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The Effectiveness of Listening Instruction for First Grade Listening Comprehension

Patricia M. LaMonica
The College at Brockport

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THE EFFECTIVENESS OF LISTENING INSTRUCTION
FOR FIRST GRADE LISTENING COMPREHENSION

THESIS

Submitted to the Graduate Committee of the
Department of Curriculum and Instruction
Faculty of Education

State University College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

Patricia M. LaMonica

State University College at Brockport
Brockport, New York

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APPROVED BY:

F. Moroney White 8/29/79
Graduate Advisor Date

A. P. Buzyn 8/29/79

F. Moroney White 8/29/79
Project Advisor Date

Ralph Jordan 8/29/79
Graduate Director Date

Abstract

This study investigated the effects of listening instruction as a method of improving listening comprehension skills of first grade students.

It also examined the relationship between student's listening comprehension and reading comprehension, viewing the differences between these areas when students were grouped by sex.

The subjects consisted of 16 first grade students, 7 females and 9 males. To determine the listening comprehension level of each student, the Analytical Reading Inventory Form A was administered. The students then received listening instruction in both general and critical listening skills for a period of eight months. Following the instructional period, Form C of the Analytical Reading Inventory was given to determine growth in listening comprehension. Reading comprehension scores were obtained from the Stanford Achievement Test.

A correlated t test was used to determine the significant differences in the listening comprehension scores. Scores from the postlistening comprehension test and the reading comprehension test were analyzed to determine correlation coefficients. Data indicated that listening instruction did significantly improve listening

comprehension scores. No significant relationship was found between the postlistening comprehension scores and the reading comprehension scores. There were no significant differences reported between the sexes in listening or reading comprehension. The findings suggest that listening instruction does significantly help to increase listening comprehension.

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Chapter I

Statement of the Problem

Listening is a skill essential to learning. It is not a skill which children acquire naturally as they grow and develop. The commonly accepted fact that children become good listeners, as they mature, is gradually changing in today's education. Today, more than ever, there is a greater need for the development of listening skills (Commission of the English Curriculum 1956).

For young children, listening plays an important part in classroom learning. Estimates indicate that elementary school children spend 57.5 percent of their class time listening (Wilt, 1950). Listening for these children is their only means of receiving information expressed in language.

Although in most classrooms children spend more time listening than they do speaking, writing, or reading, few schools have developed programs which adequately develop listening skills (Anderson, 1954). In most schools listening as a skill is often neglected (Landry, 1968).

Research clearly indicates the need for specific

attention to the development of listening skills (Kramer and Lewis, 1951; Rankin, 1926; Wilt, 1950). As an important communication skill of young children and as a tool of learning in the classroom, research has demonstrated the need for the recognition of listening skills. To provide the best learning experience for young children, it is essential that listening be addressed as an important skill in the elementary school curriculum.

Purpose

The purpose of this study was to investigate the effects of listening instruction as a method of improving listening comprehension skills of first grade students.

This study sought to determine whether instruction in listening skills can provide better learning experiences for first graders by improving their listening abilities. The study also investigated the relationship of reading comprehension to listening comprehension.

Questions to be Answered

Answers to these questions were sought:

1. Can instruction in listening comprehension improve the listening level of first grade students as measured by the Analytical Reading Inventory?
2. Is there a relationship between listening comprehension and reading comprehension for first grade students?
3. Among first grade students:
 - a. Is there a difference between listening comprehension and reading comprehension for boys?
 - b. Is there a difference between listening comprehension and reading comprehension for girls?

Need for the Study

Research has focused on listening for the past fifty years. Today, using the results of these past studies, researchers and teachers are more aware of the influence of listening on the learning process.

Although research has consistently shown that pupils spend more time listening than any other language arts activity (Rankin, 1926; Wilt, 1950) a serious lack of listening instruction is still evident

in most elementary school classrooms (Anderson, 1954; Landry, 1968). Since the 1940's studies provide evidence of concern regarding the possibility and effectiveness of listening instruction. Evidence supports the theory that listening can be taught and that listening skills do improve when instruction is provided for various age levels in schools and colleges (Canfield, 1951; Dow, 1958; Irwin, 1952; Kramar and Lewis, 1951; Lewis 1953).

Other studies have investigated possible relationships between performance in the area of listening comprehension and other areas of achievement. Many studies have indicated an interrelationship between listening and reading (Brown, 1948; DeVito, 1977; Lewis, 1953; Lubershane, 1962; Vineyard and Bailey, 1960; Young, 1936). Positive relationships between listening and reading tests have been found indicating the mental processes underlying both must be somewhat similiar (Brown, 1965; Duker, 1968; Ross, 1964). Devine (1978) states that both kinds of behavior are related in that (1) both are concerned with the intake half of the communication process, (2) the same higher mental processes seem to underlie both, (3) high correlations exist between test scores in reading and listening and (4) the teaching of one seems to affect the other.

While many studies provide evidence which indicates that listening comprehension can be improved through instruction, there are other researchers who present the opposite view. Hollingsworth (1964), Lewis (1953) and Reeves (1965) in their studies conclude that listening instruction does not always favorably affect listening comprehension and reading scores.

The inconsistencies found in studies may be accounted for by several factors: the student's age; intelligence; achievement; emotional condition; and the materials used. Devine (1978) in a review of the literature cites these conclusions:

1. A great deal of time is spent by children and adults each day listening.
2. Listening can be taught.
3. Listening is still generally not accepted as part of the standard school curriculum.
4. Listening is distinct from reading but possible relationships have been shown to exist between listening and reading.

Recognizing the importance of listening skills and the effect listening may have on learning, it was the objective of this study to determine if listening training does increase listening comprehension. A

secondary purpose examined the relationship between the listening comprehension and reading comprehension of first grade students.

This study will not resolve the controversy among listening researchers; however; it will guide other researchers and teachers considering the rationale for listening instruction for elementary school children.

Definition of Terms

Listening may be defined as the act of giving attention to oral language, not merely in hearing the symbols, but in receiving ideas and reacting to them with understanding (Reiland, 1970).

Listening instruction refers to teacher implemented activities and games teaching literal, evaluative and critical listening.

A listening level is the level at which the student can comprehend 75 percent of the materials read aloud by the examiner (Woods, 1977).

Limitations of the Study

The results of this investigation of the effectiveness of first grade listening instruction for listening comprehension are limited to a first grade population in one middle to upper middle class private urban school. The total sample was limited to sixteen

students. Conclusions apply specifically to this sample first grade population studied, but may be generalized to other matching populations.

Data determining the listening level are limited to scores obtained from the Analytical Reading Inventory (Woods, 1977), Form A, administered prior to instruction and Form C, administered as the posttest.

Reading comprehension scores are limited to the data supplied only by the Stanford Achievement Test Primary Level I Battery, Form A.

All data in this study for listening comprehension were supplied from individual testing sessions. Data for reading comprehension were the indication of a large group performance.

