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A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND READING.

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A FIRST-GRADE LISTENING SKILLS PROGRAM WAS DESIGNED TO BE TAUGHT AS AN INTEGRAL PART OF THE LANGUAGE ARTS PROGRAM AND TO IMPROVE ACHIEVEMENT IN LISTENING AND READING. THE COMPONENTS AND GUIDELINES FOR THE EXPERIMENT ARE SPECIFIED. THIRTY-THREE CLASSROOMS IN 22 ELEMENTARY SCHOOLS IN SAN DIEGO COUNTY PARTICIPATED. THE TREATMENT GROUPS WERE A TRADITIONAL APPROACH AND AN EXPERIENCE APPROACH. WITHIN EACH TREATMENT GROUP 40 STRUCTURED OR UNSTRUCTURED LITERATURE LISTENING LESSONS OF 20 MINUTES EACH WERE TAUGHT. A POST-TEST ONLY CONTROL DESIGN WAS UTILIZED. ANALYSIS OF VARIANCE WAS USED TO ANALYZE THE DATA. THE PINTNER-CUNNINGHAM PRIMARY INTELLIGENCE TEST, THE STANFORD ACHIEVEMENT TEST, AND THE WRIGHT LISTENING COMPREHENSION TEST WERE ADMINISTERED. TEACHERS EVALUATED THE LESSON PLANS. THE STRUCTURED PROGRAM WITHIN THE TRADITIONAL GROUP CAUSED A SIGNIFICANT DIFFERENCE IN ALL LISTENING AND READING ACHIEVEMENT FOR BOYS, TIED ONLY IN LISTENING VOCABULARY FOR GIRLS. THE STRUCTURED PROGRAM IN THE LANGUAGE EXPERIENCE GROUP SIGNIFICANTLY AFFECTED TOTAL LISTENING ACHIEVEMENT AND READING VOCABULARY FOR BOTH BOYS AND GIRLS. OTHER RESULTS, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, APPENDIXES, TABLES, FIGURES, AND A BIBLIOGRAPHY ARE INCLUDED.
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A STUDY OF THE EFFECT OF A FIRST-GRADE LISTENING
INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT
IN LISTENING AND READING

Co-operative Research Project 6-8468

by

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San Diego, California

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Ralph E. Kellogg
San Diego, California

CHAPTER I

OVERVIEW OF THE STUDY

"Take care how you view the world, it really is that way." "I have forgotten the word I intended to say, and my thought, unembodied, returns to the realm of shadows." These two thoughts, the first by an unknown philosopher and the second by a poet quoted by Vygotsky,¹ capsulize succinctly some of the thinking which led to the pursuit of this study. Each individual views the world through utilization of his thought processes. These thoughts are inextricably woven into the language he uses to communicate with himself and others as he mentally reconstructs his past experience with each new experience. This phenomenon involving the inter-relatedness of experience, thought, and language has long been of interest to the investigator. Within this larger phenomenon, he has believed the process of listening to be central to the development of language and thought. With this interest has developed a growing conviction that much more attention to listening instruction has been needed in the public schools. This need has been corroborated by

¹L. S. Vygotsky, Thought and Language (Cambridge, Mass.: The M.I.T. Press, 1962).

numerous professional articles reported in publications by the National Council of Teachers of English and in other professional journals. The curriculum development project reported here, with attendant research data, has been an outgrowth of this interest. The purpose of the study was to design and analyze the effect of a first-grade listening instructional program upon achievement in listening and reading.

Chapter I is designed to give the reader a brief overview of the study and its component parts, with the exception of analysis of the data which appears in Chapter V, and assessment, conclusions, and recommendations which comprise Chapter VI. The development of the conceptual model of developmental listening is reported in depth in Chapter II, the development of the literature listening program in Chapter III, and the experimental design in Chapter IV.

Background of the Study

Face validity evidence and research findings have indicated that much time has been spent by elementary and secondary students and adults in listening. Rankin,² in one of the early studies, found that of the total time devoted to language communication by adults, 45 percent was spent in listening, 30 percent in speaking, 16 percent in reading,

²Paul T. Rankin, The Measurement of the Ability to Understand Spoken Language (unpublished doctoral dissertation, University of Michigan, 1926).

and 9 percent in writing. Later, Wilt,³ investigating the amount of time devoted to listening in the elementary school, determined that over 50 percent of the total instructional time of the school day was spent by students in listening. A similar study by Markgraf⁴ verified this general pattern relating to instructional time at the secondary level. Quantitatively, the amount of time spent listening in classroom instruction, and in life generally, becomes apparent.

