been taught. The SRA Listening Skill Builder Quizzes are not very helpful because there are only six items in each quiz.

Let us further compare these two units. One's first reaction might be that one unit looks as good as the other. In outline form they seem to cover the same areas. They do not do this however. The B.F.J.H.S. unit is weak because this outline is a composite of all the teaching materials used at both the seventh and eighth grade levels.

Over half the teachers who teach seventh grade language arts and social studies at B.F.J.H.S. replied in the questionnaire that they did not use both the chapter in the text and the SRA Listening Skill Builders.

This weakness may be seen by examining the summary sheet of the questionnaires in the Appendix.

The "nature of listening" material that appears in the SRA manual, is in the teacher's handbook. This writer feels this is a weakness for unless given special treatment, this material is designed to be read to the students one time, and one time only, by the teacher. This little bit of technical listening material is not studied, reviewed, or further contemplated other than this "once over lightly" oral treatment it receives.

The questionnaire also showed that two of the three eighth grade language arts teachers at B.F.J.H.S. do not use the material in the text or attempt to teach listening directly. This constitutes another flaw in the program.

The listening materials used are very shallow. The textbooks contain only six and a half pages in each text. There is almost nothing on the nature of listening, types of listening, methods of listening and the utilization of the difference of speech speed and thought speed or effective listening habits.

Even informal integration of listening with other subjects isn't effective at B.F.J.H.S. The major weakness with this as revealed by the questionnaire is that it doesn't get done. Unless special emphasis is placed on listening and continued day by day in every classroom situation, we are not integrating but merely giving lip service to the much needed teaching of listening.

Conclusion

Chapter II has attempted to show what the "experts" in the field

of speech and language arts consider to be a desirable unit of study of listening; to determine what has been done to teach listening at Benjamin Franklin Junior High School, Springfield, Illinois; to make a comparison of the weaknesses in the B.F.J.H.S. unit, and as a result, make possible a revised and improved unit which appears in the next chapter.

CHAPTER III

The purpose of this chapter is to present the workable unit on listening designed for the Benjamin Franklin Junior High School, Springfield, Illinois. The need for such a unit; the assumptions of listening instruction; the general and specific goals; information and content; methods to be used; conditions for teaching the unit; the program of activities; and the evaluation and testing procedures to be followed will be considered. The format of the unit will be presented in outline form.

The Need

- I. The writer found, as did five of the six teachers at B.F.J.H.S. who responded to the questionnaire, that unless special time is set aside to teach listening as a unit and then additional attention is devoted throughout the year in an integrated presentation the students will not realize the importance of learning to listen.
 - A. Mrs. Evelyn Dixon and Miss Lois Young, B.F.J.H.S. teachers, replied, respectively:¹

¹Letter from Mrs. Evelyn Dixon dated June 30, 1961,
and
Letter from Miss Lois Young dated June 28, 1961.

1. ". . . I've found the pupils absorb little from hearing, unless a special note of doing so at a certain time is made."
2. "I know there is a real need [to teach listening]. I probably should have come back to that from time to time but didn't get it done."

B. Two writers on "listening comprehension" state:

1. "The evidence is overwhelming that without specific training we do not develop listening skills that are adequate to meet the needs of modern life."²

²Donald E. Bird, "Listening," N.E.A. Journal, XLIX (November, 1960), 32.

2. "The development of good listening habits does not just happen. Both purpose and practice are very important in helping children to become better listeners."³

³Allan E. Forbes, "Listen Now!" Grade Teacher, LXXVIII (October, 1960), 64.

The Assumptions

I. This unit is based upon the following four assumptions of listening instruction:⁴

⁴Whitworth, et al., op. cit., p. 100.

- A. That listening is the easiest way to acquire information.
 - B. That listening can be improved by training.
 - C. That language-arts teachers are chiefly responsible for training in listening.
 - D. That instruction in reading does not automatically provide adequate training in listening.
- II. With the above assumptions serving as a foundation, we at B.F.J.H.S. want the best teaching unit possible to fill this important area in educating our youth.

Conditions for Teaching the Unit at B.F.J.H.S.

- I. Estimated time for this unit.
 - A. The "direct approach" phase will cover two weeks or eight clock hours.
 - B. The integrated phase will be continued throughout the year.
- II. Special equipment that will be needed:
 - A. Tape recorder.
 - B. Film projector.
 - C. Record player.
 - D. Public address system.
- III. The regular classroom and classroom furniture will be used.

General Goal

- I. The general goal is to prepare students for effective listening.

Specific Goals

- I. The specific goals are:
 - A. To instill in the students a respect for the role that listening plays in their quest for knowledge.
 - B. To make students aware of their bad listening habits.
 - C. To stimulate within each student a desire to improve his listening skills.
 - D. To provide the students, through the direct unit approach and the integrated approach, experiences likely to enable them to develop their listening skills.