Summary

Listening is the act of giving attention to oral language not merely hearing symbols but in receiving ideas and responding to them with understanding. Since most of the time children spend in schools is spent listening, many studies have examined the effect of specific listening instruction on listening comprehension. Results have been contradictory.

It was the purpose of this study to investigate the effects of listening instruction on listening comprehension for first graders and to examine any

relationship between the students' listening comprehension and reading comprehension.

Chapter II

Review of the Literature

Purpose

This study investigated the effects of specific listening instruction as a method of improving listening comprehension skills of first grade students. A secondary purpose of this study examined the relationship between listening comprehension and reading comprehension. Research for this study led to an examination of these areas:

Listening - An Introduction

Aspects of the Listening Process

Sex Variable and Listening

The Relationship of Listening and Reading

Listening - Its Place in the Curriculum

Listening - An Introduction

Of the four communication skills -- reading, writing, speaking and listening -- listening remains the most widely used human means of receiving information. Only recently has more attention been directed to the importance of developing this skill. The invention of the telephone, radio, film, sound recorder and television has helped place a greater need for listening

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in this country today. An overview of the research (Devine, 1978) provides evidence of the importance of listening as a communication skill in daily life and as a tool of learning in the classroom.

Listening is a complex process involving more than hearing. The simplest definition states that listening is the process of attaching meaning to the spoken word. Barbe (1954) defines listening as the process of relating the spoken language in terms of past experiences and future courses of study. Hampleman (1958) defines it as the act of giving attention to the spoken word, not only in hearing symbols, but in reacting with understanding. Brown (1954), using the word "auding" as a substitute for listening, defines this term as the process of hearing, listening to, recognizing and interpreting the spoken language. Brown, in describing this term, compares auding to the ears as reading is to the eyes. Auding refers only to listening that involves thought processes: listening meaningful for comprehension and reacting critically to what is heard. (Frazier, 1969). The need for this separate term developed from the necessity to designate clearly and precisely the comprehension of orally presented language as distinct from listening to other sounds. Brown (1954) argues that listening for

comprehension to language symbols is a linguistic function distinct from other types of listening and that a separate word is needed which is as clearly distinguishable from hearing and listening as reading is from seeing and looking. Using the word "auding", Brown concludes that this is the best term.

Confusion stemming from the broadness of the term "listening" resulted. General agreement on the term listening implies more than the mere perception of sound (Petrie, 1962).

Aspects of the Listening Process

Listening is the first language skill that children acquire. From birth children are surrounded by all kinds of sounds in their environment. The young child's experiences and maturation provide his background for organizing sounds into patterns where particular words are later distinguished, associated with an experience and finally spoken. This early experience of listening contributes greatly to the child's acquisition of speech. Because most children usually hear and speak when they enter school, the assumption is made that children can listen effectively and already have developed efficient listening habits. Research has discredited this assumption (Carroll, 1971).

The various developmental ranges in language growth as related to factors in each child's language environment cannot be overlooked. Bernstein's (1960) research with British youth points to middle and lower working class language differences. Templin's (1957) findings also suggest that socioeconomic levels are related to the grammatical complexity of responses and vocabulary development of children. Oakland (1969) also implied that phonemic and nonphonemic auditory discrimination skills may be more closely related to socioeconomic status than to IQ.

The implication is that growth in general and critical listening skills and understandings is not automatic (Lundsteen, 1971). Intelligence and age do not account totally for growth according to studies designed to promote general and critical listening skills; training helps (Olsen, 1966; Russell, 1964).

Landry (1968) also gives support to the idea that listening cannot be considered as an area which develops naturally. He cites the influence of radio, television, tapes and records in the shift from reading back to listening. Landry states that more and more of our children are not able to evaluate and appreciate what they listen to as had been assumed. A clarification of the listening process is fundamental.

Frazier (1969) identifies three levels of listening: hearing, receiving sound and "auding." Hearing is the first skill developed. It involves no connection between reception of sound and thought processes or meaning. It can be described as the purely physiological reception of sound through the ear by the auditory nervous system. The next level of listening, receiving sounds, implies no relationship to thinking and interpretation. For the listener, this level involves only auditory discrimination. The highest level, auding, a term coined by Brown (1954) is defined as the process of hearing, recognizing and interpreting spoken symbols. At this level, auding refers only to listening which involves thought processes; listening meaningfully for comprehension and reacting critically to what is heard.

The listener's performance is influenced by three aspects of listening: capacity, willingness and habits (Weaver, 1972).

The capacity to listen, Weaver states, involves the ability to select, structure and remember information. A low ability to listen limits the listening capacity. Ability depends partly on intelligence and general knowledge of the subject of the message. Rankin (1925) concluded that intelligence is as closely related to listening as it is to other school abilities. The

actual correlation between listening and intelligence documented by Rankin is $+ .56$. Research indicates intelligence emerges as a high correlate of listening ability. Duker (1966) cites studies by Brown and Carlsen (1955); Haberland (1956); and Stromer (1955) revealing a strong co-existence between listening skills and various measures of intelligence.

Willingness to listen is as important a factor as capacity. Willingness is a factor the child develops early in his life. Barbara as cited in Duker (1966) states that in successful listening, the listener listens with more or less his total self - including his special senses, attitudes, beliefs, feelings and intuitions. Assuming the child's hearing and intelligence are normal, he will probably learn very early to listen or not to listen. The rate of language acquisition is influenced by the degree to which the child's language leads directly to rewarding and gratifying goals (Mussen, 1969). Therefore, listening attitudes grow as a result of opportunities and rewards the child has available to him.

Listening habits like attitudes, also depend on the child's opportunities and rewards. A child's early experiences will contribute to his habits of listening or not listening. Oral language development of the individual child must be carefully assessed for achievement and potential in light of related environmental

factors (Ruddell, 1969). Each listener's particular environment will bring many influencing factors to his listening attitudes and habits. A home environment surrounded by noise appears to affect willingness and ability to give attention to listening stimuli (Lundsteen, 1971). In machine-dominated surroundings - radio, television, doorbells, sirens, traffic, et cetera - it is not surprising to develop non-listening habits or even habits of selective listening. Brown (1965), in a study investigating the relations between listening ability and habits in listening to radio and television, found that children watching television were better listeners as measured by the Sequential Tests of Educational Progress; however, there was no support for his hypothesis that those who watched television for a few hours daily were better listeners than those who watched longer. Listening habits and the willingness to listen are related influencing factors in the listening process.

Lundsteen (1971) lists responding and organizing, getting meaning, and thinking beyond listening as the three major steps a proficient listener undertakes. During spoken discourse, Lundsteen states, it is likely that the listener: hears; holds sound in memory; attends; forms tentative images; searches; compares; tests cues; recodes; gets meaning, and intellectualizes beyond listening.

Sex Variable and Listening

Most research in listening has reported no differences between sexes in test scores, however a few studies have reported such differences.

