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Elementary Speech Education: A Focus on Listening Instruction in Grades Four through Six

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ELEMENTARY SPEECH EDUCATION:

A Focus on Listening
Instruction in Grades
Four through Six

by

Mary Jean Kulas

A Thesis

Submitted to the Department of Speech
Communication of the State University
College at Brockport in partial
fulfillment of the requirements for
the degree

Master of Arts

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ABSTRACT

The purpose of this thesis was to develop a set of guidelines for listening instruction in grades four through six. The review of research focused on determining whether elementary speech education has changed over the years and whether guidelines and resources are currently available to support speech communication instruction in the elementary schools.

In reviewing the research it became evident that throughout the years educators have agreed that there is a need for more speech communication instruction at the elementary level. It was found that the skill areas stressed in the 1970's are different from those stressed in the 1940's, however, there continued to be a lack of specific guidelines and learning resources to implement instruction.

A significant source examined in the review was the book Developing Communication Competence In Children, edited by Allen and Brown. They identified thirteen categories of speech communication instruction and thirty-five core objectives for use at the elementary school level.

It was decided to select one category (listening) and using core objectives related to listening, specific guidelines and learning resources were developed to facilitate listening instruction in the elementary school (grades four through six).

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CHAPTER I

INTRODUCTION AND REVIEW OF RESEARCH

1940-1978

INTRODUCTION

Importance of Speech Education in Elementary Schools

Over the years educators have agreed that speech communication instruction is needed at the elementary level. Mulgrave (1955) author of Speech for the Classroom Teacher stated:

Speech is the most potent tool to the teacher. No matter what subject he teaches, no matter what level he addresses—from the kindergarten through the graduate school—he communicates orally most of the time. The elementary school child may be entirely unconscious of the fact that he is affected by the voice or speech of the teacher; such unawareness, however, will not prevent his including many of the speech habits of the teacher in his own speech. (p. 15)

Others also have stressed the importance of speech education at the elementary level. Loeb (1942) maintained that the elementary school should aim toward helping children acquire a knowledge of and an appreciation for the part that good articulation, enunciation, and pronunciation play in speech. In the 1970's, educators continue to stress speech education in the elementary school. As part of a recent Speech Communication Association project, Wood (Ed., 1977) stated, "A major task of children everywhere is to learn how to communicate appropriately" (p. 1). One important instructional goal should be to develop a framework which elementary teachers can use to design appropriate instructional experiences in speech communication.

The problems still exist in speech education at the elementary level. There continue to be no specific set of guidelines for teachers to utilize in helping students to develop communication skills. Much of the material available at the elementary level is irrelevant to the communication skills expected of children today. We progress with the times, and what may have been important in the 1940's may not be as important today. One change is that we have moved into humanizing speech rather than merely reciting it. The development of communication competencies such as interpersonal skills and expressing feelings are today viewed as relevant in our study of speech.

The problem persists because publications in the area of speech communication instruction at the elementary level are often directed toward teachers who often have inadequate training in this field. Not only are teachers unsure of the competencies required of elementary school children, they are unsure as to how development of these competencies should be implemented in the instructional program. This problem, if not resolved, could adversely affect speech communication instruction at the elementary school level.

Review of Literature

The review of research in Chapter One focuses upon what was being stressed in speech education at the elementary

level over the past forty years. The journal articles and books selected for review were chosen because they dealt with what should be done at the elementary level. The Index To Journals In Communication Studies Through 1974 was reviewed concentrating on articles written in the area of elementary speech education. Books selected for review were those which stressed the development of speech communication competencies at the elementary school level.

Letters were written to the Speech Communication Association and to known authorities in elementary speech education soliciting recommendations for research to be reviewed. The Education Index and ERIC were also useful in locating journal articles and books to be reviewed.

The review of research and what is now being stressed as relevant in our study of speech education at the elementary level indicate that something is still lacking. The problem still exists. A first step toward improving speech education for elementary school pupils, their teachers, and persons preparing to teach, would be to develop guidelines for classroom teachers to utilize in helping their pupils acquire basic communication skills essential for success within the school curriculum.

The review of literature is divided into decades in order to trace the evolution of certain concepts in elementary speech education. Within each decade, however, a topical sequence is utilized in order to better integrate

the concepts that emerged within that decade.

:

Journal Articles 1940-1949

Postwar developments in broadcasting and speech education should be of interest to teachers of speech. Walker and Emery (1944) anticipated rapid growth in FM broadcasting after the postwar period. The FCC had already reserved five channels for educational FM broadcasting. Students and teachers in fields such as phonetics and dramatics could receive broadcasts of discussions and plays. The authors stated, "the use of television and the possibilities for communication in the educational field are almost unlimited." (Walker and Emery, 1944, p. 400)

Pronunciation was an area studied by educators during the 1940's. Beginning the study of correct pronunciation at the elementary level was mentioned as an important objective for the future of all students. Nichols (1941) wrote, "if pronunciation must be made for teachers' use, the three regional speech areas which are generally East, South, and General American should be modified to something like acceptable pronunciation as one befitting our needs." (p.61) He continued by explaining that publication of a dictionary that recognized the best pronunciation for the three regional areas would help to teach pronunciation. He also suggested that the speech teacher could proceed toward the attainment of acceptable pronunciation through the use of the radio. The movies and legitimate drama were urged to follow the use of the radio in helping to utilize acceptable

pronunciation since these too were organized for public consumption. He summarized by stressing that the classroom teacher has the obligation of motivating students to use correct pronunciation.

Related to the area of teaching pronunciation was an article written by Schuell (1941) which stressed that the elementary school should provide, in its curriculum, experiences which would enlarge language development, and develop meanings, relationships, and values. Teachers should at the elementary level, create a background of language experiences rich in ideas and meaning. Related activities should include participation and creativity. Schuell suggested that literature be selected for its excellence and beauty. The literature should be related to the mental and emotional level of the child. She suggested the teacher orally read the literature and encourage activities such as dramatization since this would encourage group participation. Schuell concluded by stating, "the entire function of the speech activities should be to develop the ability of the child to use speech naturally, to convey ideas adequately, and to find and communicate meanings," (p. 266) but she did not state specific activities which would develop these abilities.

Zimmer and Pratt (1941) also suggested that the utilization of creative drama could make speech a natural part of each day's activities. They mentioned exercises

at the elementary level that included phonetic drill and choral speaking. Zimmer and Pratt made a plea for the National Association of Teachers of Speech to operate a clearing house through which teachers at the elementary level would be kept informed of speech objectives at various age levels and successful means of accomplishing them.

Freed (1941) maintained that socialized use of oral techniques was conducive to better mental health. He also urged teachers to make an effort to eliminate all factors which inhibit the desire for orderly communication.

Loeb (1942) wrote, "the elementary program should help students acquire a knowledge of and an appreciation for the part that good articulation, enunciation, and pronunciation play in speech." (p. 90) Her ideas were similar to the beliefs expressed by Nichols. She also mentioned that the speech program should aim to improve the child's skill in use of oral language, an idea that was reinforced by her contemporaries. She maintained that there was no end to the variety of activities and materials to develop good speech habits. However, like others, she failed to name specific games and activities. Loeb also pointed out creative dramatics, story-telling, and conversations as important in every grade level in the elementary school.

In a later article Schuell (1945) maintained that creative dramatics experiences could help prepare elementary

students for speech situations they encounter frequently, and for speaking situations which students may find difficult or embarrassing. Creative dramatics can stimulate language development because, as Schuell stressed, the story forms a context for new words, idea associations, and meanings.

According to Ward (1942) the purpose of creative dramatics was to develop finer and happier people. Dramatizing a good piece of literature would normally stimulate the imagination of young people, more so than if the students made up their own stories.

Roosevelt (1941) recommended that youths should be trained in talking about things in their daily lives which interest them. Speaking and debating in public were two things Roosevelt believed teachers must train students to do. She maintained that such training should begin at the elementary level so students could get over feelings of self-consciousness. Training students in discussion was also believed to be important. Roosevelt (1941) thought that students must learn to think their thoughts through and should be taught adequately to support their point of view.

Referring to teaching oral speaking Bowden (1947) wrote the following:

A language program for grades one through six, I believe, should be built around conversation, discussion, stories, reports, and dramatizations for oral expression. Conversation and discussion should receive particular emphasis in grades one to six. They need to understand that discussion

frequently grows out of conversation and that conversation may be inter-mingled with discussion.
(p. 293 and 296)

Bowden summarized by outlining planning steps to aid the teacher in developing conversation and discussion.

In summarizing the theme of what should be taught at the elementary level, Welch (1949) raised several questions frequently asked by elementary teachers. They included:

What kind of an outline shall I introduce?
In what grade shall it be established?
Shall it be continued in several grades?
Can something be done about it in the primary grades?
(p. 273)

He maintained that these questions were not being answered by the speech profession. He observed that although some elementary school faculties were starting to strike forward in the new speech adventure, there remained many still floundering uselessly, or blindly adopting the drills written in the language arts textbook.

Before reviewing skills emphasized in books during the 1940's, Peins (1952) raised the question: What speech textbooks were being used in the elementary classroom? Peins' survey of elementary teachers and principals conducted in 1948 found:

In the majority of schools surveyed, speech textbooks are not used in the classroom by the students, and if a text is provided it is available only to the teacher as a reference book. A significant percentage of teachers who do not use a speech textbook fail to make use of any supplementary speech materials in their classroom teaching of speech education. The main reason why a speech textbook is not used in the elementary schools surveyed seems to be because specific speech training is not included as part of the classroom procedure. (p. 278)

Books 1940-1949

Hamm (1941) wrote Choral Speaking Technique, which introduced students to the art of choral speaking. The author's purpose was to help students who might never have had the courage to take part in any speech work. Hamm pointed out that choral speaking provides an opportunity to use good diction. It has behind it both an educative principle and an artistic aim. Material presented in the book focused on jingles which the primary students would enjoy as well as poetry for students in upper elementary grades.

Teaching Language in the Elementary School, Forty-Third Yearbook, Part II, edited by Henry (1944) was written to provide materials for developing more effective programs of instruction, especially at the elementary level. This particular volume was written to help teachers learn how to effectively teach speaking and writing to children. Several authors contributed articles on topics like "Instruction in Oral and Written Language," "Caring for Individual and Group Needs," and "Speech, Voice, and Pronunciation." Techniques for teachers and selected bibliographies were mentioned in the yearbook. The chapters written in this yearbook coincide with the ideas expressed in articles written during the 1940's.

Speech Methods in the Elementary School, by Rasmussen (1949) was filled with useful activities for students and selected bibliographies for the teacher's use. The topics

of each chapter were similar to those of the articles published during the 1940's. Creative dramatics, choral reading, storytelling, and the voice were a few of the topics explored.

The Way of the Storyteller by Sawyer (1942) maintained the idea of storytelling as being one of the oldest traditional arts, having its roots in the beginnings of articulate expression. Sawyer stressed the vivid effect a well-told story can have on a child's imagination. The book included selected readings along with suggestions for activities to use with students before, during, and after the selection. Much of the book dealt with the philosophy and art of storytelling.

Decade Summary

Speech education at the elementary level during the 1940's focused on oral skills such as pronunciation, enunciation, and phonetic drill. Also stressed were creative dramatics, choral speaking, and storytelling. There seemed to be more articles written establishing what should be taught at the elementary level than books which actually explained techniques and activities to teach the skills. The main ideas expressed in the articles coincided with what was presented in books. However, this review of the research uncovered very few specific guidelines for activities in the elementary classroom.

Journal Articles 1950-1959

In the articles published during this period, speech educators continued to emphasize the necessity and desirability of a speech training program at the elementary school level. Also emphasized was the idea of having a variety of speech activities utilized in all areas of the total curriculum.