Factor analysis studies by Caffrey⁵ and Spearitt⁶ have isolated listening as a separate factor. Caffrey, utilizing his experimental test of general listening, the California Auding Test, the reading portion from the Iowa Test of Educational Development, and the Otis Quick Scoring Test of Mental Ability, concluded that listening ability could be measured objectively, reliably, and validly. Spearitt's study of sixth-grade students, involving thirty-four measures of listening, reading, thinking, memory, and

³Miriam E. Wilt, A Study of Teacher Awareness of Listening as a Factor in Elementary Education (unpublished doctoral dissertation, Pennsylvania State College, 1964).

⁴Bruce Richard Markgraf, An Observational Study Determining the Amount of Time that Students in the Tenth and Twelfth Grades are Expected to Listen in the Classroom (unpublished master's thesis, University of Wisconsin, 1957).

⁵John Gardner Caffrey, Auding Ability as a Function of Certain Psychometric Variables (unpublished doctoral dissertation, University of California, Berkeley, 1953).

⁶Donald Spearitt, A Factorial Analysis of Listening Comprehension (unpublished doctoral dissertation, Harvard University, 1961).

attention, supported Caffrey's conclusion. Studies by Pratt,⁷ Hogan,⁸ and Lundsteen⁹ all reported significant gains in listening comprehension made by students having training in listening skills with little or no gain by students having no training in listening skills. Thus, the assumptions that listening existed as a separate factor and that listening could be taught have proved valid.

Biggins,¹⁰ Bonner,¹¹ Hall,¹² Joney,¹³ Lewis,¹⁴ Many,¹⁵

⁷Lloyd Edward Pratt, The Experimental Evaluation of a Program for the Improvement of Listening in the Elementary School (unpublished doctoral dissertation, State University of Iowa, 1953).

⁸Ursula Hogan, An Experiment in Improving the Listening Skills of Fifth and Sixth Grade Pupils (unpublished master's thesis, University of California, Berkeley, 1953).

⁹Sara W. Lundsteen, Teaching Abilities in Critical Listening Skills of Fifth and Sixth Grade Pupils (unpublished doctoral dissertation, University of California, Berkeley, 1963).

¹⁰Mildred E. Biggins, A Comparison of Listening Comprehension and Reading Comprehension in Second and Third Grades (unpublished advanced thesis, Indiana State College, 1961).

¹¹Myrtle C. S. Bonner, A Critical Analysis of the Relationship of Reading Ability to Listening Ability (unpublished doctoral dissertation, Auburn University, 1960).

¹²Robert Oscar Hall, An Exploratory Study of Listening of Fifth Grade Pupils (unpublished doctoral dissertation, The University of Southern California, 1954).

¹³Olive L. Joney, A Comparison of Reading and Listening in Teaching Factual Material in Grade Four (unpublished master's thesis, Boston University, 1956).

¹⁴Maurice S. Lewis, The Construction of a Diagnostic Test of Listening Comprehension for Grades 4, 5, and 6 (unpublished doctoral field study, Colorado State College of Education, 1954).

¹⁵Wesley Allen Many, The Comprehension of Identical

Spearitt,¹⁶ and Toussaint¹⁷ have reported coefficients of correlation between listening and reading from .45 to .70. The improvement of reading achievement as a result of listening instruction was cited by Dumdie,¹⁸ Kelty,¹⁹ McPherson,²⁰ Marsden,²¹ McCormack,²² and MacDonnell.²³ Assumption of a

Materials Presented Under Reading and Listening Conditions
(unpublished master's thesis, State University of Iowa, 1953).

¹⁶Spearitt, loc. cit.

¹⁷Isabella H. Toussaint, Interrelationships of Reading, Listening, Arithmetic and Intelligence and Their Implications (unpublished doctoral dissertation, University of Pittsburgh, 1961).

¹⁸Milton Frederick Dumdie, The Effects of a Listening Program and a Reading Program upon Listening and Reading Comprehension in a Fourth and Fifth Grade Class (unpublished master's thesis, University of Wisconsin, 1961).

¹⁹Annette P. Kelty, An Experimental Study to Determine the Effect of "Listening" for Certain Purposes upon Achievement in Reading for Those Purposes (unpublished doctoral field study, Colorado State College of Education, 1953).

²⁰Irene McPherson, The Effect of Direct Practice in Listening on Certain Reading Skills (unpublished master's thesis, Colorado State College of Education, 1951).

²¹W. Ware Marsden, A Study of the Value of Training in Listening to Achievement in Reading (unpublished doctoral field study, Colorado State College of Education, 1952).

²²Sister Mary Eulogius McCormack, An Experimental Study of the Effect of a Concentrated Program of Listening Comprehension Skills on Reading Comprehension of First Grade Pupils in Selected Schools in Massachusetts (unpublished master's thesis, Cardinal Stritch College, 1962).