Brimer (1971), as cited in Duker (1971), using a reconstruction of the Peabody Picture Vocabulary Test with children between the ages of 5.0 and 11.11 identified a consistent male superiority in listening vocabulary. Similar evidence of male superiority on listening vocabulary and listening comprehension measures have been found for adolescent and young adult groups (Hampleman, 1958; Irwin, 1952; Nichols, 1948). Hollow (1955), using daily listening comprehension lessons at the fifth grade level for six weeks, also concluded that male subjects scored significantly higher than females.

Such results may seem convincing, however, the majority of studies have found no differences in test scores between the sexes (Weaver, 1972). In a study searching for relations between listening ability and listening habits Brown (1965), using the Sequential Tests of Educational Progress with children in grades four, five and six, concluded that the hypothesis that girls would be better listeners than boys was not supported. Hedrick (1967), in her study of children's

ability to follow directions from kindergarten to the fifth grade, found no differences between boys' and girls' listening test scores. In an analysis of listening comprehension of college speech students, Hopkins (1966) found no significant differences in relation to sex. Laurent (1963), in researching the construction and evaluation of a listening curriculum for grades five and six, found no sex differences for listening.

The Relationship of Listening and Reading

For many years there has been a great interest in the similarities and interrelationships between listening and reading (Hollingsworth, 1969). Several aspects of listening and reading are related. Devine (1978) in a review of the literature states that both kinds of behavior are related in that (1) both are concerned with the intake half of the communication process, (2) the same higher mental processes seem to underlie each, (3) high correlations exist between test scores in reading and listening, and (4) the teaching of one seems to affect the other.

Listening and reading are the receptive phases of the four communication skills. When either listening or reading, the child is actively engaged in the perception and comprehension of ideas or facts. The

child reacts to these facts and relates them to his experiences. The main differences between these two language art skills is that in reading the reader can proceed at his own rate and has the advantage of stopping to evaluate, organize or reread if he desires. In listening, there is usually no opportunity to relisten.

The relationship between oral language development and reading achievement is evidenced either directly or indirectly from a number of significant investigations. Strickland (1962), in a study of children's oral language development and reading achievement at the sixth grade level, revealed a significant relationship between the use of movables, expressions of place, manner, time and cause in a phonological unit, and elements of subordination in oral language. High scores on measures of comprehension in silent reading and listening indicated that the children made greater use of movables and elements of subordination in their oral language than children who scored lower on these variables. This finding in Strickland's study suggests that a child's ability to utilize subordination and movables in oral expression is closely related to his ability to comprehend written language.

A study of the language development in children by Loban (1963) reported that children who were advanced in general language ability, as determined by vocabulary scores at the kindergarten level and language ratings by teachers, were also advanced in reading ability. Loban concluded that competence in spoken language appears to be a contributing factor for competence in reading.

Research has reported further evidence of an interrelationship between listening and reading. Dow (1958) reported in his study approximately eighteen factors of reading comprehension which seem sufficiently similar to listening comprehension. Hampleman (1958), in his research of fourth and sixth grade students reported that both listening and reading requires that active thinking be applied to symbols and that listening should be distinguished from hearing and reading from seeing. In a study, using college freshman, Vineland and Bailey (1960) reported that reading ability, listening skills and intelligence are highly related to one another.

Acknowledging the basic relationship between listening and reading, researchers have examined the effect of listening on reading. A number of researchers have reported findings which conclude that instruction

in listening skills can be effective in improving reading (Kelty, 1953; Lewis, 1953; Lubershane, 1962).

In addition to research investigating training in listening affecting reading, some studies have analyzed the effects of a general listening program upon reading. Of the ten studies cited in Olejnik (1978) eight found significant differences in either listening or reading comprehension after a period of training in listening for students in grade one through four (Dewar, 1972; Glofka & Glofka, 1972; Lemons, 1974; Morrow, 1973; Schulwitz, 1973; Taylor, 1972; Thorn, 1968; Van Valkenburg, 1968).

Listening - Its Place in the Curriculum

The importance of listening as a skill which can be developed by specific training has only recently been recognized, however research has shown that much of the student's day is spent listening. One of the very first studies in listening by Rankin (1926) reported that high school students spent 45% of their time listening. Wilt (1950), in a study to determine what percentage of the school day elementary children are expected to listen, reported that 54% of students' daily classroom time was spent listening to the teachers and that teachers were neither aware of the amount of time they expected children to listen, nor of the

importance of this language skill. Wilt's findings indicated that, in the elementary school, children are expected to spend more time in listening than in any other single activity.

Research has shown that listening skills can be taught and that listening skills do improve when instruction is provided. Canfield (1961), using fifth grade students, reported that groups in which listening was directly or indirectly taught made significant gains in listening as measured by the Sequential Tests of Educational Progress when compared with groups which had no instruction. Hollow (1955) in a study cited by Devine (1978) reported that elementary students receiving instruction in listening comprehension had significantly improved their listening abilities. Trivette (1969) found that 77.5% of the elementary school pupils in her study improved their listening skills following a certain sequence of listening activities.

Although research has shown that students spend a great deal of classroom time listening and that listening can be improved with instruction, few schools have developed programs which adequately teach listening skills (Landry, 1968). Mistaken assumptions concerning listening abilities have been an influencing factor for this lack

of instruction. Landry (1968) concludes that three major factors seem to cause the neglect of listening: tradition, time and training. Brown (1967) reports that listening is rarely stressed in a typical language arts text. Less than one percent of the content of texts for children is devoted to lessons on listening, although listening is the communication skill children use more frequently.

The growing awareness of the neglect of listening programs and the need for the development of listening skills has led some researchers to develop lessons and specific programs to encourage effective listening. Duker (1968) includes in his bibliography almost 300 annotated entries under teaching of listening and approximately 140 entries on techniques or procedures and 32 entries on listening materials (Lundsteen, 1971).

Summary

Listening, the most widely used communication skill, is the process of attaching meaning to the spoken word. Over the past fifty years the importance of the development of this skill has been gaining acknowledgement.

Various aspects of development influence the listening process. Frazier identified three levels of

listening: hearing, receiving sound and auding.

Listening does have an interrelationship with reading and specific training in listening can improve reading.

Listening research concludes that listening can be taught and that listening skills do improve when instruction is provided. Sex appears to be an unimportant variable in listening. Most studies report no significant differences between the listening posttest scores for males and females.

A deterring factor in the development of students' listening skills has been the neglect of listening programs in the elementary schools, however with the growing realization of the need for developing listening skills some progress is now being made.

Chapter III

Design of the Study

This study investigated the effects of specific listening instruction as a method of improving the listening comprehension skills of first grade students.

A secondary purpose of this study examined the relationship of individual student's listening comprehension and reading comprehension. Differences between listening comprehension and reading comprehension for boys and girls were also examined.

Hypotheses

The following hypotheses were tested:

1. There is no significant gain in listening comprehension of first grade students as a result of listening instruction as measured by the Analytical Reading Inventory.
2. There is no significant correlation between listening comprehension and reading comprehension for first grade students using posttest data.
3. There is no significant difference between the mean listening comprehension posttest score on the Analytical Reading Inventory and the mean reading comprehension score on the Stanford Achievement Test when grouped by sex.