Teague (1951) examined progressive activities for the elementary program, suggesting activities like the experience talk, informal conversation, oral reading, telephone procedure, and oral speaking for the lower grades. According to Teague, the important role of speech was to train students to use words and sentences to express themselves clearly. Activities for the fourth grade, for example, included the formal speech, outlining speeches, critical listening, and advanced oral reading and interpretation. Other exercises included organizing and analyzing ideas, manuscript plays, and play productions.

Choral speaking and creative drama continued to be of vital importance during the 1950's. Oral interpretation of literature and puppetry were mentioned by Ogilvie (1958) as experiences which could make life in the classroom fuller and richer. Choral speaking and creative drama were also mentioned and suggestions were given as to how the teacher could utilize these skills in curriculum.

Viola (1956) maintained that children's drama was an integral part of every child's training. She stated, "creative dramatics classes for children four through fourteen should be incorporated into public and private school curricula as well as community theatre and recreational programs." (p. 307) A bibliography for creative dramatics was included in the article.

The relationship of speech and reading in the elementary school program was emphasized in an article by Cox (1959). Cox held that the first essential in teaching a child to listen, speak, read, and write was to teach the student patterns and meanings of language. She explained that each of the language arts mentioned had its own goals and developmental procedures. Specific activities needed to develop the four language arts were not provided in the article.

Hahn (1952) opposed a segregated speech curriculum which might sink to the level of devices and speech games conducted once a week. The fact remains that in the classroom situation, communicative speech occurs in a social context. According to Hahn what should be emphasized is the development of listening skills and the spontaneous speech act which could be improved through careful planning. Hahn believed that students could be taught to formulate their own goals (under the guidance of the teacher) in relation to their own needs throughout the day's speaking activities.

In the 1950's educators placed great emphasis on the language arts as evidenced by the importance they assigned to becoming an effective communicator, expressing ideas clearly and accurately, and having students work within a framework of a social unit.

Pruis (1950) was one of the first to focus on the area of listening and its relevance in the elementary curriculum. Prais mentioned two publications of the speech association (Guides to Speech Training in the Elementary School and the Role of Speech in the Elementary School) which were designed to be of help to the elementary teacher. Emphasized once again was the need for speech activities to be utilized in all areas of the curriculum, not in the language arts program alone.

Duker (1956) developed an annotated bibliography on the teaching of listening for the elementary school. This is mentioned to reinforce the fact that listening was an area emphasized during the 1950's.

According to Wallace (1950), the approach to speech education was shifting from an emphasis on elocution to an emphasis on communication within a social context. The proof was not only being found in the popularity of multiple college courses labeled speech but also in elementary school speech programs. He emphasized the use of experience as a mode of learning and as a means of personality development. This emphasis on experience would provide more time and

attention to speaking. Wallace (1950) encouraged courses in dance, painting, and literature of the spoken and written word. He stressed that popular arts such as communication, theatre, and radio should begin at the elementary level. Wallace summarized by emphasizing the use of talk and discussion wherever practical in the curriculum.

Formal and informal discussion skills began to blossom at the elementary level. Ogilvie (1957) pointed out that probably the greatest amount of talk at the elementary level was conversation. She also maintained that success in conversation depended on the ability of the student and teacher to listen carefully to each other.

Books 1950-1959Ogilvie's (1954) Speech in the Elementary School

categorized the study of dramatics at the elementary level as creative dramatics and play production. Through creative dramatics, students gained knowledge from meaningful experiences and developed both creatively and emotionally. In play production, students benefited from being part of a working group. The child with more ability could participate in a finished play production.

Choral speaking was also mentioned in Ogilvie's book. Poems were suggested for children at both the lower and upper grades. Title, author, first line, and source were cited. This kind of listing is very helpful for teachers as resource material.

Another chapter dealt with discussion. Types of discussions and the values of group discussion were explained.

The importance of listening both critically and attentively was discussed. The importance of developing good listening skills was examined in a chapter on discussion and giving talks.

A book titled The Teaching of Speaking and Listening in the Elementary School by Pronovost (1959) covered many of the same topics. Pronovost gave attention to speaking and listening skills. He was interested in correlating speaking and listening with other areas of the curriculum. He described speaking and listening as a child's means of

communication in the preschool years and as a major means of communication and instruction in the primary grades. Pronovost summarized by stating, "in all of the language arts, the language is the same and only the media for communication is different." (p. 15)

The Language Arts in the Elementary School by Strickland (1951) emphasized the role of the mass media, such as radio, motion picture, television, and the printed page, in providing constant stimulation to which students can react. Storytelling was explained as being a valuable source of learning for younger children. Reading aloud to children was also stressed as enhancing rather than decreasing interest in independent reading.

Strickland also provided an analysis of the four language arts: listening, reading, speaking, and writing. She pointed out that listening and reading are the "intake" aspects of language. They are the means by which a student can become enriched, interested, and knowledgeable. Speaking and writing are the "outgoing" aspects. Here, individuals express themselves and communicate their thinking to others.

Like Pronovost, Strickland emphasized the utmost importance of speaking in the primary grades.

Speaking experiences such as conversation, discussion, planning, and interviewing were described by Hatchett and Hughes (1956) in Teaching Language Arts in Elementary Schools. Chapters were also devoted to developing spelling, handwriting,

and punctuation skills. Teaching procedures and activities were suggested by the authors.

Ward (1957) wrote Playmaking With Children in which the art of playmaking and the dramatic play were explained. Specific objectives for playmaking and creative dramatics were acknowledged. Also, useful teaching techniques for the classroom teacher were described. Ward mentioned that creative dramatics was widely used at the elementary school level since it is based on sound educational principles.

Two books written as resource material for teachers' use focused on the elementary level. A book by D. Russell and E. F. Russell entitled Listening Aids Through the Grades listed listening activities which were divided into kindergarten through third grade and fourth through sixth grade levels. The activities emphasized reading readiness, auditing, and listening comprehension skills.

The second resource book, Choral Speaking Arrangements for the Lower Grades, by Abney and Rowe (1953), was dedicated to choral speaking. The material presented in this book was to be orally interpreted by students in kindergarten through third grade. The book recommended usage through grade six.

Decade Summary

Choral speaking and creative dramatics continued to play a major role in speech education at the elementary level during the 1950's. Conversation and discussion were emphasized. The importance of developing good listening skills was coming into the limelight. Little attention was being given to mass media. Books during this time offered something more than theory to the elementary teacher such as suggested activities. Most articles continued to deal with what the elementary program should be, but did not contain specific materials to aid the teacher.

Journal Articles 1960-1969

Kopp (1967) began by discussing the importance of teaching oral communication. He acknowledged the fact that since our world is one in which oral communication is a necessary tool for understanding and learning, attention must be given to available knowledge which will assist teachers in diagnosing and measuring abilities in the oral language skills.

In the area of listening, studies have shown that the first step in teaching listening is for teachers to examine their own listening habits. Methods for doing this were explained by Kopp. In the second step, the school environment should be evaluated to see if it is conducive to listening.

Kopp maintained: "Experiences should be provided which would encourage children's use of the scientific method of inquiry into listening as well as into other subject areas." (p. 115) Suggestions were made for discussion questions.

Speaking skills must be developed for oral communication. Kopp continued to suggest means by which the classroom teacher should help the students acquire these skills.

Kopp summarized by explaining that students should learn how to set up standards for improving speaking skills that would lead them to the formulation of standards for each type of speaking occasion. He said, "when I went to elementary school, I learned to read, write, speak, and listen. It is hoped that this will be the comment of the adolescent of the future." (p. 122)

English (1960) insisted that all classroom teachers should meet the speech needs of elementary students. He emphasized integrating speech activities with other subjects. He believed emphasis should be placed upon speech improvement. He also suggested that the speech therapist should aid the classroom teacher and act as a resource person.

Since the responsibility for meeting the speech needs of elementary students lies with the classroom teacher, English suggested that administrators offer inservice training programs for teachers.

He mentioned the telephone, motion pictures, and television as placing speech in the spotlight. English pointed out that speech as a medium of communication occupies a more prominent position in the lives of people today than at any other period of time.

English emphasized that speech should be taught as a separate subject first and then integrated into other subject areas. "Unless good speech habits are taught at the primary, intermediate, and upper grade levels by observation, example, purpose, and method then they might just as well not be taught at all." (p. 275)

According to Piquette (1960), speech education receives the least amount of attention in the process of preparing teachers for their profession. She explained that if the elementary teacher is to be an effective model for language proficiency, the teacher must have sufficient background in speech education. The teacher must be aware of speech

habits and needs of students in the classroom. Piquette pointed out that the teacher must also be able to cooperate successfully with the speech correctionist in the building.

Piquette suggested that more course work in speech be required of elementary education majors. She argued that:

We must go beyond discussing the problem among ourselves and begin to speak to the people responsible for the preparation of our elementary school teachers. Only when we convince them of the need for better speech education will speech and its counterpart, listening, receive equal emphasis with writing and reading. (p. 277)

Our life styles have changed since the Space Age and Sputnik, wrote Schmidt (1968). He explained that these events have also affected our written language. They caused an increased emphasis on accuracy, both in choice of words and phrases, and in sentence structure. New scientific and technological vocabularies for general use were being introduced.

The space age brought about greater emphasis on the use of television in the school. The classroom teachers should begin to coordinate and integrate television into their own classes.

Schmidt observed, that as a result of the Space Age, teachers were being challenged to change. The emphasis was placed on improving instructional materials, providing materials for programmed instruction, and providing better educational television materials.

Books 1960-1969

Speech Education for the Elementary Teacher, by Huckleberry and Strother (1966), maintained that the speech arts such as choral reading, story-telling, creative dramatics, and discussion should be a part of speech education at the elementary level. The authors suggested setting speech goals for children when they speak before a class. One chapter referred to the nature of abnormal speech and added activities which the teacher could use to help students with speech problems. At the end of each chapter dealing with the speech arts, projects that teachers might use in their classroom were mentioned. The projects were not identified as being most appropriate for any specific grade level. The authors devoted part of the book to theory and part to practical applications by the elementary teacher.

Two authors who have had several years of speech and speech therapy experience with young children published a series of books which were both imaginative and entertaining. The books were devoted to the development of selective listening skills. Slepian and Seidler (1967) believe that if a child can learn to discriminate the sounds of our language, that child will better be able to reproduce the sounds accurately. The series consists of five books, each focusing on a different listening skill. One of the books is The Silly Listening Book. Although the books are most appropriate for the primary age child, the intermediate teacher could easily adjust activities to fit the needs of

students at that level. There is also a more advanced series which deals with sounds children may find difficult.

The purpose of the book, Teaching Language As Communication To Children, by May (1967), was to identify some communication skills along with methods for teaching them. Although much of the book seemed philosophical in tone, suggested classroom activities were mentioned.

Ecroyd's (1960) Speech in the Classroom, focused on methods of teaching speaking skills. The book was divided into three sections. The first part concentrated on the fundamentals of effective speech. The second section dealt with listening skills, discussion, speech delivery, oral reading, and story-telling. The last section emphasized ways the teacher could help students with speech problems. The end of each chapter suggested class activities and supplementary materials to aid the teacher.

Developing thinking individuals with worthy ideas was the purpose of the curriculum guide Speech Activities in the Elementary School, by Henig (1968). It was maintained that teaching students to clearly express their thoughts was the job of elementary teachers. This guide emphasized speaking and listening. The units were made up of objectives, discussion topics, and learning experiences. A bibliography and list of audio-visual materials were presented at the end of each unit. Examples of units were formal speaking, listening, oral reading, and drama.

Decade Summary

The development of communication skills, with particular emphasis in the areas of speaking and listening, were of great importance in elementary education during the 1960's.