INFORMATION AND CONTENT

Why Listen?

- I. Improved skill in listening is a desirable goal.

- A. Research by Dr. Paul Rankin found that 70% of our wakeful time is spent in communication and that 45% of this time is spent in listening, 30% speaking, 16% reading, and 9% writing.⁵

⁵Paul T. Rankin, "The Importance of Listening Ability," English Journal (College Edition), XVII (October, 1928), 623-630.

- B. Miriam E. Wilt found that elementary school children spend two and a half hours of each class day listening.⁶ This is half the

⁶Harold A. Anderson, "Needed Research in Listening," Elementary English, XXIX (April, 1952), 217.

average school day. If this is true in the elementary school--grades one through eight--then we can reasonably assume that about the same amount of time is spent in listening in the junior high school--grades seven through nine--for no radical change in study habits occurs between grades eight and nine when the grades are in juxtaposition in the junior high system.

- C. Our abilities in listening need improvement also because the results of tests show "that after two months, little more than one-third remains of the amount which can be recalled and less than one-fourth of the essential points emphasized in lectures."⁷

⁷Nichols and Lewis, op. cit., p. 4.

Information does escape us for some reason.

- D. Abilities in listening of junior high school people need

sharpening:⁸

⁸C. Merton Babcock, The Harper Handbook of Communication Skills (New York: Harper and Brothers, 1957), p. 247.

1. To secure information.
2. To enable a student to understand an idea.
3. To judge the correctness of a criticism.
4. To understand how to perform a task.
5. To enjoy the experience of listening.
6. To escape boredom, monotony, and frustration.
7. To determine the suitability of a proposed course of action.

Rankin and Wilt have made clear to us that listening is an important language-arts skill. Nichols establishes that our listening is not as effective as it should be. A major cause for our difficulties is ineffective listening habits. Let us examine these barriers to good listening.

Ineffective Listening Habits

- I. To improve the student's listening habits he first should know what he is doing wrong; therefore, he should watch out for the following ineffective listening habits:⁹

⁹Whitworth, et al., op. cit., p. 102 (Rephrased for junior high school use.)

- A. Calling the subject uninteresting.
- B. Criticizing the speaker's delivery.
- C. Preparing an answer before you get all the facts.
- D. Listening only for facts.
- E. Trying to take all notes in outline form.
- F. Faking attention to the speaker.
- G. Putting up with or causing distractions.
- H. Avoiding difficult listening situations.
- I. Letting emotion-laden words arouse personal antagonism.
- J. Wasting the advantage of thought speed over speech speed.

Guides to Good Listening

- I. To improve the student's listening habits he should know the three basic types of listening.¹⁰

¹⁰Ibid., p. 101. (Rephrased from Whitworth.)

- A. Appreciative listening.
1. When we hear a good band or orchestra.
 2. When we hear an interesting speaker.
 3. When we become aware of the pleasing sounds around us in nature.
- B. Informative listening.
1. When we are after an answer to an important question.
 2. Listening for directions.
 3. Listening for news.
 4. Listening to the opinions of others.
 5. Listening for general information.
- C. Critical listening.
1. It makes us aware of prejudice in ourselves and others.
 2. It makes us judge what we hear on the basis of fact rather than emotion or falsehoods.
 3. It makes us better able to combat propaganda and high pressure selling.
 4. It makes us question statements. How old are the facts? Where did they come from? Is this source biased or prejudiced?

Characteristics of a Good Listener

- I. To improve the student's listening habits he should know the characteristics of a good listener.¹¹

¹¹Greene, et al. 8, op. cit., pp. 23-24.
 Grenville Keiser, op. cit., pp. 219-228.
 Helen Boer, et al., op. cit., pp. 8-15.
 SRA, op. cit., p. 39.

- A. The first requisite is to pay full attention -- it is not enough to present a complacent front to the speaker, we must pay him the compliment of really listening to what he has to say,

giving his words our full attention.