Methodology

Subjects

The sample consisted of 17 first grade students ages 6-7 years old from a self contained classroom at Nazareth Hall School, a middle to upper middle class private school, in Rochester, New York.

One student was eliminated during the course of study due to hospitalization during the final weeks of training and posttesting. Of the 16 remaining subjects, 7 were female and 9 were male.

Instruments

To determine listening comprehension levels, the Analytical Reading Inventory (1977) developed by Mary Lynn Woods and Alden J. Moe was selected. In individual testing sessions students listened to graded passages from Form A of the Analytical Reading Inventory and then responded orally to questions checking comprehension.

The listening level of individual students was determined as the level at which each student could comprehend 75 percent of the materials read aloud by the examiner.

To determine growth in listening comprehension Form C of the Analytical Reading Inventory was given at the end of the eight month instructional period.

Reading comprehension was determined by the Stanford Achievement Test Primary Level I Battery Form A.

Procedures

After obtaining each child's listening comprehension level, instructional periods in listening were given approximately 15 minutes a day, four days of the school week for a period of eight months. Listening instructions were given in a large group setting and were supplementary to the regular classroom reading instruction.

The students were instructed using the SRA Listening Skills Program (Primary Level) (see Appendix A). The recorded listening lessons in the Listening Skills Program are aimed at the development of listening comprehension using a wide range of listening skills. Other listening activities were selected and utilized by this investigator (see Appendix B). Listening activities were divided into the following main skills: general listening skills and critical listening skills. General listening skills included the following subskills: listening for specific facts, listening to follow oral directions, listening for the main idea, listening for sequence, listening to make inferences, listening to

summarize, and listening appreciation for enjoyment and emotional response. Critical listening skills included: listening to distinguish fact from fantasy, listening for relevance and irrelevance and listening to develop and awareness of the speaker's attitude.

Statistical Analysis

A t test was used to determine the significant differences in the listening comprehension scores. The effect of listening comprehension upon reading comprehension scores for individual first grade students was correlated. Also, comparisons of performance between boys and girls were made.

Summary

To investigate the effectiveness of listening instruction for listening comprehension, a sample of 17 first graders was selected. The students were individually given the Analytical Reading Inventory, Form A, to determine each student's listening level. The students then completed a listening instructional period for eight months. As a posttest for listening comprehension, Form C, of the Analytical Reading Inventory was given. To determine reading comprehension levels, the reading comprehension test of the Stanford

Achievement Test Primary Level I Battery Form A was given. Data were analyzed utilizing a correlated t test and by determining correlation coefficients.

Chapter IV

Statistical Analysis

Purpose

The effects of specific listening instruction as a method of improving listening comprehension skills of first grade students were investigated in this study.

The study also researched the relationship of students' listening comprehension and reading comprehension. A comparison of the differences between listening comprehension and reading comprehension when students were grouped by sex was also examined.

Findings

Listening Comprehension Growth

Table 1 includes the raw scores of the 16 students on the pre and post listening tests. To determine whether there was a significant gain in listening comprehension after the eight months listening instructional period, a correlated t test was used.

The correlated t value between the pretest and the posttest scores was calculated at 3.479. For a one-tailed test at the .05 level of significance, the critical value with 14 degrees of freedom is 1.761.

Table 1
Comparison of Pretest and Posttest Listening
Comprehension Scores

Subjects	Listening Pretest Raw Scores (x)	Listening Posttest Raw Scores (y)
1	4.5	23.5
2	4	13.5
3	22	22
4	6	21
5	10.5	21.5
6	3	25.5
7	3	23
8	3	28
9	2	9
10	3	15.5
11	5	22
12	4	16
13	3	15.5
14	9	15.5
15	4.5	31
16	4.5	28.5

df = 14

$t_{crit} = 1.761$

$\alpha = .05$

$t = 3.479$

$\bar{x} = 5.68$

$S_x = 7.65$

$\bar{y} = 20.69$

$S_y = 22.21$

The data rejected the null hypothesis that there is no significant gain in listening as a result of listening instruction as measured by the Analytical Reading Inventory. It was concluded that there was a significant gain between the pretest and posttest scores of the first grade students.

Correlation between Listening Comprehension and Reading Comprehension

To correlate the data of the postlistening comprehension test and the reading comprehension test, the Pearson Product-Moment correlation coefficient formula, using the standard score method was used. Table 2 includes the raw scores of the 16 subjects for the postlistening comprehension test and the reading comprehension test. The correlation coefficient was derived from comparing the results of the two tests.

Table 2

Correlation Coefficient of Postlistening Comprehension and Reading Comprehension Tests

Subjects	Listening Posttest Raw Scores	Reading Test Raw Scores
1	23.5	54
2	13.5	43
3	22	75
4	21	64
5	21.5	74
6	25.5	79
7	23	55
8	28	72
9	9	64
10	15.5	83
11	22	66
12	16	65
13	15.5	72
14	15.5	78
15	31	71
16	28.5	87

$r = .2813$

critical r at the .05 level = .4973

The calculated correlation coefficient (r) was computed at .2813. For a two-tailed test at the .05 level of significance, the critical value for r with 14 degrees of freedom is .4973. The data failed to reject the null hypothesis. There is no significant correlation between postlistening comprehension scores and reading comprehension scores for first grade students. It was concluded that there was not a significant correlation between the posttest listening and reading scores of the group.

Interaction of the Mean Postlistening Test Scores and the Mean Reading Test Scores and the Sex Variable

Posttest Listening Comprehension Scores and the Sex Variable

Table 3 includes the means and standard deviations of the postlistening comprehension test for boys and girls. To determine the significant difference between the mean postlistening comprehension scores when sex was a variable, a t test was computed.

Table 3
 Comparison of the Mean Postlistening
 Test Scores by Sex

	Girls' Postlistening Scores	Boys' Postlistening Scores
Mean	19.28	21.7
Standard Deviation	21.6	23.98
<u>t</u> -ratio	-0.211	
df = 14	$t_{crit} = 2.145$	$\alpha = .05$

The mean raw score on the postlistening test for girls was 19.28 with a standard deviation of 21.6. For boys, the mean raw score on the postlistening test was 21.7 with a standard deviation of 23.98. The calculated t value between the boys and girls postlistening scores was -0.211. For a two-tailed test at the .05 level of significance, the critical value with 14 degrees of freedom is 2.145. Data failed to reject the null hypothesis. It was concluded that there was not a significant difference between the listening posttest mean raw scores when sex was a variable.

Reading Comprehension Scores and the Sex Variable

The significant difference between the mean reading comprehension score when sex was a variable was determined by computing a t test. Table 4 indicates the means and standard deviations of the reading comprehension test for girls and boys.