Choral speaking and creative dramatics were still mentioned; however, more attention was focused on students being able to communicate effectively and to listen both attentively and critically.

Creative writing gained importance during the 1960's. Teachers were encouraged to use educational television as an aid to speech education. Classroom teachers were also encouraged to use the speech teacher as a resource person. It was suggested that speaking and listening skills be integrated into other areas of curriculum.

Journal Articles 1970-1978

The development of oral language in young children was discussed by Ecroyd (1973). He emphasized that schools could best reinforce the total learning process by stressing the teaching of sound discrimination in the early grades and syntactic expansion and elaboration in grades three through six.

Ecroyd pointed out that language has both verbal and non-verbal aspects. The author stated, "the primary reason for the conscious and deliberate teaching of oral communication concepts and skills has to do with the relationship of speech-language-thought." (p. 16) He encouraged teachers to provide experiences for students to express their moods both verbally and non-verbally. Ecroyd did not suggest specific activities for teachers' use.

Another article which focused on oral language in young children was written by Wilder (1973). He remarked that oral language programs should be more than structured attempts to teach students how to act like adults. Teachers should encourage students to use speech as an aid in thinking.

Wilder continued by discussing a training program for elementary teachers which involved cognitive training for students to help them learn by talking to themselves. Research has been done on "cognitive training" and, as Wilder pointed out, teaching strategies based on private speech can help the student communicate with and understand

oneself. This kind of situation must precede understanding and communication with others.

The author summarized by stating, "each child should be encouraged in his development by individualized adjustments on the part of the teacher." (p. 22)

Stegmaier (1974) encouraged interpersonal communication through children's literature. She described conflict situations with siblings, peer group, and parent/child relationships, and continued to demonstrate how each kind of conflict could be dealt with through literature. Specific pieces of literature were mentioned, along with suggestions for class discussions.

Stegmaier maintained that empathy is a skill that children should understand, since it is essential to sensitivity. Literature is a way of supplying teachers with an empathic vehicle. The teacher could help children to understand other children's feelings, thoughts, and behaviors by projecting through literature.

Stegmaier summarized by acknowledging children's literature as an excellent source of material for teaching interpersonal communication.

A philosophical look at elementary speech education was undertaken by Hendricks (1970). She explained that oral language and speech must concern itself with three components; the child, the teacher, and the concepts and skills to be acquired. She continued that:

One of the goals of elementary education is to free the child--to move from a powerless position in society, to one of power. It is the goal of speech education to provide the opportunities and means for the child to develop the language tools which will help him in the power move. (p. 151)

Suggestions were made for helping the child attain this goal. Use of television, videotape cameras, and other media were also suggested. Teaching literature, problem solving discussions, and dramatic activities could play a vital role in helping children develop the language tools needed for the "power move."

Hendricks summarized by emphasizing one concept. She maintained that the child who possessed effective speaking and listening skills would advance more easily than the child who did not. The concepts promoted through speech activities would help the students know themselves by way of language and through the study of literature.

The last article to be reviewed in this decade resembled Hendrick's in theory. Rodnick and Wood (1974) described communicative competence as mastery of an underlying set of rules. These rules are determined by the culture and the situation. They affect language choices in interpersonal communication events. Since language is simply a tool, the authors explained, "it requires a human force to manipulate it, giving power to the person to whom it belongs." (p. 124)

The authors concluded by encouraging teachers to give

students opportunities to activate their "power potential" through practice and observation. The teacher should plan activities which focus on realistic situations. This approach would enable students to experience useable approaches to interpersonal interaction.

Books 1970-1978

Language and the communication process was discussed by DeStefano (1978) in Language, The Learner, and The School. Communicative competence was once again mentioned. She explained that we think of people as possessing a set of competencies which enable them to function as part of a social order.

The competencies, social, cognitive, and emotional - overlap as individuals integrate thoughts and emotions in a social setting. The purpose is to derive meaning from experiences. It is here that communicative competence is a facilitator to the other competencies. She added:

Schools play a powerful role in increasing communicative competence, since schooling includes both instruction designed to increase ability to communicate orally and in writing (speaking and writing) and to help students comprehend others' speech and writing (listening and reading). (p. 3)

DeStefano presented a chart to help teachers visualize the various language arts curriculum components that enter into the development of communicative competence in students.

A study of the complex communicative situations found in our country, including the teacher and student in the school, were presented. The book dealt with research and theory, and lacked practical applications for classroom teachers.

A practical handbook for elementary teachers, The Development of The Language Arts, was written by Greene (1973). The language arts program suggested by Greene

consisted of oral and written expression, spelling, foreign language, and reading. Story-telling, creative dramatics (with less focus on television usage), creative writing, and reading were topics discussed. Useful ways in which the elementary teacher could help students develop communication skills, were presented.

Greene also included an evaluation process which consisted of teacher, teacher-pupil, pupil-self, and pupil-pupil evaluation.

As part of a project conducted by the Speech Communication Association, Wood (Ed., 1977) with the help of others outlined specific communication competencies for children pre-K through grade six. The long range goal of this committee was to define the characteristics of the competent communicator.

The first part of the booklet, Development of Functional Communication Competencies: Pre-K-Grade 6, was devoted to theory. As a starting point for the project, White (1975) conducted a study to define communicative characteristics of the competent six-year-old child. His study took the form of a series of eight "behaviorial talents" of the well-developed six-year-old child. These social behaviors, as explained by Wood, were clearly based on communication skills. Since the booklet included an instructional program for children, age six to twelve, Allen and Brown (1976) added five more "behaviorial talents" for the older

child.

The categories selected by Wood identified five families of communication functions which comprise the uses of communication in our lives. The categories are interactive in nature. The five communication functions identified were controlling, feeling, informing, ritualizing, and imagining. The practice section of the booklet outlined classroom activities for developing the five communication functions.

The instructional task of teachers, according to Wood, is to determine those communication acts children can use effectively and then provide opportunities for engaging in these acts. The term "communication acts" was chosen by Wood to demonstrate that they were concerned with body, language, and voice, as well as with spoken and written words.

As in previous articles and books, communication competence was explained as having four principal features; repertoire, selection, implementation, and evaluation which are operative in every instance of communication.

Nonverbal Communication, presented a theoretical and philosophical approach to nonverbal behavior. Eisenberg and Smith (1971) proposed a framework in which one could become knowledgeable about nonverbal communication. One would then be prepared to engage in exercises presented later in the book. Purpose, procedure, and follow-up

discussion were explained in detail for each exercise. The exercises presented in the book could easily be utilized in the elementary classroom.

Pilon's (1978) Teaching Language Arts Creatively In The Elementary Grades, was filled with suggestions for lessons which would complement the five communication functions mentioned by Wood (Ed., 1977). The topics discussed were reading, listening, sensing, developing vocabulary, and using poetry. Both theory and practical applications were presented.

The last book essential to this review of research was written before the appearance of the booklet edited by Wood (1977). However, much of the theory presented in that booklet came from a book edited by Allen and Brown (1976) titled Developing Communication Competence in Children. This work was part of the National Project on Speech Communication Competencies. The book, divided into four major parts, constitutes the final report for the project. The four parts consisted of a literature study, a field study, a questionnaire study, and the synthesis conference.

Every elementary teacher would benefit from reviewing the material presented in this book. The goals of speech communication instruction from the teachers' perspective were presented in one chapter. If elementary teachers want to know the competencies expected of students, this book

would help answer some of their questions and enlighten them with more information regarding speech education.

Decade Summary

The 1970's provide the elementary teacher with a framework of communication competencies recommended for students. Various recent articles and books suggest theories and exercises to develop these skills. However, specific guidelines for introducing them in speech curriculum are lacking. The problem remains. Educators continue to stress what should be emphasized in speech education at the elementary level but neglect to suggest specific guidelines to help teachers incorporate the communication skills needed at the elementary level into the instructional program.

The following table illustrates the various trends in elementary speech education skills emphasized during the years 1940-1978.

TRENDS IN ELEMENTARY SPEECH EDUCATION

Skill	1940's	1950's	1960's	1970's
Pronunciation	E	M		
Enunciation	E			
Phonetic drill	E			
Creative dramatics	E	E	M	E
Choral reading	E	E	M	
Story telling	E	M	M	E
Conversation	M	E	M	E
Discussion	M	E	M	E
Radio	M			
Listening		M	E	E
Oral/silent reading of literature		M	M	E
Writing	M	M	M	M
Sensing/feeling				E
Poetry (reading and writing)	E	M		M
Television			M	E
Public speaking	E	E	E	E
Interpersonal communication				E
Empathy				E
Non verbal communication			M	E
Informing				E
Role playing				E
Controlling				E

Not Mentioned = Blank Space Mentioned = M Emphasized = E

Table 1

Preview of Remaining Chapters

Chapter Two describes methods and procedures elementary teachers may use for implementing communication skills in the instructional program.

Chapter Three contains an annotated bibliography for elementary teachers to use as part of the speech education program. The chapter also includes a guideline in outline form consisting of four major components for the category of listening. It also suggests evaluation procedures.

Chapter Four focuses on implications for further study in speech education at the elementary level.

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CHAPTER 2

PROCEDURES

Procedures

As a result of reviewing some of the literature concerning what is emphasized in speech education today, it becomes apparent that the functional skills mentioned in Chapter One are very necessary for understanding oneself and others and for communicating effectively. Wood (Ed., 1977) defined these functional skills as follows:

1. Controlling. These are communication acts in which the participants' dominant function is to control behavior; for example, commanding, offering, suggesting, permitting, threatening, warning, prohibiting, contracting, refusing, bargaining, rejecting, acknowledging, justifying, persuading, and arguing.
2. Feeling. These are communication acts which express and respond to feelings and attitudes such as, exclaiming, expressing a state or an attitude, taunting, commiserating, tale-telling, blaming, disagreeing, and rejecting.
3. Informing. These are communication acts in which the participants' function is to offer or seek information: for example, stating information, questioning, answering, justifying, naming, pointing out an object, demonstrating, explaining, and acknowledging.
4. Ritualizing. These are communication acts which serve primarily to maintain social relationships and to facilitate social interaction, such as greeting, taking leave, participating in verbal games, reciting, taking turns in conversations, participating in culturally appropriate speech modes, and demonstrating culturally appropriate amenities.
5. Imagining. These are communication acts which cast the participants in imaginary situations and include creative behaviors such as role playing, fantasizing, speculating, dramatizing, theorizing, and storytelling.
(pp. 3 & 4)

Developing communication skills in children should be taken seriously by every classroom teacher, starting in the elementary grades. Elementary teachers should also realize how speech communication and human interaction strengthen the

total teaching-learning process.

The review of literature included reference to a study by the National Project for Speech Communication Competencies. This study has become vitally important to developing specific guidelines which hopefully will be useful to elementary teachers in implementing speech education in the classroom.

As part of that study, objectives (statements) that answered the question, "What does the student have to do in order to show that he or she has learned what the teacher wants the student to learn? were classified into thirteen categories. The categories were labeled as follows:

1. Listening
2. Small Group
3. Processing Information
4. Nonverbal
5. Problem Solving
6. Conflict
7. Mass Communication
8. Feedback
9. Public Speaking
10. Verbal Expression
11. Message Analysis
12. Personal Growth
13. Interpersonal

Instructional objectives for the thirteen categories were written by elementary through college/university teachers. From these, Allen and Brown (Eds., 1976) compiled a list of 327 instructional objectives. A subset of 35 "core" objectives was then compiled. The core objectives

appear to identify a variety of communication competencies relevant to instruction across grades K-12.

Utilizing these "core objectives," together with the recommendations for classroom implementation of the functional communication competencies in the booklet edited by Wood (1977), specific guidelines for instructional strategies and evaluation procedures for one of the core objectives were developed in this thesis. In developing these guidelines, it is hoped that elementary teachers will be provided with information to facilitate their implementation and assessment in the classroom.