1. When you are introduced to a person, listen carefully for that person's name.
 2. When you take a telephone message, listen to make sure that you get the message exactly and check by repeating the message.
 3. When parents, teachers, or others give you instructions or directions, listen so that you know exactly what to do.
 4. In other listening situations, stay "tuned-in", don't daydream or let yourself "fade-out" as a listener.
- B. The second requirement is a sympathetic attitude -- this implies an imaginative and intuitive appreciation of nature, mind, and the thoughts of the speaker.
1. We must not only appear to be interested in what the speaker says but must actually be so.
 2. Show consideration for the speaker in your attitude and applause.
 3. Try to visualize the speaker's situations, pictures, and ideas.
- C. A third requirement is patience -- curbing a natural eagerness to interrupt and to present your point of view and/or to express your emotional reaction.
- D. A fourth requirement is intelligent listening.
1. What is needed to make the perfect listener is general intelligence with the ability to listen with an alert mind.
 2. Discriminating between the essential and non-essential is a major factor.
 - a. The student discriminates to:

- (1) Get the main ideas -- getting the main idea is one of the most important listening skills to be developed. Speakers often introduce into their talks ideas which, though interesting, are not necessary to the development of the main idea. In listening for this purpose keep in mind the question "what is the most important thing that the speaker is saying?"
- (2) Detect the speaker's purpose -- there is some purpose in back of all speaking, whether it be to entertain, to get approval, to stimulate thinking, to give information, to influence, to persuade, or to get action. It is important that the listener recognize the speaker's purpose.
- (3) Listen critically -- to listen critically the listener must be mentally active, weighing and evaluating what he hears according to certain standards. These standards vary with the purpose of listening. For example, the standards for guiding critical thinking in listening for pleasure or appreciation are different from those to be applied in listening for information or for judging the value of the speaker's opinions and ideas.
- (4) Draw inferences -- listeners must sometimes "listen between the lines," drawing inferences and making deductions that go beyond what is actually heard. Though too hasty inferences are to be discouraged, some attention should be given to this listening habit.

(5) Visualize -- ideas become clear, real, and intense when the listener listens imaginatively, his five senses alert and responsive to sensations which the words describe. Listen to descriptive paragraphs and poems as though you were at the scene and could see, hear, smell, taste, and feel everything mentioned.

- b. The following practices are suggested for growth in discriminating between the essential and non-essential:
- (1) Discuss types of unessential material that speakers often use, such as anecdotes, introductory remarks, and personal experiences not related to the subject, illustrations, descriptions and examples.
 - (2) Discuss also some of the common phrases often used to preface non-essential material, such as that reminds me, for example, and let me illustrate. List other expressions that often point the way to such speech detours.

3. Suggestions for improvement:

- a. Sit close enough to see and hear.
- b. Listen actively, associating what you hear with things you already know.
- c. Guess the meanings of new words by the context of the material.
- d. Take notes on important speeches.
 - (1) The notes should be phrases or thoughts to remind you of the content of the speech.

(2) Take down questions you want to ask or investigate later.

e. Be aware of the difference between thought speed and speech speed.

(1) The average speech speed is 125 words per minute.¹²

¹²SRA, op. cit., p. 39.

(2) The average thought speed has never been measured accurately, but is estimated at 60,000 words per minute.¹³

¹³Ibid.

(3) Concentration makes the best use of this difference in time.

(a) Anticipate the speaker's next point.

(b) Review what has been covered.

Along with attention, sympathy, patience, and intelligence which have been labeled "characteristics of a good listener," the teacher needs to know the "methods" of presenting this unit.

Methods and Activities

The Direct Approach

I. Through lectures, class discussions, and activities the theory of listening may be presented.

A. Listening is important.

1. Lecture by the teacher.

2. Class discussion of the importance of listening to junior high school students.
3. Activities:
 - a. Have the students fill out a "Listener's Self-evaluation Sheet." (A copy appears in the Appendix.)
 - b. Use the first two "Listening Skill Builders" in the SRA Reading Laboratory Handbook on the seventh grade level.
 - c. Use the McGraw-Hill film titled, Effective Listening for the eighth and ninth grades.
 - d. Tell the Story -- send six students (we will label them A through F for purpose of explanation) out of the room. Read a short dramatic passage to the rest of the class members. Call A back into the room. Ask him to listen as a classmate (who remained in the room) repeats the story that was read. Then call in student B and ask A to tell it to B ... until F hears it. Tape record each version of the story, including the one that was originally read aloud. After the exercise is complete, play back the entire recording. Did the story change in passing from person to person? If so, what caused the change? Discuss the project giving special attention to how emotions can effect what we hear.¹⁴

¹⁴This project is suggested in Ralph G. Nichols and L. G. Stephens, Are You Listening? (New York: McGraw-Hill Company, Inc., 1957), p. 220.

- e. Traveling. Use the old parlor game that asks one person to repeat the words he has heard and to add one more.

Example: "Mr. Stone, the principal, is going on a trip and is going to take Mr. Pulliam with him." As the exercise continues around the room, each student repeats the names he has heard and adds his own. (This exercise also can serve as a get-acquainted exercise at the beginning of the year.)