Table 4
Comparison of the Mean Reading
Test Scores by Sex

	Girls' Reading Test Scores	Boys' Reading Test Scores
Mean	71.57	66.77
Standard Deviation	78.42	71.54
<u>t</u> -ratio	0.126	
df = 14	$t_{crit} = 2.145$	$\alpha = .05$

The mean raw score on the reading test for girls was 71.57 with a standard deviation of 78.42. For boys, the mean raw score was 66.77 with a standard deviation of 71.54. The calculated t value between the girls and boys reading scores was 0.126. For a two-tailed test at the .05 level of significance, the critical value with 14 degrees of freedom is 2.145. Data failed to reject

the null hypothesis. It was concluded that there was not a significant difference between the reading test mean scores when sex was a variable.

Analysis and Interpretation of Hypotheses

Each hypothesis is stated, accepted or rejected, and discussed in view of the data presented.

1. There is no significant gain in listening comprehension of first grade students as a result of listening instruction as measured by the Analytical Reading Inventory.

The first hypothesis was rejected. There was a significant gain in postlistening comprehension scores. This indicated that students scored higher in listening comprehension after receiving listening instruction.

2. There is no significant correlation between postlistening comprehension scores and reading comprehension scores for first grade students.

This hypothesis was accepted. Data indicated no significant correlation between postlistening test scores and reading test scores. The correlation coefficient computed was interpreted as a moderately positive correlation, indicating a direct relationship between listening and reading. The higher the students

perform on the listening test, the higher they will perform on the reading test.

3. There is no significant difference between the mean postlistening comprehension scores on the Analytical Reading Inventory and the mean reading comprehension score on the Stanford Achievement Test when grouped by sex.

This third hypothesis was accepted. There were no significant differences between the mean postlistening test scores for boys and girls. This study did not report differences between the sexes in postlistening test scores. Also, there were no reported differences between the sexes in reading comprehension scores. Data indicated no significant differences between the mean reading comprehension scores for boys and girls. Whether listening or reading, both boys and girls did equally well.

Summary

The purpose of this study was to investigate the effects of listening instruction on listening comprehension for first grade students and to examine any relationship between the students' listening comprehension and reading comprehension.

The first hypothesis was that there was no significant gain in listening as a result of listening instruction as measured by the Analytical Reading Inventory. The difference in the pretest and posttest listening comprehension scores was tested for significance using a correlated t test. The difference was significant at the .05 level. Data rejected the first null hypothesis.

The second hypothesis was that there was no significant correlation between postlistening comprehension scores and reading comprehension scores for first grade students. The derivation of a correlation coefficient using the Pearson Product-Moment correlation coefficient formula indicated there was no significant correlation at the .05 level between postlistening comprehension scores and reading comprehension scores. This hypothesis was accepted.

The final hypothesis, there was no significant difference between the mean postlistening comprehension scores on the Analytical Reading Inventory and the mean reading comprehension scores on the Stanford Achievement Test when grouped by sex, was computed using the application of a t test for testing the significance of a difference between means. The calculated t value indicated no significant differences at the .05 level.

between the sexes for listening and reading scores.

Data failed to reject the final hypothesis.

Chapter V

Conclusions and Implications

Purpose

This study investigated the effect of specific listening instruction as a method of improving listening comprehension skills of first grade students.

A secondary purpose of the study examined the relationship of students' listening comprehension and reading comprehension. An examination of the differences between listening comprehension and reading comprehension when students were grouped by sex was also made.

Conclusions

The results of the study strongly demonstrated that specific listening instruction does successfully improve the listening comprehension skills of first grade students. These results concur with research that listening abilities improve with direct instruction (Devine, 1978).

The relationship of listening comprehension and reading comprehension in this study indicated no significant relationship existed between the listening comprehension test scores and the reading comprehension test scores. Contrary to other research findings, this study did not report a high correlation between listening

and reading scores. Data reported only a moderately positive correlation, indicating a direct relationship between listening and reading. The results of this study support findings cited in a review of the literature by Devine (1968). Devine reports the existence of a lack of consistency in the results of listening and reading research studies.

Conclusions based on the differences between listening and reading scores when students were grouped by sex indicated that listening and reading skills were equally developed by both sexes. This study supports the majority of studies in listening that have reported no differences between the sexes in postlistening test scores (Weaver, 1972).

Implications for Research

This study viewed a limited aspect of the research in listening comprehension. Implications for further research are suggested.

The replication of the same study with a larger sample involving a control group and treatment group is recommended, since the research in this study was limited in sample size. Further investigations should view the influence of the students' expected gain during the projected treatment period. More experimental research to provide further data about the nature of the

listening process is also recommended. Investigations of specific personality factors and their influence on listening and the effect of listening instruction on behavior need further consideration.

The role of listening in the development of reading skills has been an area of inconsistency. Inconsistencies due to the nature of instruction, type of tests used to measure growth and the grade level of the students and material used, need to be resolved. Further investigations of the transfer of specific skills training in listening to reading would be beneficial.

Present research has utilized an extensive variety of instruments to measure listening ability. These instruments, however, have not always measured the same skills and are often devised by experimenters to meet their own individual purposes. A need for a valid standardized listening test for young children arises. A standardized instrument at the elementary level would make it possible to achieve more continuity in listening research. It would also enable teachers to identify specific listening skill abilities of children, and more effectively individualize instruction when needed.

Implications for Classroom Practices

The results of this study indicated that listening instruction does successfully affect listening comprehension. It is important then, that listening comprehension activities be implemented in the classroom to enhance the listening ability of students. A general listening program conducted in the classroom would be an effective means for developing listening skills.

Teachers and curriculum planners should incorporate research findings and give careful consideration to the development of listening programs. The teacher, as one of the foremost factors in determining the success of a listening program, must first develop an understanding of the research and literature to be successful in implementing a listening program. Hollingsworth (1965) proposed that the teacher's role must change for listening comprehension to be improved, reading achievement to be affected and study skills developed. A planned program in which the teacher reinforces and gives his/her pupils many hours of practice in these skills may be needed. Children should be doing more talking and listening to each other and less listening to the teacher in the classroom. The values of learning through listening to other peers should be considered in the schools. A wide variety of listening experiences in the classroom are vital if

children are to learn to adapt the kind of listening they do to the type which will best serve the specific purpose of the listening activity.

An increased awareness of the interrelatedness of listening comprehension and reading comprehension skills should be fostered in the classroom. Listening and reading activities should encompass a variety of purposes. Considerations in the instructional program are essential if children are to obtain maximum benefit from the language environment which surrounds them. In incorporating specific listening skills training into a reading program, teachers should be aware of the many variables affecting skill transfer.

What is needed now is more planned and conscious implementation of practical suggestions about the teaching of listening by teachers in their classrooms on all grade levels.

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Appendix A
SRA Listening Selections

LISTENING SELECTIONS

The following listening selections were obtained from the SRA Listening Skills Program, Primary Levels I-a and I-b, International Teaching Tapes, 1970.