The books and articles reviewed did not focus completely on the elementary level. Because of the scarcity of materials at this level, a search into books written for high school and/or college level were undertaken. An effort was made to adapt these activities for use at the elementary level.

The outline focuses on the four through six grade levels. One category is of particular interest to the writer who is an elementary teacher. The category is listening. Specific guidelines for implementation were developed for this category.

As part of developing the guidelines, an annotated bibliography is provided for the elementary teacher to include resources such as books, films, records, tapes, and television programs useful in implementing the core

objectives.

The suggested guidelines are in outline form, consisting of four major components. An example:

- A. Title of Category
- B. Objective(s)
- C. Activities (brief description and resource number from annotated bibliography)
- D. Evaluation Procedure (assessment of student learning)

The resource material listed in the annotated bibliography is numbered. The activities described in the outline correspond to the number in the annotated bibliography. The teacher may use this for further explanation of an activity or as reference to related material useful in developing the objective.

CHAPTER 3

ANNOTATED BIBLIOGRAPHY AND GUIDELINES

INTRODUCTION

One phase of the National Project on Speech Communication Competencies consisted of a questionnaire study developed to determine what competencies teachers thought students should possess in grades kindergarten through twelve. The respondents included three groups: elementary teachers, secondary teachers, and college/university teachers. The respondents from the elementary and secondary levels represented grades kindergarten, one, three, six, ten, and twelve.

The "core objectives" mentioned in Chapter Two were identified in the National Project questionnaire study. It is essential to remember that these core objectives identify a variety of communication competencies relevant to instruction across grade levels.

Key terms were used that reflected the major thrust of the original competency statements reported by the three groups of respondents. The objective for listening states, "The students will demonstrate application of effective listening skills (e.g., attentiveness, objectivity, courtesy, tolerance, criticalness, open mindedness)" (Allen and Brown, eds., 1976, p. 232). The curriculum guidelines developed in this chapter focus on the development of these listening skills. It is not the writer's intention to develop detailed lesson plans,-a task which would require specific information about the make-up of a specific

classroom. This can only be accomplished by the classroom teacher on the scene.

The writer is interested in the category of listening because so much of the communication which takes place in the elementary grades centers around conversation. As Ogilvie (1957) stressed, success in conversation depends on the ability of the student and teacher to listen carefully to each other. Listening skills need to be developed in the early years. Developing good listening skills in children should be an exciting challenge to elementary teachers.

Communication is a two-way process requiring a well organized speaker and skillful listener. Often we are so concerned with what we're going to say that we fail to listen and perceive what is being said. In the media kit, Introduction to Communications (1977), it is pointed out that when we improve our listening skills and the ability to interpret, we also improve the ability to respond in a manner that acknowledges our understanding. This improvement should lead to a better understanding of interpersonal communication skills and strengthen personal growth.

Barker (1971) maintained that since so much of the learning which takes place in the classroom depends on listening to the teacher, it is critical that the skills for listening (the form of verbal communication most present at the elementary level) parallel those for reading. Both reading and listening skills are receptive communication acts and they employ the same thinking skills.

The skills involved in the category of listening are indicative of what Barker and Allen and Brown have emphasized. Developing good listening skills should be a concern of every elementary teacher.

It is important to note that the writer is concerned with grades four through six. Table 7.1 in Developing Communication Competence in Children lists 35 communication core objectives for various grade levels. Those objectives pertaining to the development of listening skills in grades four through six were excerpted from that table and are listed in Table 7.1. According to Allen and Brown, eds.:

For each core objective the percentage of respondents at each grade level who reported an objective similar to the core objective is indicated. The percentages reported in Table 7.1 were determined by dividing the number of respondents at a particular grade level by the number of objectives that were similar to the core objective for that grade level. (pp. 231 & 236)

Adapted from Table 7.1 in

Core Objectives Related to Listening Skills Excerpted From CommunicationCompetence in ChildrenPercentages of Respondents Reporting Core Objectives At Various Grade Levels

	K	1	3	6	10	12	Total Sample
1. The student will demonstrate application of effective listening skills (e.g., attentiveness, objectivity, courtesy, tolerance, criticalness, open mindedness).	100.00	100.00	100.00	100.00	92.5	89.5	100.0
7. The student will demonstrate effective use of evidence to support contentions and to evaluate others' use of evidence.			8.3	7.1	33.3	97.4	42.1
11. The student will demonstrate tolerance toward individual differences of opinion, perception, and judgment.	22.2	14.3	41.7	50.0	25.9	44.7	35.1
13. The student will discriminate among fact, fiction, opinion, assumption, and inference.		35.7	50.0	42.8	14.8	13.1	22.8
16. The student will participate in group communication without monopolizing the conversation.	33.3	14.3	66.7	7.1	11.1	10.5	18.4
19. The student will critically analyze methods of advertising.	11.1	7.1	25.0	21.4	18.5	15.8	16.7
21. The student will identify source/message bias.				21.4	22.2	23.7	15.8
25. The student will be able to follow (i.e., understand) the sequence of ideas and development of a topic in an orally presented message.	22.2	21.4	16.7	28.6		10.5	13.1
28. The student will be able to summarize a group's communication,		11.1		14.3	3.7	21.0	10.5
31. The student will identify fallacious reasoning.				7.1	22.2	10.5	9.6

Table 2

Interestingly, 100 per cent of the respondents at grades three and six wrote objectives very similar to the one represented by all grade levels in Table 7.1 for the category of listening. The core objectives listed in Table 7.1 were utilized to develop the guidelines for an instructional program in listening.

In the guidelines section a behavioral objective has been provided for each cluster of listening skill activities. The objectives are written to encompass all activities listed for each of the six core areas. As elementary teachers develop their own lesson plans, more specific instructional objectives may be written for each activity. Evaluation procedures are suggested in the last part of this chapter.

The writer hopes that the annotated bibliography and guidelines written to develop core objectives pertaining to listening will help other elementary teachers who are trying to integrate listening skills into their instructional programs.

Before implementing a listening program, every elementary teacher should check the pupil's permanent records to see if any hearing impairment is evident. If so, special arrangements should be made for the child. The classroom teacher should utilize the speech teacher and the school nurse as resource persons, in providing the best "listening" atmosphere for the hearing impaired child.

Introduction for Annotated Bibliography

Please note that at the end of the written description for each item presented in the annotated bibliography there is a number in parenthesis. This number may appear again in the guidelines section where it will identify activities and materials useful in developing a specific listening skill. If a number is listed in the guidelines section, refer to the annotated bibliography for a more detailed description.

The annotated bibliography consists of various resource materials designed to help the elementary teacher learn more about the area of listening and to offer techniques for teaching listening. The major criterion used to select materials for the annotated bibliography was that the source had to contain suggestions which elementary teachers could use to develop a listening program in the classroom. The books chosen for the annotated bibliography were carefully scanned and some were thoroughly read by the writer. The books are recommended by the writer as a good basic tool for elementary teachers to use in their instructional program for listening, for they are rich in ideas and easily understood.

Other materials offered in the annotated bibliography are recommended for elementary grades. They consist of instructional television programs, cassettes, films, multimedia kits, records, and tests. Children need a variety of materials for learning. The instructional

television programs and the films selected have been viewed by the writer and many have been used in the classroom. They function as a motivational technique and as a resource for classroom discussion and/or activities relating to listening.

The multimedia kits are an excellent means of instruction for children working by themselves, in groups, and at times with the teacher. Some of the kits offer instruction to the student by means of a cassette tape with self-correcting instructions. Various kits offer self-progress charts for students to keep which can act as both a motivational and reinforcement technique.

The tests indicated in the annotated bibliography have been chosen particularly as a means of evaluating students' progress. Students also need chances to make responses which may show they have listened and a test with well-designed questions may help. The tests selected for the annotated bibliography have been reviewed by the writer and are recommended for elementary grades.

ANNOTATED BIBLIOGRAPHY

Books

Allen, R.R. and Kenneth L. Brown (Editors). Developing Communication Competence in Children. Skokie, Ill.: National Textbook Company, 1976.

Detailed report of the Speech Communication Association's National Project on Speech Communication Competencies. Identifies directions for the development of speech communication instruction K-12. Bibliography included. (1)

Atwood, Beth. Developing Skills in Critical Reading. Palo Alto, Cal.: Education Today Company, Inc., 1975.

Activities are designed to help students recognize the range of skills, one being listening, required to be successful readers. Chapter two presents information dealing with assessing a message and understanding that most messages have specific purposes and are directed to specific audiences. Chapter three relates to analyzing a message, recognizing fact, opinion, and theory. Although activities are directed to reading, elementary teachers can easily utilize all activities in their instruction program for listening. Annotated bibliography included. (2)

Barker, Larry L. Listening Behavior. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

A resource intended to supplement basic texts in an area such as speech communication. Barker suggests a foundation for the solution of one of man's deficiencies-ineffective listening. Consistent emphasis on objectives throughout the text. Topic areas include: "Identifying Your Listening Behaviors," "Improving Your Listening Behavior," and "Listening to Biased Communication." (3)

Cottrell, June. Teaching With Creative Dramatics. Skokie, Ill., National Textbook Company, 1975.

Cottrell's purpose is to rekindle the imagination of those who teach children at the elementary school level. Several activities are presented to encourage students to participate in creative play experiences. An appendix listing readings and activities in listening is included. (4)

Duker, Sam. Listening: Readings (Volume 2). Metuchin, N.J.: The Scarecrow Press, Inc., 1971.

A collection of readings which represent research and pedagogy. A chapter is devoted to testing listening skills. Summaries and notes by the editor follow each chapter. Other chapters include: "Relationships between Listening and Reading," "Critical Listening," and "The Teaching of Listening." (5)

Greene, Gordon. The Development of the Language Arts- From Birth Through Elementary School. Lincoln, Neb.: Professional Educators Publications, Inc., 1973.

Greene discusses the importance of communication during the formative years. Theory for elementary teachers relating to the development of listening is offered in chapter one. Chapter three, "Language Arts Program in the Elementary School," provides an evaluative technique for listening. Teachers will also find useful suggestions for evaluating student progress in this chapter. (6)

Greff, Kasper N., and Eunice N. Askov. Learning Centers - An Ideabook for Reading and Language Arts. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Practical book written by and for teachers. Designed as a resource book for individual teachers or it can be the basis for cooperative efforts by all teachers. Recommended for elementary grades. Lesson plans designed for several language arts categories such as main idea, following directions and sequencing. (7)

Henig, Ruth M. Speech Activities in the Elementary School. Skokie, Ill.: National Textbook Corporation, 1968.

The Michigan Speech Association Guide is designed for the teacher who is assigned responsibility for speech but may lack speech training. The purpose of this guide is to help develop thinking individuals who can clearly express their thoughts to others. A chapter is devoted to the area of listening. Other general topic areas include conversation, non-verbal communication, choral reading, and drama. (8)

Hohl, Susan and B. Cheney Edwards. Listening Comprehension-
Games and Activities. Cambridge, Mass.: Educators
Publishing Service, Inc., 1976.

Designed as an aid for teachers in establishing a listening program. Also included are appendices listing available listening programs and materials. A review of reference books and articles, children's books, and free or inexpensive materials are included. Skills covered are following directions, organizing and sequencing, using context, main ideas, making inferences and drawing conclusions, and sensing images and emotions. Games and activities are offered to teach or remediate listening comprehension. (9)

Kaplan, Sandra Nina, Sheila Kunishima Madsen, and Bette Taylor Gould. The Teacher's Choice-Ideas and Activities for Teaching Basic Skills. Santa Monica, Ca.: Goodyear Publishing Company, Inc., 1978.