- B. There are ineffective listening habits which should be eliminated.
1. The teacher lectures briefly on this problem.
 2. The class discusses the problem in terms of their experiences.
 3. Activities are used.
 - a. The teacher reads from a list each ineffective listening habit and the student is expected to write down on paper the response he would hope to get from a "good listener." This helps the student to think positively about negative listening action.
- C. There are three basic types of listening which the student should know.
1. The teacher lectures about the types.
 2. The class discusses examples of each type drawn from their personal experiences.
 3. Activities:
 - a. Appreciative listening.
 - (1) Play a recording by a popular ballad singer. See whether or not the class can tell the story of the ballad.¹⁵

¹⁵This project was suggested by Harry A. Green and Walter A. Petty, Developing Language Skills in the Elementary School (Boston: Allyn and Bacon, Inc., 1959), p. 256.

b. Informative listening.

- (1) Utilize the announcement time over the public address system for checking students' understanding of directions and announcements. Use this activity now with the "direct" approach and carry it on throughout the year as an integrated activity.
- (2) Appoint three or four students to prepare a short, simple set of directions or a recipe for making something. After each short speech call on class members to tell in their own words what was said.¹⁶

¹⁶Language Arts for Today's Children, prepared by the Commission on the English Curriculum for the National Council of Teachers of English (New York: Appleton-Century-Crofts, Inc., 1954), p. 102.

c. Critical listening.

- (1) Use the film strip Information, Persuasion, Propaganda.¹⁷

¹⁷Available from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois. Approximately 40 frames and the cost is \$3.25.

- (2) Use the film strip Tell the Difference Between Essentials and Details.¹⁸

¹⁸Ibid.

- (3) Conduct a class discussion based on the two films and the activities of this sub-unit in order to abstract the characteristics of a good listener.
- (4) Conduct a class discussion of ways and means for future improving the listening skills of the class members.

Integrated Approach

- I. The second method, the integrated approach, will be used throughout the year in any and all oral work.
- A. The following activities can be adapted to classroom situations.
1. Have the students find a paragraph (preferably expository) or write one of their own to read before their classmates. Have the reader construct six statements to test how well the class has listened.¹⁹ Listening as a tool of learning will be

¹⁹Doris Niles, "Teaching Listening in the Fundamentals Course," The Speech Teacher, VI (November, 1957), 301.

taught in conjunction with reading or social studies.

2. Nichols and Stevens suggest the following activities:²⁰

²⁰Nichols and Stevens, op. cit., pp. 215-219.

- a. When a student completes a talk, book report, current events topic, etc., ask him to comment on his classmates' listening. Was he distracted by anyone in the audience? Why? This is an opportunity for listener to be evaluated as a listener.
 - b. Read a short poem that is not in the textbook, but one that was written by an author currently being studied. Ask the students to guess the title or to make up a title. Encourage them to give reasons for their choice, discuss feelings and emotions created by the poem. This exercise will stress getting the main point, critical and appreciative listening.
 - c. When children are absent from class, give those present the assignment of summarizing and passing on orally the instructions missed by the absentees.
 - d. When a guest speaker is coming to the school, have a discussion with the children concerning what the speaker might talk about. After the speech have another discussion concerning what the speaker did talk about. Try to direct the second discussion to the speaker's main point.
- B. In every classroom there are innumerable opportunities to teach

integrated listening. They include:

1. Oral reading.
2. Group discussions.
3. Pupil reports on experiences, readings, committee work.
4. Programs in the "all purpose" room of the school.
5. Club and homeroom activities.
6. In the giving of daily assignments.
7. Some other activities will be found in the Appendix.

Evaluation and Testing

- I. Continuous evaluation of listening and ways of improving listening will be going on in the classroom.
- II. Use of the following criteria²¹ to evaluate the progress of the

²¹Boer, et al., op. cit., pp. 15-16.

junior high student will be used:

- A. Does he appreciate the pleasure and usefulness of the ability to listen?
- B. Does he show evidence of enjoying listening?
- C. Does he listen the first time?
- D. Does he talk about things he has heard?
- E. Does he enter into discussions of listening experiences common to the class?
- F. Does he get the main ideas from what he hears?
- G. Is he developing techniques that help him in listening for different purposes?
- H. Can he follow a simple, organizational plan in notes or outline?
- I. Does he use topic sentences, key words, and transitional phrases as guides?
- J. Does he show evidence of visualizing pictures and ideas?
- K. Does he follow oral directions accurately?
- L. Does he distinguish between facts and opinions?
- M. Can he detect the speaker's purpose even when it is not clearly stated?
- N. Is he reasonably accurate in guessing word meanings from context?
- O. Is he developing ability to listen discriminately and critically?