Listening Skills Program I-a

Recording	Title	Skill
Recording 1:	Side 1. What is Sound?	Developing awareness of pitch and volume; developing a vocabulary for describing them; following directions.
	Side 2 Squish, Squash	Developing awareness of qualities of sound; developing sentence patterns for talking; following directions.
Recording 2:	Side 1 Three Billy-Goats Gruff	Developing an understanding and appreciation of fantasy; following directions.
	Side 2 A Loud Roar	Developing a sense of relationship between quality of sound and source of sound; developing a sensitivity to sound effect words; following directions.
Recording 3:	Side 1. I Need a Drum	Developing a recognition of rhythm in action and sound; making inferences based on sounds; following directions.

- Recording 3: Side 2 Singing Words
 Developing enjoyment in participating in language-related, rhythmic activities; developing the ability to hear and use familiar language activities; following directions.
- Recording 4: Side 1 How Do You Know?
 Developing the concept that people learn through the use of their senses; developing the ability to make inferences or reach conclusions; following directions.
- Side 2 Thomas Tuttle
 Developing the ability to interpret intonation and inferences; developing auditory discrimination; following directions.
- Recording 5: Side 1 Happy? Sad?
 Recognizing, reflecting, and interpreting emotional reactions; following directions.
- Side 2 Who Am I?
 Listening to develop a self concept; developing vocabulary related to this; following directions.
- Recording 6: Side 1 Middle Names
 Developing the ability to listen and think in terms of cause and effect; understanding and recalling sequence; following directions.

Recording 6:	Side 2	No Bigger Than Your Thumb	Visualizing characters and action; listening to a folk tale; following directions.
Recording 7:	Side 1	What Comes Next?	Understanding the use of context; developing the skill of anticipating responses; following directions.
	Side 2	Maybe Yes; Maybe No	Developing an understanding of inference and the validity of assumption; extending vocabulary; following directions.
Recording 8:	Side 1	Strange Things	Developing the concept of listening as an extension of experience; providing opportunities for participating in a variety of listening experiences; following directions.
	Side 2	King Grouper	Establishing the idea of classifying and grouping based upon features and utilization; thinking critically; following directions.
Recording 9:	Side 1	The Turtle and the Rabbit	Developing an appreciation of the fable as a form of literature; thinking critically; following directions.

Recording 9:	Side 2	The Camel and the Pig	Contrasting the fable with factual material; developing the ability to recall facts; thinking critically; following directions.
Recording 10:	Side 2	Gestures and Pictures	Developing an understanding of the part gestures and pictures play in communication; thinking critically; extending vocabulary; following directions.
Recording 11:	Side 1	Happy, Gay, Merry	Developing the concept of synonyms; thinking critically; following directions.
	Side 2	Eggs and Things	Making comparisons; developing an understanding of sequence; recalling information; extending vocabulary; following directions.
Recording 12	Side 1	The Fiddling, Fiddley Fiddler	Developing auditory awareness and recognition of the initial sounds of words; developing auditory discrimination; following directions.
	Side 2	Say and Sing	Reviewing the functions and concepts of language as presented in preceding lessons; extending vocabulary; illustrating some of the functions of language; following directions.

Listening Skills Program I-b

- Recording 1: Side 1 Tie, Fly, Chy
- Providing instruction and practice in auditory discrimination; sharing a language-related rhythmical experience through group participation; suggesting a creative language activity involving rhyme and music; providing an opportunity for the teacher to observe the response of individual children; following directions.
- Side 2 Wonderings
- Developing the concept that people learn through the use of their senses; providing a background for the development of skill in observation; providing an opportunity for creative thinking and listening; reinforcing the understanding that action causes sound; following directions.
- Recording 2: Side 2 Where is Linda Lu?
- Continuing the development of the understanding of the link between language and perception; developing an awareness of the importance of detail; providing practice in listening for details; following directions.

Recording 3: Side 1 Goomak

Showing that words are sound symbols representing ideas; teaching the idea that encoding and decoding depend, in part, on associations between sequences of sounds and sets of features of things; developing a rudimentary awareness of viewpoint; giving practice in perceiving relationships and reaching conclusions; following directions.

Side 2 Tour in a Time Machine

Developing and reinforcing the concept of language that were introduced in previous lessons; providing an opportunity for creative thinking; developing vocabulary through the use of words in context; following directions.

Recording 4: Side 1 Magic Make-Believe

Providing related activities in language, creative rhythms and movements, and art; promoting creative thinking and listening; giving recognition to the value of fantasy, and helping to recognize the difference between the real and the imagined; providing practice in recalling a series of directions; following directions.

Recording 4: Side 2 Thank You

Developing an understanding of the value and use of language for communicating an emotion in a social situation; developing an awareness of the emotional attitudes and responses of others; developing vocabulary by the use of words in context; providing practice in following directions.

Recording 5: Side 1 The Way You Say It

Developing an appreciation for the flexibility of language; developing an awareness of word order as a part of language; developing vocabulary through the use of words in context; following directions.

Side 2 Lightning Bugs

Developing an appreciation for the use of language in expressing humor; providing instruction and practice in simple recall; reinforcing skills taught in previous lessons; developing vocabulary through the use of words in context.

Recording 6: Side 1 Words Like
Music

Developing an awareness of intonation and rhythm in speech; intonation and rhythm in deriving meaning from spoken language; developing vocabulary through use of words in context; providing a creative experience in listening for mood and emotion; following directions.

Side 2. Cats, Tricks,
and
Superstitions

Developing an awareness of the need to listen to be able to recall information; providing practice in simple recall; developing vocabulary through the use of words in context; providing an understanding of the difference between fact and superstition as a basis for the later development of critical listening abilities involving the evaluation of information; following directions.

Recording 7: Side 1 Curly

Developing an awareness of the value of understanding sequence; encouraging listening for sequence when hearing stories or events, using visualization as an aid for understanding and recalling sequences

Recording 7: Side 1 Curly

of events; aiding in the recognition of the main idea of a story; providing an opportunity for independent exploration of a cause-and-effect relationship; following directions.

Side 2 A Fairy Tale

Developing an appreciation for fairy tales; providing an opportunity to practice skills taught in previous lessons; providing an opportunity to listen to a tale for pleasure; teaching a riddle; following directions.

Recording 8: Side 1 About Birds

Developing an awareness of inference as a part of comprehension; developing an awareness of the importance of details; teaching that conclusions based upon inferences may not be valid; providing practice in reaching conclusions based upon inferences; providing practice in simple recall; following directions.

Side 2 Pandora

Presenting a myth; providing practice in identifying statements of cause; developing vocabulary; following directions.

Recording 9: Side 1 Pairs

Developing the ability to integrate knowledge and experience with new information; promoting thinking of a cause-and-effect relationship; developing the ability to recognize relationships between items of information; developing vocabulary; following directions.

Side 2 Guess Again

Developing an understanding of the use of context to improve both listening and reading skills; providing practice in the use of context; providing practice in listening attentively; providing practice in visualizing a sequence; providing an experience that illustrates that conclusions or opinions are not always correct; following directions.