Fifty-six reproducible worksheets are provided to help teach the basic skills in such areas as reading, writing, listening, math, and more. Listening skills with suggested activities include following oral directions, identifying main idea and supporting details, categorizing, classifying, and sequencing information, and drawing conclusions. Various skills provide interesting games for teacher's use. Recommended for elementary grades. (10)

Lundsteen, Sara W. Listening-Its Impact on Reading and the Other Language Arts. Urbana, Ill.: National Council of Teachers of English Educational Resources Information Center, 1971.

This book discusses the reasons for stressing listening in the language arts program. One chapter presents a framework for a taxonomy of listening skills. Another chapter which should be helpful to elementary teachers deals with measurements available for classroom diagnosis. A list of published and unpublished tests with comment is included. Materials and teaching techniques are presented in a useful manner. An appendix contains lesson plans which could be adapted to fit the third through six grade level. Topics dealing with these lesson plans are "Relating to the Difference Between Listening and Hearing" and "How to Use 'Left-Over' Thinking Space." (11)

Moray, Neville. Listening and Attention. Baltimore, Md.:

Penguin Books, Inc., 1969.

Moray discusses theories and physiology of selective listening. Different aspects of attention are explored. The author's personal view of the current status of research in and teaching of listening and attention is detailed. (12)

Nichols, Ralph G. and Leonard A. Stevens. Are You Listening?

New York, N.Y.: McGraw-Hill Book Company, Inc., 1957.

Designed to develop the reader's awareness of the importance of listening. The authors define three approaches to teaching listening skills and list forty-four suggestions for developing listening skills such as main idea, appreciative listening, critical listening, outlining, following directions, and evaluating listening. The lower grade teachers should choose from the first third of suggestions, intermediate grade teachers from the second third, and high-school teachers from the final third. (13)

Pilon, Barbara A. Teaching Language Arts Creatively in the

Elementary Grades. New York, N.Y.: John Wiley & Sons, Inc., 1978.

Chapters and activities designed to develop an appreciation for the effective use of language. Various chapters are intended to give the teachers choices which fit their own needs. Topic areas discussed include: critical and creative thinking, listening, senses, discussion, and reading. Many of the activities are appropriate for all ages of elementary school children. Some chapters contain an annotated bibliography for teachers and literary suggestions to use with children which reinforce language skills. (14)

Pronovost, Wilbert. The Teaching of Speaking and Listening in the Elementary School. New York, N.Y.: David McKay

Co., Inc., 1961.

A guide to the development of effective speaking and listening. Methods and materials are described through lessons which correlate language arts instruction with other elementary school subjects. Topic areas include discussion and conversation. Suggestions to help the classroom teacher with students handicapped in speech and hearing. (15)

Russell, David H. and Elizabeth F. Listening Aids Through the Grades. New York, N.Y.: Teacher's College Press, 1966.

This manual contains one hundred ninety listening and auditing activities. Activities emphasize three sections; kindergarten and primary, primary, and intermediate grades. Suggestions for the teacher's role are presented in the introduction to each section. Categories discussed are comprehension, courtesy, appreciation, and self-evaluation. (16)

Smith, Charlene W. The Listening Activity Book. Belmont, Ca.: Fearon Publishers, Inc., 1975.

This book contains a variety of practice exercises elementary teachers may use in the classroom. The skills stressed in the exercises all deal with listening for: visual imagery, details, irrelevancies, facts, main ideas, inferences, and predicting outcomes. It also explains how teachers can devise additional exercises to meet the specific needs of their students. A list of listening games with directions is available. The technique of using advertising to teach listening for evaluation is emphasized. The final chapter deals with evaluating a speaker's point of view. (17)

Spearritt, Donald. Listening Comprehension-A Factorial Analysis. Melbourne, Australia: Lawrence Verry Incorporated, 1962.

A technical study associated with the skill of understanding what we hear. Discusses the relationship between listening comprehension and reading comprehension. Summary and conclusion of study is discussed along with implications for further research. (18)

Taylor, Stanford E. What Research Says to the Teacher: Listening. Washington, D.C.: The National Education Association, 1973.

The pamphlet contains research on the subject of listening. Listening is defined. Factors which influence hearing and listening are discussed. Activities are presented to serve as a guide for teachers developing a program of listening instruction. Some skill areas examined

are: attention, following directions, using context clues, distinguishing relevant and irrelevant information, listening for a purpose, making inferences and drawing conclusions, and critical and appreciative listening. (19)

Weaver, Carl H. Human Listening-Processes and Behavior.

Indianapolis, Minn.: Bobbs-Merrill, 1972.

Listening behavior is presented as part of the communication process in a framework of social and psychological theory. Developing a desire to listen, increasing the capacity to listen, listening for a purpose, analyzing one's listening errors, and paying attention are skill areas stressed. Exercises are offered to improve these skills. Appendices on teaching and testing listening are discussed. (20)

Wood, Barbara Sundene (editor), Development of Functional Communication Competencies: Pre K - Grade 6. Urbana, Ill.: Eric-Clearinghouse on Reading and Communication Skills, 1977.

This booklet is divided into two parts, theory and practice. The theory section is part of the report of the Speech Communication Association's National Project on Speech Communication Competencies. The practice section focuses on exercises for the classroom. The exercises emphasize five communication functions which are controlling, feeling, informing, ritualizing, and imagining. Definitions for each function are explained. The topic areas dealt with include role playing, reporting, feelings and emotions, and verbal and non-verbal communication. One section contains questions and ideas for the teacher on how to examine communicative competence with their children. (21)

Cassettes

Listening and Concentration. Automated Learning Incorporated, 1972.

Developed for teachers' use. Explores concentration and lists twelve checkpoints for concentration. Concentration games and puzzles discussed. Guides to good listening are described with emphasis on levels of listening and overlistening. Good for teachers to hear before implementing a listening program in the classroom. (22)

Stories on Tape. Branford, Conn.: Triangel Audio-Visual-Media, Inc. Elementary Grades, 1979. Complete program: 4 cassettes and 4 scripts--\$36.60, Individual cassettes--\$9.15.

Cassettes consist of well-known stories. Designed primarily for listening enjoyment. Each story approximately fifteen minutes. May be used as a listening experience or as an aid to stimulate creative thinking. A printed script is included for "seeing and hearing" sessions of reading improvement programs. (23)

Films (Organized according to location where they can be obtained)

Greece Central School District, Instructional Materials Processing Center, 120 Island Cottage Road, Rochester, New York 14612 Phone: 716-621-3860.

A Fable. Xerox, 17 min., color, kindergarten-adult, 1974.

An award winning pantomime film starring Marcel Marceau. Suitable for a wide variety of talking and listening learning situations. (24)

At Your Age. Film Fair, 10 min., color, grades 3-6, 1972.

Elementary children talk to each other and wonder aloud about subjects of universal interest to their group. (25)

Reach Out. Oxford Films Inc., 5 min., color, grades 3-6, 1971.

The concept of opening the mind to accept new sights, sounds, and people is discussed. Film shows how children react differently in the world when they're alone and when unfamiliar people appear. (26)

Right and Wrong and What's In-Between. Perennial Education Inc., 10 min., color, grades 4-9, 1968.

Animated characters consider the moral and logical

aspects of right and wrong. Discussion topics and questions dealing with truth, falsehood, right, and wrong are explored. (27)

Rochester Public Library, Reynolds Audio-Visual Department,
115 South Avenue, Rochester, New York 14604. Phone:
716-428-7333.

Communications and the Community. Churchill, 16 min.,
color, elementary-jr. high, 1965.

Discussion on how we are dependent on each other.
Methods of instant communication are explored. (28)

Listening. Churchill, 14 min., color, primary-elementary,
1968.

The purpose is to develop a child's awareness in hearing
everyday and unusual sounds. The children describe
their experiences in listening as the actual sounds
are recreated. (29)

Syracuse University, Film Rental Center, 1455 East Colvin
Street, Syracuse, New York 13210. Phone: 315-479-6631.

Communications: A First Film. Bailey Film Associates,
9 min., color, grades 1-6, 1969. Rental \$6.50.

Aids children in becoming consciously aware of the art
of communication. Stresses that "real" communication
involves both the sender and the receiver. (30)

Communication Fundamentals: 5 Basic Skills. Bailey Film
Associates, 15 min., color, primary-intermediate, 1977.
Rental \$13.00.

Designed to introduce and illustrate the many ways in
which we communicate. Explores the five basic skills
of communication; reading, writing, speaking, listening,
and non-verbal communication. Usage of each skill is
demonstrated. (31)

Listen! Film Fair, 19 min., color, general, 1972. Rental \$8.00.

Explains how the communication skill of listening is used to "see" and "feel" good music. (32)

Listen Well, Learn Well. Coronet, 11 min., color, primary-intermediate, 1974. Rental \$8.50.

What one boy hears is scarcely visualized, going in one ear and out the other, because he doesn't listen. A narrator plays listening games with him to help the boy listen with a purpose by hearing clues that are keys to understanding the message. (33)

Listening Between the Lines. Higgins, 16 min., color, grades 4-6, and senior high, 1975. Rental \$12.00.

Film repeatedly gives examples which will challenge the viewer's ability to listen effectively. The film explores obstacles which interfere with what we hear. The areas of interpretation and evaluation are explored. (34)

Listening, Speaking, and Nonverbal Skills. Bailey Film Associates, 15 min., color, grades 1-6, 1977. Rental \$13.00.

A series of humorous and informative skits, presented through an improvisational theatre group, show the results of poor speaking, listening, and nonverbal skills. The poor listening skills explored are not paying attention, not listening with an open mind, and being too anxious to talk. (35)

Multimedia Kits

Adventures in Observing and Listening. New York, N.Y.:

Miller-Brody/Newberry Media, Primary-Intermediate, 1979.

Four filmstrips and cassettes. Designed to help children understand the importance of concentrated observing and listening especially when following directions.

This is done through humorous stories in which children are given the opportunity to participate. Examples of skills explored are main idea, sequence, and inference. (36)

Basic Communication Skills. New York, N.Y.: Miller-Brody/
Newberry Media, primary-intermediate, 1979. Set \$58.00.

Contains 4 filmstrips with 4 cassettes and a teacher's guide. Focuses on skills for improving listening, seeing, reading, and remembering. (37)

Critical Thinking Skills. Bedford Hills, N.Y.: Multimedia
Catalog, grades 4-6, 1978-79, \$96.00.

12 cassette recordings with companion spirit masters. Teacher's guide included. Designed to develop critical listening and thinking skills and increase comprehension. A cognitive listening skills program. (38)

Developing Listening Skills. Branford, Conn.: Visual
Media, Inc., grades 5-8, 1976. Transparency/Duplicator

Books \$7.75, Duplicator Masters \$3.65.

These visual materials include the objective, along with practical exercises for developing such skills as main idea, following directions, and sequence. Tests are included. (39)

Introduction to Communication. Harrisburg, Pa.: Professional
Associates, intermediate-high school, 1977.

Includes 2 filmstrips and 3 cassettes, teacher's manual, and 1 booklet. The filmstrips with cassettes are designed to introduce the students to the areas of nonverbal and listening skills. Teacher's manual suggests activities for developing listening and nonverbal skills. (40)

Language Experiences in Reading, Level III. Chicago, Ill.:

Encyclopedia Britannica Educational Corp., appropriate
for grades 3-6, 1975.

Kit contains teacher's resource guide, dittosheets and

resource book which are response pages for listening skills lessons. Also included are reading experience booklets and a language study guide which suggests ways to use the listening skills lessons and assess childrens' progress and needs in skill development. A class record sheet is included. Listening skills 1-12 sharpen comprehension skills: 13-23 are poems and stories children listen to for pleasure and use as models for their own writing. (41)

Learning to Listen. Jonesboro, Ark.: Spirit Duplicating Masters, grades 4-6, 1979-80.