- III. A unit test covering subject matter that has been presented by discussion, lecture, or textbook assignments will be given.
- IV. Evaluation will be made from the quizzes in the SRA Listening Skill Builders.
- V. Further evaluation will be made by use of a standardized test.
- A. Final evaluation will utilize the only presently available standardized test on listening for the junior high school: Level 3 Listening Comprehension Tests (grades 7-9).²²

²²Althea Beery's Sequential Tests of Educational Progress. Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.

- B. This test will be used at the end of the two week unit.

Conclusion

Chapter three has attempted to design a workable unit on listening to be taught at Benjamin Franklin Junior High School, Springfield, Illinois. Each of the following was discussed: The need for such a unit at B.F.J.H.S.; the assumption of listening instruction; the general and specific goals; why listen; ineffective listening habits; types of listening; characteristics of a good listener; methods and activities; conditions for teaching the unit; and evaluation and testing procedures.

The writer submits that this revised unit on listening to be used at the Benjamin Franklin Junior High School is an improvement over the original unit for the following reasons:

1. It specifies the general and specific objectives which were previously merely implied.
2. It employs a general approach more nearly parallel to the

approach recommended by the experts.

3. It more nearly brings into balance the time devoted to each of the three basic types of listening.

4. It furnishes a firmer foundation for building better listening habits by giving more attention to the nature of listening.

5. It provides for opportunities to capitalize on extra-class situations and listening experiences particularly in the seventh grade.

6. It includes materials and exercises designed to help the student to understand and utilize the difference between speech speed and thought speed.

7. It considers ineffective listening habits.

8. It offers a greater number and wider range of activities and some of these are classified so that the teacher can use them to achieve specific goals.

9. It suggests more and better testing and evaluation devices and techniques.

10. It is presented in such form that even the relatively inexperienced teacher can understand it and will be, therefore, more likely to use it.

Since the revised unit overcomes the major weaknesses of the original unit as specified in Chapter II, it should receive careful attention and consideration for adoption and use by the administration and language arts-social studies staff at the Benjamin Franklin Junior High School in Springfield, Illinois.

APPENDIX A

LETTERS

June 30, 1961

Dear Mr. Pulliam:

I do not know of a single study of "listening" at the Junior High level.

As you say, everything reported seems to be above or below that level. I surely hope you go ahead with the project you have in mind.

Very sincerely yours,

Ralph H. Nichols

SPRINGFIELD PUBLIC SCHOOLS

DISTRICT NO. 186
BENJAMIN FRANKLIN JUNIOR HIGH SCHOOL
1200 OUTER PARK DRIVE
Phone 3-5634

PAUL STONE
PRINCIPAL
MILDRED M. DIETZ
GIRLS' COUNSELOR
LEROY A. HALBERG
BOYS' COUNSELOR

June 28, 1961

47

Dear Mr. Pulliam,

I'm glad to hear from you again, and we'll look forward to the visit on Thursday, July ~~15~~ 13. Also, I contacted Miss Young and described the thing you want from her. She indicated that she was very willing to do it, so you should hear from her soon.

Now for the statement about what we do about teaching listening skills at Ben Franklin -

A unit of work, supported by a chapter in each of the basic textbooks in English, is taught in grades seven and eight through the Language Arts-Social Studies block of time.

Grade 7 - Building Good Listening Habits

(Chap. 1. in Building Better English 7, Row Peterson, 1959)

Grade 8 - Listening

(Chap. 2. in Building Better English 8, Row Peterson, 1959)

Six test lessons of the SRA Reading Laboratory, used with all seventh grade students, are designed to improve listening skills.

A guidance lesson, presented in homerooms early in the fall, deals with listening skills as an aid to achievement in school subjects.

Listening is also taught informally by various teachers in connection with the giving of directions, the taking of notes, identifying principal points of emphasis in talks, etc..

Good luck on the thesis! I hope you will make this study available to LASS and English teachers at Benjamin Franklin.

Yours sincerely,

Paul Stone

APPENDIX B

QUESTIONNAIRE AND SUMMARY OF REPLIES

308 North 22nd Street
Mattoon, Illinois
June 30, 1961

Dear Teacher Friend: (I hope, as old Chuck needs assistance)

This summer I am writing a paper on "Teaching a Unit on Listening." In this type of research paper there is a questionnaire involved. If at all possible would you kindly make a few comments concerning the following questions. The answers would apply to what you have done at Benjamin Franklin.

If you need or want to elaborate on any of the following items feel free to do so.

1. Do you think we should teach listening? Why?
2. How much time have you been spending teaching listening?
3. Have you been teaching listening as a separate unit?
4. Have you been teaching listening integrated with something else? If so, what else?
5. How do you teach listening? (what projects, exercises, readings, etc.)
6. Are the materials (textbooks, pamphlets, etc.) and facilities (films, filmstrips, tape recorders, phonographs, etc.) available to you adequate?