Recordings 10: Side 1 What Might Happen

Developing the ability to predict results; illustrating the value of the ability to predict results; leading to the recognition of the importance of man's ability to inquire; providing practice in recall; contrasting a fable and a factual passage; following directions.

- Recording 10: Side 2 A Babe in Her Pocket
 Developing an interest in inquiry; developing the ability to make comparisons; leading to an understanding of comparison for purposes of classification; developing vocabulary; following directions.
- Recording 11: Side 1 What To Do
 Improving the ability to follow directions; providing practice in following a series of directions in sequence; developing vocabulary; providing opportunity for critical thinking.
- Side 2 Goats Are Like Elephants
 Providing practice in noticing likenesses and differences; developing concepts involved in making classifications for grouping; providing practice in classifying, leading to the development of critical thinking and listening abilities; developing vocabulary; following directions.
- Recording 12: Side 1 The Eagle Has Landed
 Introducing note-making as means of remembering information; providing practice in making notes; developing vocabulary; following directions; providing opportunity for creative participation in language activities.

Recording 12: Side 2 Hear This

Demonstrating the value of listening; reviewing listening skills taught in previous lessons; reinforcing acquisition of some of the words, phrases, and concepts introduced in previous lessons; providing information for the teacher about the general listening ability of the children; following directions.

Recording 4: Side 2

THOMAS TUTTLE

Description of Lesson Material

In this lesson the children participate in a series of activities involving the interpretation of intonation. The children will respond by making motions with their hands, by imitating a cat's purr, and by responding orally to questions.

Purposes of the Lesson

1. To develop the ability to interpret intonation and inferences made through the use of intonation.
2. To provide additional experience with rhyme and rhythm in language.
3. To provide an opportunity for creative participation in a language experience.
4. To further the development of auditory discrimination abilities through repetition of initial consonant sound in words: f in furry, fuzzy, fur; p in pet, purry, purr; t in Thomas Tuttle.
5. To provide practice in following directions.

Materials Needed

The children will need no materials for this lesson.

Procedures

1. Discuss the tape and how we listen to follow the directions.
2. Have children listen to the tape and respond by making the motions and answering questions.
3. Ask children for their reactions to particular activities used in tape.

Recording 5: Side 2

WHO AM I ?

Description of Lesson Material

The lesson begins with a rhyme, "Who Am I?" and is followed by a series of directions for the children. The rhymes and other passages used in the lesson point out that no two people are alike.

Purposes of the Lesson

1. To give practice in following directions.
2. To help in thinking of one's self as an individual in order to be able to express one's self creatively.
3. To introduce the words different and exactly and develop the concepts of difference and exactness.
4. To reinforce the child's understanding of vocabulary words: I, me, mine, you, yours.

Materials Needed

At the end of this lesson, the children will need paper and crayons or paints for making pictures. Each child is to choose the subject and colors for his picture.

Procedures

1. Introduce the tape with discussion of Who we are and things different about each of us.
2. Have children listen to the tape and respond when needed.
3. Have children draw a special picture of themselves.

Recording 8: Side 2

KING GROUPER

Description of Lesson Material

In this lesson the narrator tells the story, "King Grouper," a story of a king who groups everything in his castle in one particular way. Because he knows only one way to group, his castle is not comfortable and he cannot find a princess who is willing to marry him. From his grandmother, the king learns a new way to group so that he can provide a comfortable home for a wife. At the end of the lesson the children respond by relating the concept of grouping to their own experiences. They must think about two things: What things do you group that are alike? What other things do you group that you need but which are not alike?

Purposes of the Lesson

1. To establish the idea of classification and grouping based upon common features.
2. To establish the idea of classification and grouping based upon utilization.
3. To introduce the idea of grouping based upon common needs.
4. To provide motivation and opportunities for developing critical listening and thinking abilities.
5. To develop and understanding of the word group.
6. To repeat and extend vocabulary.
7. To provide practice in following directions.

Materials Needed

The children will need no materials for this lesson.

Procedures

1. Discuss with class the word group, have children name different known groups.

Procedures

2. Listen to the tape and respond when asked.
3. Play game "grouper" using familiar pictures with the class. Individual children will respond and place pictures in boxes labeled such as animals, toys, and clothes.

Recording 5: Side 1

THE WAY YOU SAY IT

Description of Lesson Material

The lesson provides practice in listening for word order, exercises in developing sensible word order, practice in listening for sound patterns in speech, and activities involving the use of sound patterns. The children will respond orally to some of the activities. As a final activity, the children are to make a picture that tells a story.

Purposes of the Lesson

1. To develop an appreciation for the flexibility of language.
2. To develop an awareness of word order as part of language.
3. To develop an awareness of sound patterns (volume, tone, stress, pause) as a part of language.
4. To reinforce and extend language concepts introduced in previous lessons.
5. To reinforce acquisition of words and concepts introduced in previous lesson: cave dwellers, language.
6. To develop vocabulary through the use of words in context: arrange, sentence, sensible.
7. To provide practice in following directions.

Materials Needed

The children will need paper and pencils, crayons, or paints for making a picture.

Procedures

1. Discuss the way people say things, expressions used and what we can understand from them.

Procedures

2. Listen to tape and have the children respond to particular activities.
3. Have the children make a picture to tell a story.
4. Have children share their pictures with the class.

Recording 9: Side 2

GUESS AGAIN

Description of Lesson Material

Throughout this lesson the children are to use context clues so they can make correct inferences and deductions. They must respond aloud. The lesson concludes by asking the children to make a picture of what happened to a little boy, Milton, precariously perched on various objects, after he reached up high for a book.

Purpose of the Lesson

1. To develop an understanding of the use of context to improve both listening and reading skills.
2. To provide practice in the use of context.
3. To provide practice in listening attentively.
4. To provide practice in visualizing a sequence of actions.
5. To develop the ability to consider a situation in terms of results.
6. To provide an experience that illustrates that conclusions or opinions are not always correct.
7. To provide an opportunity for creative participation in a language-related activity.
8. To provide practice in following directions.

Materials Needed

The children will need paper and a pencil or crayons for making a picture.

Procedures

1. Introduce the tape with the objective of having the children be detectives and use the clues on the tape to find the answer.
2. Have the children listen to the tape and respond aloud to given clues, have the children listen to the story on the tape.
3. Have the children draw a picture to illustrate the outcome of the story.

Appendix B
Listening Activities

Lesson 1

General Aim

Students will be able to recall specific facts from a short story.

Specific Objective

After listening to a short story, students will be able to show the color of a particular object by using a colorwheel.

Materials

Colorwheels made of oaktag for each child.

Procedures

1. Discuss the directions with the children for using a colorwheel. Have the children listen for the color of a particular object in the story.
2. Have the children listen to the short story.
3. When the story is over, have the children show the color of the object on their colorwheel.

Lesson 2

General Aim

Students will be able to recall specific facts from a short story.

Specific Objective

After listening to a short story, students will state particular facts of the story that they heard.

Procedures

1. Discuss the directions with the students, have the children listen for particular facts in the story.
2. Have the children listen to the story.
3. When the story is over, have the students respond orally by stating particular facts listened for in the story.