Includes 12 cassette tapes with 24 masters. Title examples for some of the tapes include, "Why Listen?", "How's That Again?", "Improving Listening Skills," and "Is it Fact or Opinion?". The masters may be ordered separately. (42)

Listen and Learn. Big Spring, Texas: Creative Visuals-Division of GAMCO Industries, Inc., recommended by writer for grades four-high school, 1970's.

Kit includes 6 filmstrips and cassettes. Pre and post training evaluation scorecards included. Suggested activities and special projects described. The importance of talking and listening in all activities of daily life is stressed and the barriers to effective communication are summarized. Emphasizes relationship between speaking ability, leadership, and success. (43)

Listening Skill Builder Tapes. Chicago, Ill.: Science Research Associate, Inc., primary-intermediate, 1973.

Contains 16 skill builder tapes with stories presented with music and sound effects. Student record book and teacher's manual included. Designed to help develop comprehension and time-sequence listening skills. (44)

Listening Skills Program. Westchester, Ill.: Benefic Press, grades 4-8, 1979. Three levels available; Basic, Average, and Advanced \$47.50 per set, \$142.20 complete.

Includes 6 cassette tapes, teacher guide, and student

listening ladder booklets. Aids in developing efficient listening skills. Each lesson presents information and questions for interpreting the information. (45)

(Due to their relatively high cost, teachers may find it impossible to purchase a listening multi-media kit. Public and college libraries may have some of the kits in their materials or education centers. The kits should be made available for loan to teachers).

Record

Comprehension Through Listening. New York, N.Y.: Miller-Brody/Newberry Media, elementary K-6. Set \$49.50.

Selections explore main ideas, listening selectively, and listening for the organization of the work as a whole as well as interpretation of details. Games and exercises designed to help children listen analytically. Teacher's guide also available. (46)

Television

Bread & Butterflies. Bloomington, Ind.: Agency for Instructional Television, 15 min., color, grades 4-6, 1979.

Encourages students to develop their own special capabilities and goals. 15 different programs available. Programs related to listening are "I Agree. You're Wrong," "The Way We Live," and "Power and Influence." (47)

Think About. Bloomington, Ind.: Agency for Instructional Television, 15 min., color, grades 4-6, 1979.

Helps students develop and strengthen reasoning skills to improve math and communication skills. Sixty programs included. Most of the programs are presented in twelve clusters of from three to six lessons. Examples of program titles include: "Getting and Giving Meaning," "Creating Sequences," and "Judging Information." (48)

Tests

Durrell Listening-Reading Series. New York, N.Y.: Harcourt

Brace Jovanovich, Inc., 3 levels: primary grades

1-3,5, intermediate 3,5-6, advanced 7-9, 1970.

The intermediate level provides in a single booklet a listening test. It is administered orally by the teacher. The pupil's booklet contains no words except the option words, which are read aloud by the teacher demanding no reading skill on the part of the child. DLR scores permit a direct comparison between a child's listening and reading ability. (49)

The Cooperative Primary Test. Princeton, N.J.: Educational

Testing Service, grades 1-3, 1974.

Designed to measure basic verbal and quantitative understandings. This is an achievement test. The listening series measures the skills of identifying words, ideas, or associated concepts, recalling elements; interpreting the ideas presented; and drawing conclusions. All directions are read orally by the teacher. (50)

The Jones-Mohr Listening Test. La Jolla, Ca.: University

Associates, 1976.

A tape assisted learning program test designed to provide immediate feedback to participants on their listening accuracy. It also provides listening instruction for use in research and evaluation studies. Although grade levels were not mentioned, it is recommended by the writer to use at the intermediate grade levels. (51)

Sequential Tests of Educational Progress. Princeton, N.J.:

Educational Testing Service, grades 4-6 (Forms 4A,

4B), 1974.

A battery of general achievement tests in six academic areas. The listening battery tests the ability to listen to and understand a variety of materials. Items include questions on main ideas and significant details, implications of these ideas and details, and evaluation and application of the materials presented. (52)

Guidelines For Developing an Instructional Program in Listening

The Speech Communication Association has identified six skill areas in the category of listening. The areas are very closely related. Teachers may find themselves interchanging activities and objectives. In other words, certain activities may help to develop more than one skill in the area of listening. The guidelines that follow are presented by first naming the category which, in this case, is listening. An objective has been written for each of the skill areas, along with activities to help achieve the objective. Where appropriate, sub-objectives drawn from those listed in Table 7.1 are listed underneath the primary objective for the area of listening skill. The activities for each skill area consist of a section titled "Activities in Sources Described in Annotated Bibliography." The source is identified with its corresponding numerical designation in the annotated bibliography. By referring back to the annotated bibliography the reader can obtain additional information on the resource.

- A. Category: Listening
- B. Objective: The pupils will demonstrate their understanding of attentive listening by participating appropriately in the following activities:
- C. Activities:
1. Let's Listen Week - Teacher and pupils prepare the following:
 - a. Chart of "Good Listening Habits."
 - b. Pupils agree not to ask for repetitions of directions or explanations, establishing, a "fine" if the pact is broken.
 - c. Room committees volunteer to improve "listening climate" by reducing distracting noises.
 2. Distractions - Discuss with pupils the fact that distractions interfere with effective courteous listening.
 - a. Pupils list things that interfere with their listening.
 - b. Pupils make lists of distractions they've noted within the last two weeks such as doing homework, listening to a talk on t.v., etc. If possible, add one way to overcome each distraction. (A good project

activity and also helps to develop the objective for courteous listening).

3. Analyzing Listening Errors

- a. Discuss factors contributing to listening errors. Include: day-dreaming, program (t.v. or radio) or an assignment that caused you to become emotional, and continuing to handle information given to you earlier by someone. (Try to give an example of each).
- b. Request that the next time pupils miss completely part of what someone says to them, they should recall their mental process at that instant and try to decide which of the above factors (or other factors) promoted listening errors.

4. Conduct a class discussion on a subject of current interest to the pupils. Make a tape recording of all the conversations. Play back the recording and ask students to discuss the oral composition of what they heard. Is it different from the way things are written in books? Are these differences

- significant to the skill of listening?
5. Read a short selection, asking pupils to count the number of times they hear a particular word, such as the or in.
 6. Ask students to close their eyes and listen for a given number of seconds. Then have pupils make a list identifying every different sound they heard during that time.

Activities (In Sources Described in Annotated Bibliography)

Books

- # 3 - Both theory and activities mentioned. Refer to chapter on "Improving Your Listening Behavior."
- # 5 - Offers theory.
- # 7 - Excellent activities suggested.
- # 9 - Provides games and activities.
- # 8 - One chapter devoted to listening.
- #11 - Refer to lesson plan dealing with topic, "Relating to the Difference Between Listening and Hearing."
- #12 - Research on listening and attention is detailed.
- #13 - Refer to Chapter 5. Many activities suggested in the last chapter.
- #14 - Refer to chapter on Listening.
- #16 - Filled with activities.
- #17 - Listening games with directions provided.

#19 - Refer to page 23 for activities on directing and maintaining attention.

#20 - Refer to section on "Developing A Desire To Listen."

Cassettes

#22 - Theory for teachers. Guides to good listening are described.

Films

#29 - Develops a pupil's awareness in hearing everyday and unusual sounds.

#30 - Discusses the fact that communication involves both the sender and the receiver.

#31 - Explores skills involved in listening.

#32 - Relates attentive listening to "seeing" and "feeling" music.

#34 - Explores obstacles which interfere with what we hear.

#35 - Poor listening skills are explored.

Multimedia Kits

#37 - Focuses on skills for improving listening using filmstrips and cassettes.

#40 - Filmstrips with cassettes introduce students to the areas of listening skills. Activities suggested.

- #42 - Cassette tapes and masters. Refer to tape on "Improving Listening Skills."
- #43 - Emphasizes barriers to effective communication. Suggested activities and projects.
- #45 - Aids in developing efficient, attentive listeners.

Record

- #46 - Selections explore such areas as listening selectively. Games and exercises designed to help children listen attentively.

- A. Category: Listening
- B. Objective: Pupils will demonstrate that they value courtesy in listening by voluntarily and habitually applying the techniques of courteous listening.
- Sub-Objective: "The student will participate in group communication without monopolizing the conversation." (Allen & Brown, eds., 1976, p. 233).
- C. Activities: 1. Develop a class discussion on listening manners. A suggested topic: "Why is it important to 'hear out' what a person has to say?"

2. Preparing Short Talks - Ask two or three pupils to prepare a short talk on a favorite subject. Explain to them that they may have to talk under difficult circumstances that are being planned, however, they're to continue speaking and not take personal offense. Those pupils, once prepared, will leave the room while the teacher instructs the class to listen carefully to each speaker until he/she directs the class to do something (secretly) such as look out the window, draw, read a book, etc. When all speakers have finished their talks, ask the speakers how they felt when the class withdrew its attention.
3. Courtesy in Discussion or Conversation - Teacher discusses the fact that courtesy is needed when someone disagrees with another person in a conversation or discussion. Make a chart titled, "If You Disagree."

Don't SayDo Say

1. You're wrong!

1. I think you raised a good point to consider, but....

2. That's stupid!

2. That may be true, but there is another side to this....

4. Eye Contact! Discuss with pupils that an important element of courteous listening is to keep your eyes on the speaker, making him/her feel you are sincerely interested in what is being said. Point out that good eye contact promotes courteous listening and attentiveness. Awareness of what is being said develops better communication between the sender/receiver. There is a game to play to help develop eye contact. Participants sit in a circle. One person walks around the circle and makes eye contact. He walks up to that person and may say, for example, "How are You?", or "I like you." Then ask, "If you were not

looking at the speaker, would you know you were being spoken to?" Encourage oral discussion.

Activities (In Sources Described in Annotated Bibliography)

Books

- # 3 - Refer to chapters on "Improving Your Listening Behavior," "Identifying Your Listening Problems."
- # 5 - Offers theory.
- # 7 - Offers activities to develop courteous listening.
- # 9 - Games and activities suggested.
- #11 - Teaching techniques presented.
- #13 - Refer to chapters, "How Listening Controls Talking," and "If Only Someone Would Listen." Activities suggested at the end of the book.
- #14 - Discussion on the topic area of listening. Activities are suggested.
- #16 - Check the category, Courtesy in Listening, pg. 94.
- #19 - Refer to pg. 15.
- #20 - Read section dealing with "Developing a Desire to Listen."

Films

- #30 - Stresses that "real" communication involves both the sender and the receiver. Courtesy in listening is discussed.

#33 - Story told in this film encourages courteous listening.

#34 - Film explores obstacles which interfere with what we hear.

#35 - Poor listening habits are explored.

Multimedia Kits

#36 - Humorous stories help children to discover the importance of courteous listening.

#37 - Focuses on improving listening skills.

#40 - Filmstrips and cassettes introduce students to the listening skills areas. Suggested activities.

#42 - Cassette tapes with masters. Refer to tape, "How's That Again?"

Television

#47 - Refer to program "I Agree-You're Wrong."

A. Category: Listening

B. Objective: Pupils will demonstrate listening comprehension by responding accurately to all written/oral activities dealing with listening comprehension.

Sub-

Objective: "The student will be able to follow (i.e., understand) the sequence of ideas and development of a topic in an orally presented message.