I realize that this is an imposition on your vacation time but I really shall appreciate your help. Maybe I can fill out a questionnaire for you sometime.

Sincerely yours,

Charles R. Pulliam

A summary of the answers from the questionnaire listed by items follow:

1. Do you think we should teaching listening? Why?
 - A. "Yes, because I've found the pupils absorb little from hearing, unless a special note of doing so at a certain time is made."
 - B. "Yes, I believe listening should be taught. I believe listening is the basic principle of learning."
 - C. "Yes, listening is a very important part of the learning process."
 - D. "Yes, this is especially important at the junior high level."
 - E. "Yes, I realize there is a real need."
 - F. "Yes, teachers can use the spoken word as an important teaching device in the junior high grades."

2. How much time have you been spending teaching listening?
 - A. "not much"
 - B. "A two week period plus as many times as the subject can be integrated in any other area."
 - C. "I use about six hours for teaching and testing listening skills. However I try to make sure the techniques are used."
 - D. "I have taught listening with a trial and error method, spending very little time with lessons on 'how to listen'."
 - E. "I think we worked a few days on the materials in the English book."
 - F. "I didn't have as much time to teach listening, as such, as I should have liked to have had . . . it would probably be an average of thirty minutes a week or about eighteen hours for the school year."

3. Have you been teaching listening as a separate unit?
 - A. "No"
 - B. "Yes, about two weeks, using materials from the language arts book."
 - C. "Yes, SRA Reading plan."
 - D. "No. I wouldn't know how to begin except to say to students disregard the driftwood in what is being heard and decipher the important facts; look for these things, etc."
 - E. "No"
 - F. "No. Only in connection with the SRA Reading Laboratory."

4. Have you been teaching listening integrated with something else?
- A. "Yes, in connection with social studies and English Reading. I have used tape recorder for listening to own mistakes."
 - B. "The subject of listening is integrated with other teaching as the subject arises. A good time I find is during book report time."
 - C. "Yes. I believe it should be integrated with all subjects. I always make sure that each member of the class has the attitude of attention before I talk to them."
 - D. "I have used listening in both history and English classes."
 - E. "Didn't answer the question."
 - F. "Most of the time it was integrated with speech or reading."
5. How do you teach listening (what projects, exercises, readings, etc.)?
- A. "Only be requiring the children to listen to others' special reports and to summarize the report afterwards."
 - B. "Using the text book material. (Chapter on listening.)"
 - C. "I use the exercises given in our SRA."
 - D. "I do not think I have taught listening in the manner you imply. The requirements for a listener must be interest, background, and a sincere desire to learn. In the learning process, the speaker plays the important role."
 - E. ". . . we worked a few days on the material in the English book."
 - F. "Played the games 'Gossip' or 'Telephone'. SRA Listening Skills, Oral quiz, playing records, tape recorder for student to hear his own voice."
6. Are the materials (text books, pamphlets, etc.) and facilities (films, filmstrips, tape recorders, phonographs, etc.) available to you adequate?
- A. "Equipment available--but film strips are old."
 - B. "I really don't use many facilities except for the tape recorder and phonograph."
 - C. "No. I think that we do not have enough lessons."
 - D. "At Benjamin Franklin Junior High School materials are adequate, but not always available."
 - E. "Didn't answer this question."
 - F. "Yes."

APPENDIX C

LISTENING SELF-EVALUATION SHEET

AND ADDITIONAL ACTIVITIES

1

LISTENING SELF-EVALUATION SHEET FOR JUNIOR HIGH STUDENTS

¹A. Craig Baird and Franklin H. Knowler, General Speech (New York: McGraw-Hill Book Company, Inc., 1949), pp. 292-295.

- | | Some- | Never |
|--|--------|-------|
| | Always | times |
| 1. Do you find it easy to follow directions to which you listen? | | |
| 2. Do you compare new facts which you hear about with your own experiences? | | |
| 3. Do you hear questions which people ask you the first time they speak? | | |
| 4. Do you ask questions about remarks you hear people make? | | |
| 5. Have you tried to compare the two sides of a controversy that you hear people arguing over? | | |
| 6. Do you try to judge the soundness of the evidence in arguments to which you listen? | | |
| 7. Can you anticipate another person's line of thinking when you listen? | | |
| 8. Do you find your thinking about subjects is clarified by listening? | | |
| 9. Can you summarize the remarks of another person to whom you listen? | | |
| 10. Do your friends ask you to listen to their problems? | | |
| 11. Do you find it easy to listen in order to be courteous to another person? | | |
| 12. Do you like to listen to other people as a conversational pastime? | | |
| 13. Do you notice the vocabulary and grammar of the persons to whom you listen? | | |
| 14. Do you find it easy to await your turn as you listen to others in a discussion? | | |

Always Some-
times Never

15. Can you listen easily to advice which other people give?
16. Do you find it easy to reject spoken requests of others in which you do not want to cooperate?
17. Can you control your temper when you hear others make uncomplimentary remarks about you?
18. Can you listen with poise when you hear arguments for a proposition to which you are very much against?
19. Do you observe the actions of persons to whom you listen?
20. Do you adapt your listening habits to various speakers, speech purposes, **and** social situations?