Lesson 3

General Aim

Students will listen for specific information.

Specific Objective

After listening to the description of a scene, students will draw pictures to illustrate what they heard.

Materials

Paper and crayons for each child.

Procedure

1. Discuss the directions with the students.
2. Have the children listen to the description of the scene.
3. Have the children draw a picture of the scene, showing as many details as they can remember.
4. Discuss the students' pictures.

Lesson 4

General Aim

Students will listen to follow oral directions.

Specific Objective

Using a sheet of paper divided into four parts, students will mark on the paper particular objects stated by the teacher.

Materials

One sheet of paper divided into four parts and a pencil.

Procedure

1. Discuss the directions with the students.
2. Have students listen to the sentences and then mark their paper. Read each sentence one at a time. After each sentence stop and have the children show their answers.

Lesson 5

General Aim

Students will listen to follow oral directions.

Specific Objective

Given a sheet of paper divided into six parts with pictures in each part, the student will listen to sentences read by the teacher and mark particular pictures as directed by the teacher.

Materials

One sheet of paper with six parts and pictures in each part, and a pencil.

Procedures

1. Discuss the directions with the students.
2. Have children listen to oral sentences and mark their papers as directed. Read each sentence one at a time.

Lesson 6

General Aim

Students will be able to identify the main idea.

Specific Objective

After listening to a short story, students will state aloud a title for it.

Procedures

1. Discuss the directions with the students.
2. Have children listen to the short story.
3. Have children discuss choices for appropriate titles.

Lesson 7

General Aim

Students will listen and identify the main idea.

Specific Objective

After listening to a story, students will choose and underline the correct main idea from three given sentences.

Materials

Worksheet on "Getting the Main Idea" for each student.

Procedures

1. Discuss what is meant by main idea.
2. Discuss direction for listening and marking the worksheet.
3. Have students listen to the story.
4. Have students read aloud the given sentences and then underline the correct sentence.
5. Discuss which sentence is the main idea.

Lesson 8

General Aim

Students will listen to follow the sequence of a story.

Specific Objective

Students will be able to arrange picture cards into a logical time order following the listening of a story.

Materials

Time-ordered sequence picture cards.

Procedures

1. Discuss the direction with the students.
2. Have the students listen to the story.
3. Give each child a set of picture cards involving a time order.
4. Students are then asked to arrange their cards into the proper sequence.
5. Discuss the proper sequence after all are finished.

Lesson 9

General Aim

Students will be able to state inferred cause and effect relations.

Specific Objective

After listening to a short article, students will state conclusions in answer to a given question.

Procedures

1. Discuss directions with students.
Have students listen for particular clues to answer question given prior to listening.
2. Have students listen to article.
3. Have children discuss their responses.

Lesson 10

General Aim

Students will be able to choose inferred conclusions from short stories.

Specific Objective

Students will draw a line under the word that best completes the oral sentence read by the teacher after listening to a short story.

Materials

Worksheet for each child listing word choices and a pencil.

Procedures

1. Discuss directions with students, passout worksheets.
2. Have children listen to short story.
3. Teacher reads concluding sentence and word choices to class.
4. Students underline the word that completes the sentence.

Lesson 11

General Aim

Students will be able to infer conclusion from a short story.

Specific Objective

Students will draw a concluding picture after listening to a particular story.

Materials

Paper and crayons.

Procedure

1. Discuss directions with students, pass out papers.
2. Have children listen to story.
3. After listening, have children draw pictures illustrating conclusion.

Lesson 12

General Aim

Students will state a general summary of a short story.

Specific Objective

After listening to a short story, the students will state in their own words what happened in the story and draw a picture illustrating their summary.

Materials

Paper and crayons for each student.

Procedure

1. Discuss the directions with the children.
2. Have children listen to the story.
3. Have children state specific action that took place in the story and give general summaries.
4. Have children illustrate the story.
5. Have children share their illustrations.

Lesson 13

General Aim

Students will listen for enjoyment.

Specific Objective

Students will draw designs to music using colored chalk.

Materials

Paper and colored chalk, record player and a musical recording.

Procedure

1. Discuss specific direction for this activity.
Activity should be done in a relaxed manner.
2. Have children use colored chalk to draw as they listen to the music.
3. Have children share drawing, discuss where appropriate.

Lesson 14

General Aim

Students will listen for enjoyment.

Specific Objective

Students will paint their responses to poems they have heard.

Materials

Paper and waterpaints for each student.

Procedure

1. Discuss specific direction for this activity.
2. Have children listen to a short collection of poems.
3. Have children paint their responses to the poems.
4. Share the paintings during class discussion.

Lesson 15

General Aim

Students will distinguish factual information from fantasy.

Specific Objective

Students will be able to state "real" story facts from "make-believe" facts, after listening to a fairy tale.

Materials

No materials are needed for the children.

Procedure

1. Discuss what is meant by "real" and "make-believe."
2. Discuss directions for this listening lesson.
3. Have children listen to the fairy tale.
4. Have children discuss "real" story facts from "make-believe" story facts.

Lesson 16

General Aim

Students will listen for irrelevancies.

Specific Objective

Students will state the sentence that does not belong in the story.

Materials

No materials are needed for this lesson.

Procedure

1. Discuss the directions with the students.
2. Have the students listen to the story.
3. Have the students state the sentence that does not belong in the story.

Lesson 17

General Aim

Students will listen for irrelevancies.

Specific Objective

After listening to a short story, students will state the sentence that does not make sense in the story.

Materials

No materials are needed for this lesson.

Procedure

1. Discuss the directions with the students.
2. Have the children listen to the story.
3. Have the students state the sentence that does not make sense in the story and discuss why it does not.

Lesson 18

General Aim

The students will be able to distinguish the speaker's attitude.

Specific Objective

The students will state how the speaker feels after listening to the speaker's conversation.

Materials

No materials are needed for this lesson.

Procedure

1. Discuss different emotions with the students.
2. Discuss the directions for this lesson.
3. Have the students state after listening how the speaker feels.

Lesson 19

General Aim

The students will develop an awareness of the speaker's attitude.

Specific Objective

The students will draw a face showing how the speaker feels after listening to the speaker's conversation.

Materials

Paper and pencil for each student.

Procedures

1. Discuss different emotions with the students.
2. Discuss the directions for this lesson.
3. Have the students listen to the passage.
4. Have the students draw a face showing how the speaker feels.
5. Discuss and share students' comments and drawings.

Lesson 20

General Aim

The students will develop an awareness of the speaker's attitude.

Specific Objective

The students will state how the speaker feels after listening to different sentences.

Materials

No materials are needed for this lesson.

Procedure

1. Discuss different emotions with the students.
2. Discuss the directions for this lesson.
3. Have the students listen to sentences read aloud by the teacher indicating various emotions through changes in voice inflection.
4. Have the students state the different emotions heard.
5. Discuss the different vocal changes which convey different feelings.