The student will be able to summarize a group's communication." (Allen & Brown, eds., 1976, pgs. 234 & 235)

- C. Activities:
1. Ask someone to give you directions to some place you know well. Then ask someone to direct you to some place you could not find by yourself. Compare what went on in your mind in the two instances. Were there any differences? What were the processes like?
 2. Read to students a selection containing a clear-cut sequence of events, and ask them to predict what might happen next.
 3. Read a short story to the class and ask pupils to tell what happened in a one sentence summary.
 4. Read a short story in which events are scrambled and ask pupils to rearrange the events.
 5. In small groups pupils take turns retelling parts of their favorite stories. (They should mention characters, setting, time, etc.). The student telling the story will choose someone from the group to give the title to the story described.

6. Teacher will read descriptions of well-known people, perhaps people being studied in class. (Social Studies) Have the students guess the names. (Teachers may wish to tape record these descriptions.)

Activities (In Sources Described in Annotated Bibliography)

Books

- # 3 - Read chapter "Listener Feedback and Response."
- # 4 - Refers to teaching comprehension through use of creative dramatics.
- # 5 - Offers Theory.
- # 7 - Includes great activities for such categories as main idea, following directions, and sequencing.
- # 9 - Designed as an aid for teachers in teaching listening comprehension through use of games and activities.
- #10 - Reproducible worksheets dealing with listening comprehension activities.
- #13 - Activities designed to develop main idea, sequencing, and summarizing.
- #16 - One category discussed is comprehension. Activities included.
- #17 - Relevant activities included.
- #18 - Offers theory for the teacher.

- #19 - Good activities for listening comprehension development. Also offers theory to the teacher.
- #20 - Suggests exercises to develop listening comprehension.

Cassette

- #23 - Well-known stories students listen to. Teachers may develop comprehension questions about each story.

Films

- #31 - Comprehension is discussed as a skill in listening. Use of this skill is demonstrated.
- #34 - Gives examples which will challenge the viewer's ability to listen effectively. Film stops at various intervals, asking students questions about what they have viewed and heard.

Multimedia Kits

- #36 - Main idea and sequence are explored through filmstrips and cassettes.
- #37 - Filmstrips and cassettes focus on skills for improving listening. Comprehension is included.
- #38 - Cassette recordings with companion spirit masters. Designed to increase comprehension.
- #39 - Transparency/Duplicator books offer exercises developing main idea, sequence, and summarizing.
- #41 - Listening skills 1-12 sharpen comprehension skills.

- #48 - Filmstrips and cassettes focus on barriers to effective communication, one of which is being unable to comprehend.
- #44 - Skill builder tapes with stories designed to develop comprehension and time-sequence listening skills.
- #45 - Stories presented on tape with questions related to comprehension.

Record

- #46 - Selections explore main ideas. Games and exercises included.

Television

- #48 - Refer to program titled, "Creating Sequences."

- A. Category: Listening
- B. Objective: Pupils will demonstrate their skill in recalling specific information by responding accurately in a variety of teacher directed listening activities.
- C. Activities: 1. Following Directions - Using prepared worksheets, have pupils follow directions, such as "Put an X on...."; "Circle...."; "Cross out....", etc.

2. Directions and Numbers - Teacher gives the following directions to pupils:
 - a. Listen to this series of numbers and write the third one. 5-9-4-2-7
 - b. Listen to this series of numbers and write the next to the last one. 3-7-2-9-8-5
 - c. Write the number that is closest to the number 3. 7-5-0-9-4-6
3. Music Recordings. Play sound effects recording. Ask pupils to remember the sounds they heard. They may not write them down.
4. Make a policy at the beginning of the year of not repeating instructions. If repetition is necessary, call on the students to repeat what was stated. Establish the same policy in regard to the school public-address system; i.e., that announcements will be made only once and repetitions will have to come from classmates.
5. Read telephone or zip code numbers aloud and ask pupils to write them. Pupils may do this orally. One pupil may give their phone number and choose a pupil to repeat it.

Activities (In Sources Described in Annotated Bibliography)Books

- # 7 - Resource book containing activities for following directions.
- # 9 - Games and activities offered to develop the skill of following directions and recalling important facts.
- #10 - Reproducible worksheets.
- #13 - Last chapter contains information (activities) for teachers to use for following specific directions.
- #16 - Listening activities for developing the skill of recalling information.
- #19 - Activities on following directions and using context clues to recall specific facts or information.

Films

- #29 - Develops a child's awareness in hearing and recalling everyday and unusual sounds.
- #31 - Explores listening skills - following directions are discussed and uses of the skill are demonstrated.
- #38 - Poor listening skills explored such as not paying attention and not following directions.

Multimedia Kits

- #39 - Transparency/duplicator book developing the skill of following directions.

#41 - Listening skills 1-12 sharpen comprehension and recalling specific information.

#45 - Cassette tape and 'students' listening ladder booklets used to develop the skill of following directions and recalling specific information.

A. Category: Listening

B. Objective: Pupils will demonstrate the ability to listen objectively to others through oral/written responses reflecting attitudes such as tolerance, opposite viewpoints, suspension of judgment, and open mindedness.

Sub-

Objective: "The student will demonstrate tolerance toward individual differences of opinion, perception, and judgment." (Allen & Brown, eds., 1976, p. 233)

C. Activities: 1. Sixty Minutes Commentary. Teacher and pupils select a current issue (one pupils can relate to). The teacher will ask two students, purposely choosing one who is very popular and another who is shy or unpopular, to develop a commentary about this issue, discussing personal opinion, facts, evidence, etc. Give a day or two for

preparation. Meanwhile, the teacher will ask the popular pupil to create a commentary filled with opinions and irrelevancies and the unpopular pupil will base the commentary strictly on facts and evidence. The teacher should be an active participant in helping to develop each commentary. Once prepared, the rest of the class will decide which pupil discussed the issue the best way. Oral discussion should follow.

Some questions to ask are:

- a. Did either pupil present facts relating to the issue? What were some of the facts? What were some of your feelings about these facts? Did you feel like interrupting the speaker to express your point of view?
- b. Did either pupil present only opinions about the issue? What were they? Were you anxious for these opinions to be supported by evidence?
- c. Which pupil gave the best supported viewpoint about the issue? How

could you tell? (Teacher should be interested in hearing who the majority of the class will choose.)

- d. Before each person even presented their commentary, did you decide which would do the best job? Have you changed your mind and if so, why?
2. This exercise will teach pupils to really listen. Pupils will begin to understand how difficult it is really to listen to another person, especially if you disagree with that person. This exercise should be done in groups of three or more participants. One person will serve as "monitor," the others as discussants. The monitor will help the discussants find a subject of mutual interest and hopefully one which the discussants have different viewpoints about. The first discussant then states his/her position on the issue and a discussion follows. In this exercise, before any discussant offers his/her point of view, he/she must summarize the essence of the previous speaker's statement. This will help the previous speaker honestly

feel his/her statement has been understood. The monitor's role is to see that this process takes place.

Example:

John:and that's why I'm in favor of the school cafeteria serving ala carte lunches.

Sue: Okay. You're saying you favor the cafeteria serving ala carte lunches because..... Is that right?

John: You got it!

Sue: Okay. But I think just the opposite because.....

This exercise can last as long as the groups seem interested. The teacher, should at times, ask the monitor to change roles with one of the discussants.

3. Discuss with pupils what happens when they try to explain a problem they have with a friend or a parent. Ask:
 - a. Do you feel your friend/parent has made a judgment before you have given him/her all the information you think he/she should know? What

are some of the signs?

- b. Can you warn your friend/parent gently to withhold his/her evaluation until you have finished?
- c. How can you tell that your friend/parent is sincerely interested in what you are saying?

4. Opposite Sides - This exercise allows two people, discussing a topic, to "get in each other's shoes." Understanding another's viewpoint is an important step in resolving differences of opinion. Instructions:

- a. Each pupil chooses a partner, and both agree on a topic for discussion.
- b. One of the pair must argue for the issue, and the other against.
- c. After several minutes, the roles are reversed, and each must argue the opposite of what they had previously done.
- d. Several minutes again pass. Then halt the discussions. Pupils return to the large group and talk about some of the feelings generated from this exercise.

Activities (In Sources Described in Annotated Bibliography)Books

- # 3 - Refer to chapter "Improving your Listening Behavior."
- # 5 - Offers theory for teacher.
- # 8 - Read chapter dealing with listening and non-verbal communication.
- #11 - For theory read chapter "Some Parameters For A Taxonomy of Listening Skills."
- #13 - Read chapter "The Family Listening Circle" and "Emotional Filters." Activities suggested in last chapter.
- #14 - Read section on listening.
- #16 - Suggested activities are very useful.
- #17 - Read chapter on "Checking The Facts" for both theory and related activities.
- #20 - Read chapter "What the Listener Can Do to Improve" for suggested activities and theory.
- #21 - Read section on the five communication functions.

Films

- #26 - The concept of opening the mind to accept new people is discussed.
- #30 - Stresses that "real" communication involves both the sender and the receiver.
- #31 - Listening skills are discussed. Having an open mind is explored.

#34 - Film gives examples which will challenge the viewer's ability to listen.

#35 - Poor listening skills are explored, including not listening with an open mind.

Multimedia Kits

#37 - Focuses on skills for improving listening through the use of filmstrips and cassettes.

#42 - Cassette tapes with masters. Refer to "Improving Listening Skills."

#43 - Filmstrips and cassettes, along with suggested activities, stress the barriers to effective communication and how to improve these weak areas.

Television

#47 - Refer to programs "I Agree-You're Wrong," "The Way We Live," and "Power and Influence."

A. Category: Listening

B. Objective: Pupils will demonstrate skill in listening critically by accurately applying tests of critical thinking to oral messages heard in a variety of activities.

Sub-Objective: "The student will demonstrate effective use of evidence to support contentions

and to evaluate others' use of evidence.

The student will discriminate among fact, fiction, opinion, assumption, and inference.

The student will critically analyze methods of advertising.

The student will identify source/message bias. The student will identify fallacious reasoning." (Allen & Brown, 1976, pgs. 232-235)

- C. Activities:
1. Pupils listen to short selections which contain a great many implications (News commentaries, commercials, etc.). After listening, they may make a list (or teacher makes a list on the board) of information they heard and information they inferred. Be sure vocabulary is at pupils' level of understanding.
 2. Have pupils take turns bringing in short news articles from the paper. Be sure to read the article, making sure it is easy enough for others to understand. Pupils take turns reading their articles to the class. Pupils will write down at least one fact that was mentioned in the article. Discussion may follow as to whether the fact was relevant/irrelevant. Change the assignment as time goes on. Write one

irrelevant fact from the article, or an implied opinion, etc. Discuss how informal conversations often contain opinions, not facts.

3. The teacher states a purpose for an account or description, then reads the selection, sentence by sentence, asking the pupils to accept or reject each sentence on the basis of its relevance to the purpose.
4. Tape record, on two different tape recorders, newscasts delivered by different local stations or networks at the same time on the same day. (Be sure newscast will be of interest to elementary pupils.) Play these back to back and conduct a class discussion which critically analyzes differences in facts, opinions, and evidence presented. Ask pupils: "If there are discrepancies, what factors might have caused the stations or networks to differ?"
5. Read two different stories to the students, one fact and one pure fantasy. Then ask pupils to decide

which story they think is fact and list reasons why on the board. Do the same for the fantasy.

Activities (In Sources Described in Annotated Bibliography)

Books

- # 2 - Activities designed to help students recognize the range of skills required to be successful readers, one being critical listening.
- # 3 - Refer to chapter "Listening to Biased Communication."
- # 5 - Offers Theory.
- # 7 - Resource book filled with useful activities.
- # 9 - Games and activities to develop skills of making inferences and drawing conclusions.
- #10 - Reproducible worksheets covering critical listening skills.
- #13 - Offers theory and activities.
- #14 - Topics include critical and creative thinking and listening.
- #16 - Contains excellent activities.
- #17 - The techniques of using advertising to teach listening for evaluation are emphasized.
- #19 - Useful activities to develop the skill of critical listening.
- #20 - Refer to section on "listening for a purpose."
- #21 - Read section on the five communication functions.