Activities

1. Ask the students to make a list of what they like to hear and another one of what they dislike to hear. Develop a discussion around the list. Look for personal reasons that make some material easy listening and other material difficult listening.²
-

²Niles, op. cit., p. 303.

2. Each member of the class writes on a slip of paper the name of a specific place, and a sentence on another slip. You place these names and sentences in two different containers. Two opponents each draw a sentence and the timekeeper draws a place name where the two are to pretend they converse. The object of the game is for each contestant to listen so well that he can fit his sentence into the conversation so that his opponent or the class can't tell what it was. There would be a time limit of three minutes.³
-

³Ibid.

3. Divide the class into two teams. The teacher will write two copies of a message and hand them to the team leaders. Each leader whispers the message once to his next teammate who in turn whispers it to the next and so on to the last member. This last member writes it out and hands it to the teacher, who determines which team listened more accurately. Begin with an easy message like "The treasure was buried by the Oak tree thirty-four feet away."⁴
-

⁴Green and Petty, op. cit., p. 257.

4. A list of suggestions for talks. The talks survey kinds of listening and listening processes.
 - a. A talk applying Will Rogers' famous epigram, "I never met a man I didn't like," to the listening process.
 - b. A talk showing how orators who are not "good men skilled in speaking" can confuse listeners.
 - c. A talk quoting Ed Winn about listening. "A bore is one who is so interested in talking about himself that you don't get a chance to talk about yourself."
 - d. A quote of Marlin Brando on listening. "An actor is a guy who, if you ain't talking about him, he ain't listening."
 - e. A talk on the statement about Calvin Coolidge.

"Calvin Coolidge was Northampton's favorite listener. He listened his way into every office the town could give him."⁵

⁵Niles, op. cit., p. 301.

5. Individual student listening problems can be given for the purpose of that student not missing a step that is involved. Example:
"George, please get the book from the corner of my desk; put in on the reading table. Then come here for the word sheets for your group and distribute them."⁶
-

⁶Green and Petty, op. cit., p. 256.

BIBLIOGRAPHY

(A List of Works Consulted)

Books

- Babcock, C. Merton. The Harper Handbook of Communication Skills. New York: Harper and Brothers, 1957.
- Borchers, Gladys L., and Claude M. Wise. Modern Speech. New York: Harcourt, Brace and Company, 1948.
- Chase, Stuart. Power of Words. New York: Harcourt, Brace and Company, 1954.
- Fessenden, Seth A. Speech and the Teacher. New York: Green and Company, Inc., 1946.
- Green, Harry A., et al. Building Better English: 7. Evanston, Illinois: Row Peterson and Company, 1959.
- Green, Harry A., et al. Building Better English: 8. Evanston, Illinois: Row Peterson and Company, 1959.
- Green, Harry A., and Walter T. Petty. Developing Language Skills in the Elementary Schools. Boston: Allyn and Bacon, Inc., 1959.
- Hockett, Homer. The Critical Method in Historical Research and Writing. New York: The Macmillan Company, 1955.
- Language Arts for Today's Children. Prepared by the Commission on the English Curriculum for the National Council of Teachers of English. New York: Appleton-Century-Crofts, Inc., 1954.
- Nichols, Ralph G., and Thomas R. Lewis. Listening and Speaking. Dubuque, Iowa: Wm. C. Brown Company, 1959.
- Nichols, Ralph G., and Leonard G. Stephens. Are You Listening? New York: McGraw-Hill Company, Inc., 1957.
- Pronovost, Wilbert. The Teaching of Speaking and Listening in the Elementary School. New York: Longman, Green and Company, 1959.
- Seely, Howard F., and William A. Hackett. Experiences in Speaking. Chicago: Scott, Foresman and Company, 1940.
- Strickland, Ruth G. The Language Arts in Elementary School. Boston: D. C. Heath and Company, 1957.
- Thonssen, Lester, and Elizabeth Fatherson. Bibliography of Speech Education. New York: H. W. Wilson Company, 1939.