Films

- #27 - Discussion topics and questions dealing with truth, falsehood, right, and wrong are explored.
- #31 - Use of each listening skill is demonstrated.
- #33 - Discusses listening for a purpose.
- #34 - The issues of interpretation and evaluation are explored.

Multimedia Kits

- #36 - Examples of skills explored are main idea, sequence, and inference.
- #38 - Designed to develop critical listening and thinking skills.
- #39 - Duplicating materials include resources to develop critical listening skills such as main ideas and locating facts.
- #42 - Cassette tapes with masters. Listen to "Is it Fact or Opinion?"
- #45 - Cassette tapes and student listening ladder booklets. Each lesson presents information and questions for interpreting the information. Excellent for critical listening.

Record

- #46 - Selections include listening for the organization of the work as a whole as well as interpretation of details. Games and exercises included.

Television

#47 - Refer to program "Power and Influence."

\$48 - Helps to strengthen reasoning skills. Refer to programs, "Getting and Giving Meaning," and "Judging Information."

D. Evaluation Procedures

The following procedures are suggested means of evaluating students' listening skills. Elementary teachers should continue to measure skills through standardized and teacher-made tests.

The annotated bibliography lists standardized tests elementary teachers may use as a pre-or post-assessment measure of students' listening skills. The Durrell Listening - Reading Test contains a listening test and a parallel reading test, each containing a vocabulary and a paragraph comprehension subtest. The listening test is designed as a group test and is administered orally by the teacher. As mentioned in the annotated bibliography the series are at three levels. Please read the description of the test carefully. Teachers may use this test to measure the degree of retardation in reading as compared to listening.

Another standardized test is called Sequential Tests of Educational Progress (STEP). STEP is a battery of general achievement tests in six series. One series is listening. This test is recommended by the writer as a post evaluative measure. The test measures comprehension, interpretation, evaluation, and application.

The Cooperative Primary Test is designed to measure basic verbal and quantitative understandings in grades one through three. However, there is a section of the test which measures listening ability. The administration time

for the test is flexible and is left to the discretion of the teacher. The test is available at two levels of difficulty. The fourth grade teacher, as well as other intermediate grade teachers, may wish to use this as a pre-assessment measure of listening ability.

Another test, the Jones-Mohr Listening Test, provides immediate feedback to participants on their listening accuracy. Students score the test and the persons who developed the test recommend it as a tool for post-testing.

It is suggested that elementary teachers who use teacher-made listening tests present most of the test orally. The teacher should read the directions aloud, and ask all questions orally, giving students time to answer the questions.

The activities presented throughout the year should serve as a basis for evaluating listening progress. Much of this kind of evaluation is subjective. A record book should be kept by the teacher consisting of notes relating to students' progress as well as to the effectiveness of their listening activities utilized. Examples of other subjective techniques that can be used include questionnaires, observations, checklists, diaries, logs, and other forms of written work, inventories, and rating scales.

Students should evaluate their own listening activities. At the conclusion of a unit dealing with a specific skill in listening, students may want to evaluate the listening

activities in writing, expressing the following thoughts: likes and dislikes of activities; helpfulness of activities at home and/or school; and interest your teachers expressed in you throughout the period during which activities were utilized.

Students may also complete a self rating scale from 1-5 periodically, and at the end of the year answering questions such as:

1. Do I pay attention more closely now than I did at the beginning of the year?
2. Do I concentrate on what a person is saying and can I remember what was said?
3. Do I show consideration in waiting for my turn to speak?
4. Do I listen with a purpose?
5. Do I judge what I hear on its merits and not simply opinion?

It is hoped that the annotated bibliography and suggested activity guidelines for children in grades four through six will facilitate instruction in the area of listening. Teachers may wish to design their own student task cards (index cards) and develop a filing system of their own for each listening skill. Each card should be laminated for durability. In Learning Centers-An Ideabook for Reading and Language Arts, Greff. and Askov (1974)

give examples of task cards which relate to many of the skills for listening. Following is an example of what steps a particular task card includes.

Task Card #1

Category: LISTENING

Area: ATTENTIVENESS

Objective:

Materials: (For Students' Use)

Instruction To The Student:

*Description: This describes the procedure for developing the particular task card. This information is for the teacher and may be placed on the opposite side of the card.



Each card has an eye-catching picture designed for motivation.

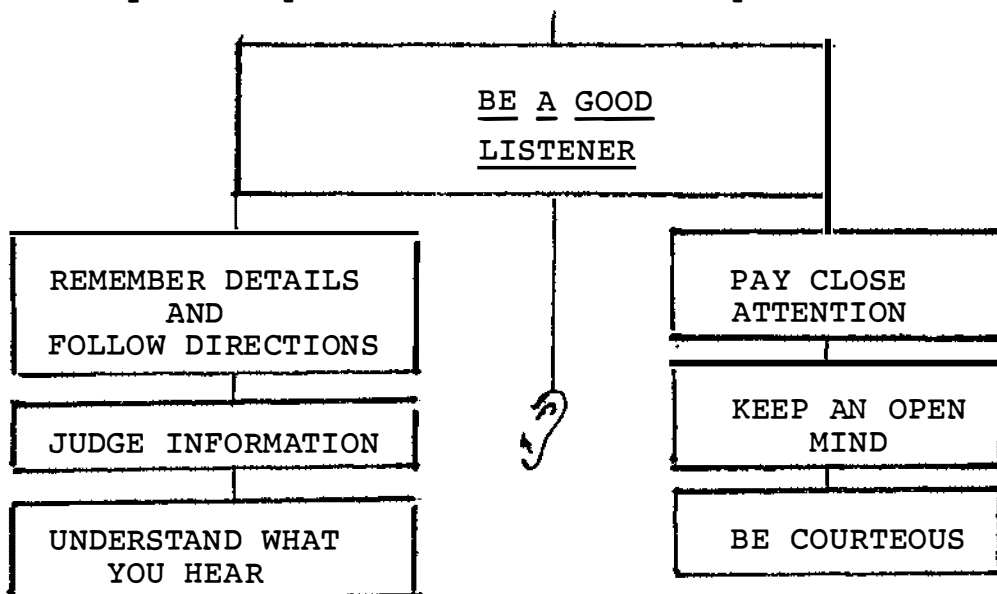
It is recommended that elementary teachers refer to this book for direction in developing task cards.

Summary for Suggested Guidelines

Designing daily lesson plans for elementary teachers or development of a total curriculum were not the intention

of the writer. The purpose was to choose one communication competency and provide useful materials and activities which may help to develop the skills contained in that particular communication competency. The "creativity" in which each lesson is developed and presented is left up to the elementary teachers concerned with helping students to become competent in listening.

Teachers may wish to design a mobile for the category of listening to use as a motivation technique. Discussion should relate to the meaning of each skill area. Stress the idea that throughout the year students will be involved in activities which will help to develop/improve these skills. Use the mobile for oral discussion at the end of the year as part of the evaluation process.



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Chapter 4

SUMMARY AND IMPLICATIONS

Summary of Study

In reviewing the literature there was an abundance of theory and philosophy urging more speech communication instruction at the elementary level but a lack of specific guidelines and learning resources to implement these general statements.

The single, most significant source located during the review was the book Developing Communication Competence In Children, edited by Allen and Brown, in which thirty-five speech communication core objectives were identified for the elementary school level. It was decided to select some of these objectives and to develop specific guidelines and learning resources to facilitate their implementation.

A set of guidelines and learning resources which focused on the area of listening was developed. More specifically, these guidelines were to aid teachers in implementing the general objective for listening which stated, "The student will demonstrate application of effective listening skills (e.g., attentiveness, objectivity, courtesy, tolerance, criticalness, open mindedness)." (Allen & Brown, eds., 1976, p. 232) Sub-objectives in the area of listening were derived from an analysis of the core objectives published in Developing Communication Competence in Children.

Descriptions of relevant activities and a list of

learning resources were developed for each objective. An annotated bibliography was developed to assist classroom teachers in locating additional activities and resources.

Standardized tests and subjective measures of listening skills were described, and teachers encouraged to use them to determine the effectiveness of their instructional program in listening, as well as to assess individual student progress.

Teaching a variety of subjects each day at the elementary level limits the amount of planning time devoted to each subject. Elementary teachers are routinely required to implement a variety of programs. The philosophy, goals, and objectives are written for the programs but teachers also need to know what kinds of materials or suggested activities they may use in daily instruction for the programs.

This thesis has presented objectives for the category of listening as formulated under the auspices of the Speech Communication Association. Elementary teachers can now begin to plan a program of instruction for listening in grades four through six by using the annotated bibliography and suggested guidelines presented in this thesis.

Strengths and Limitations

To the writer's knowledge, this is the first time an annotated bibliography and suggested guidelines have been developed at the elementary school level to implement the recommendations of the National Project on Speech Communication Competencies in the area of listening. This study is viewed as an important first step in an effort to improve the communication competency of listening.

One strength of this study is the annotated bibliography. The materials in the bibliography have been carefully selected to fit the needs of elementary school teachers and children. The books were written for the elementary grades. The films and multimedia kits are recommended for use at the elementary level. Hopefully the majority of materials in the annotated bibliography will be easily accessible to elementary teachers.

Many of the activities listed in the guidelines require few materials in preparing daily lessons, which increases the probability that the suggested guidelines will be implemented in an instructional program in listening. Teachers wishing to design student task cards now have information regarding a book which will make this job easier.

Another strength of this study is that there seems to be an increasing interest in the teaching of listening as evidenced by the greater availability of updated materials. The materials and resources listed in the annotated biblio-

graphy do reflect the latest developments in the field of listening.

The library resources available in the Rochester, New York area are good. The films available from Syracuse University, Syracuse, New York are updated, quality films in the area of listening.

At the most general level, the main strength of this study is that an attempt was made to deal with an educational need by providing elementary teachers with specific guidelines for implementation.

A limitation to this study is that there might be resources that were overlooked. Since the writer focused on locating resources which will aid the elementary teacher in implementing an instructional program in listening, other good resources may have been overlooked.

To the writer's knowledge there is no research evidence proving that the activities mentioned really do improve the skills to which they are related.

The reliability and validity of listening tests have been widely criticized in the research literature.

Implications for Further Research

Elementary teachers should realize the importance of developing communication skills in children at an early age. As stressed earlier, good communication skills will help strengthen personal growth and interpersonal relationships.

The following are suggestions for further research in the area of elementary speech communication education. All of the suggestions require teachers working together, at times requiring teachers and specialists from other grade levels, to help develop competent communicators.

It is suggested that a concerted effort be made by communication specialists (speech and English teachers, etc.) from higher education and teachers from elementary school levels. Teachers at the elementary level should be knowledgeable in understanding what is expected of students in speech communication by the time they enter high school.

Objectives presented in this thesis were written in general terms for each skill area of listening. A more specific curriculum development would require the objectives to be written in terms of specific, observable behaviors. It is recommended that a team of elementary and secondary teachers, and communication specialists, work together to develop these objectives.

Further research is needed to develop specific evaluative measurements to assess the learning of speech communication competencies other than listening at the

elementary level.

A recommendation to elementary teachers in various school districts is to join together in developing creative strategies for "turning students on" as they acquire communication skills essential for success within the school curriculum.

In-service courses and/or workshops should be made available to elementary school teachers enlightening them concerning the speech communication competencies expected of elementary children.

Continuous effort should be made by educators to refine, test-out, and update the Speech Communication Association's published competencies.

Teachers may wish to call for similar studies such as this which would provide annotated bibliographies and guidelines for teachers relevant to other communication skills areas covered by Speech Communication Association publications.