Weaver, Andrew T., and Gladys L. Borchers. Speech. New York: Harcourt, Brace and Company, 1946.

Weaver, Andrew T., and Ordean Gerhard Ness. The Fundamentals and Forms of Speech. New York: The Odyssey Press, 1957.

Articles

Anderson, Harold A. "Needed Research in Listening," Elementary English, Vol. XXIX (April, 1952).

Arndt, C. O. and John. "Listen," The English Journal, Vol. XXIX (May, 1940).

Auer, J. Jeffery. "Doctoral Dissertations in Speech: Work in Progress," Speech Monographs, Vols. XX-XXVII (1951-1960).

Biggs, Bernice Prince. "A Diagnostic Test of Listening Effectiveness," Speech Monographs, Vol. XXIII (March, 1956).

Bird, Donald E. "Listening," National Education Association Journal, Vol. XLIX (November, 1960).

Bireline, E. L. "Maybe It's Worth It," School and Society, Vol. LII (December 21, 1940).

Brown, James I. "Why Not Teach Listening?" School and Society, Vol. LXIX (February 12, 1949).

Conboy, William Andrew. "A Study of the Retention of Speech Content as Measured by Immediate and Delayed Recall," Speech Monographs, Vol. XXII (March, 1955).

Dow, Clyde W. "Abstracts of Theses in the Field of Speech and Drama: 1946-1960," Speech Monographs, Vols. XIII-XXVII (1946-1960).

Dow, Clyde W. "Testing Listening Comprehension of High School Seniors and College Freshman," Speech Teacher, Vol. IV (November, 1955).

Forbes, Allen E. "Listen Now," The Grade Teacher, Vol. LXXVIII (October, 1960).

Hernott, M. E. (Chairman). "Organizing the Junior High School," The Bulletin of National Association of Secondary School Principals, Vol. XXXV (December, 1951).

Knower, Franklin. "Index of Graduate Study in the Field of Speech: 1902-1960," Speech Monographs, Vols. I-XXVII (1935-1960).

Lantz, William Carson. "An Experimental Study of Listeners' Perceptions of Speech Content as Compared with Delivery," Speech Monographs, Vol. XXIII (June, 1956).

- Malamuth, Geo. Goodman, II. "An Experimental Study of the Effects of Speaking Rate Upon Listening Ability," Speech Monographs, Vol. XXIV (March, 1957).
- Mersand, Joseph. "Developing Competence in Listening in Secondary Schools." The Speech Teacher, Vol. VII (November, 1958).
- Nichols, Ralph G. "Factors in Listening Comprehension," Speech Monographs, Vol. XV (November, 1948).
- Nichols, Ralph G. "The Laboratory Approach to Listening Efficiency," The Academic Instructor, Vol. II (July, 1950). (The Air University Journal of Education.)
- Nichols, Ralph G. "Listening: Questions and Problems," Quarterly Journal of Speech, Vol. XXXIII (February, 1947).
- Nichols, Ralph G. "Listening Instruction in the Secondary School," The Bulletin of the National Association of Secondary School Principals, Vol. XXXVI (May, 1952).
- Niles, Doris. "Teaching Listening in the Fundamentals Course," Speech Teacher, Vol. VI (November, 1957).
- Rankin, Paul T. "Importance of Listening Ability," English Journal (College Edition), Vol. XVII (October, 1928).
- Renwich, Ralph Jr. "A Listening Course for High School Seniors," Speech Teacher, Vol. VI (January, 1957).
- Robinson, Karl F. "Teaching Listening Through Evaluation and Criticism," Speech Teacher, Vol. II (September, 1953).
- Robinson, Karl F., and W. Norwood Brigance. "Basic Skills in Speaking," Bulletin of the National Association of Secondary School Principals, Vol. XXIX (November, 1945).
- Stark, Joel. "An Investigation of the Relationship of the Vocal and Communicative Aspects of Speech Competency with Listening Comprehension," Speech Monographs, Vol. XXIV (March, 1957).
- Whitworth, Oretta Jane, et al. "Fundamentals of Speech: A Basic Course for High Schools," The Speech Teacher, Vol. VIII (March, 1959).

Other Sources

- Boer, Helen, et al. A Cumulative Course of Study in English. Nashville, Tennessee: Nashville Public Schools, 1948-1952.
- Dixon, Mrs. Evelyn. Letter written to this writer dated June 30, 1961.
- Nichols, Ralph G. Letter written to this writer dated June 30, 1961.

SRA Reading Laboratory Teacher's Handbook. Chicago, Illinois: Science Research Associates, Inc., 1957.

Stone, Paul F., Principal. Letter written to this writer dated June 28, 1961.

Young, Miss Lois. Letter written to this writer dated June 28, 1961.