²³Sister M. Patrina MacDonnell, An Experimental Study of the Effect of Intensive Training in Listening Skills on Reading and Spelling Achievement in Grade One (unpublished master's thesis, Cardinal Stritch College, 1962).

close relationship between listening and reading, with the possibility of improving reading achievement through listening instruction, has seemed warranted.

Once the importance and feasibility of developing a listening instructional program had been verified through analysis of the literature and field observation, the question of the most appropriate grade level at which such instruction should begin in order to maximize instructional efficiency was considered. Armstrong's²⁴ study of aural and visual vocabulary in the language of 200 children showed aural vocabulary to be much greater than visual vocabulary until approximately 10 years of age. The importance of auditory discrimination to beginning reading instruction has long been stated by authorities and practitioners. Bloom's analysis of stability and change in human characteristics²⁵ advanced the concept of early stimulation of development of mental processes exemplified by the old wives' tale, "You can tell the baby that has been talked to." The inference here was that, since the most rapid development takes place earlier in life, stimulation during early years would have the greatest chance of marked effect upon full achievement of later

²⁴Hubert Coslet Armstrong, The Relationship of the Auditory and Visual Vocabularies of Children (unpublished doctoral dissertation, Stanford University, 1953).

²⁵Benjamin S. Bloom, Stability and Change in Human Characteristics (New York: Wiley Publishing Co., 1964).

potential. Fledderjohann,²⁶ in a study of the relationships of visual and auditory perception to reading comprehension, concluded his research with a strong statement in support of auditory training in the primary grades to develop language and reading abilities of children. He further indicated that training in auditory perception probably should be undertaken concurrently with or prior to reading instruction. While numerous instructional programs in listening were reported in the literature, very few programs for the first-grade level could be found. These factors and the judgment that formal instruction in the classroom typically has not taken place until first grade, caused the logic of beginning listening instruction at this level to seem justified.

Research evidence increasingly has been pointing to the desirability of listening instruction and to the primacy of listening over reading as the dominant communication input channel in the early elementary grades. However, historically, the public schools have provided little systematic instruction in the improvement of listening skills. Few courses in the preparation of elementary or secondary school teachers have included instruction relating to the importance of, information about, or methodology of instruction in the teaching of listening skills or help for prospective teachers

²⁶William C. Fledderjohann, A Study of Some Relationships of Visual and Auditory Perception to Reading Comprehension (unpublished doctoral dissertation, University of California, Los Angeles, 1965).

in improving their own listening ability. This lack of pre-service background has encouraged an unexamined assumption in much classroom instruction; that is, students learn to listen better by listening more. Instructional materials to help the classroom teacher teach a listening skills program similar to those provided for reading instruction have been quite limited and most often not available. Observations by the author of instructional practices of teachers in elementary classrooms in San Diego County generally, specific insights from "A Comparative Study of Two First-Grade Language Arts Programs," Co-operative Research Project 2576²⁷ and reports of teachers, principals, and curriculum personnel in other parts of the nation led to the conclusion that little emphasis was being given to direct instruction in listening skills. Recently, however, a growing interest in the teaching of listening skills has been developing. This has been evident in the increasing number of research studies being reported in the literature, in responses of classroom teachers indicating desire for materials and assistance, and in interest on the part of publishers of educational materials.

The factors indicated in this analysis led the author to design an instructional skills program for the first-grade level which: (1) could be taught as a part of a total language

²⁷San Diego County, Department of Education, "A Comprehensive Study of Two First-Grade Language Arts Programs," Co-operative Research Project 2576.

arts program, (2) would improve student achievement in listening, and (3) would improve student achievement in reading.

Assumptions underlying the study which seemed to be substantiated by research and best judgment in the initial analysis of the problem were the following:

1. Children, while attending elementary school and high school and in later life, will spend a great amount of time processing information through listening. Therefore, improvement of listening skills is a legitimate and proper objective of the language arts program.
2. Listening is a separate, distinct ability.
3. Student achievement in listening skills can be improved through a listening skills instructional program.
4. A correlation exists between reading ability and listening ability.
5. Listening skills are a measure of reading potential.
6. An instructional program in listening skills, properly designed, can improve student achievement in listening and at the same time provide for the transfer to student achievement in reading.

7. A listening skills program suitable for the first-grade level language arts curriculum can be constructed and evaluated.
8. Listening and reading achievement can be measured at the end of the first-grade level.
9. The second semester in first grade will provide adequate instructional time within which to improve listening and reading achievement beyond normal maturational development of these skills.
10. Comparability of experimental and control groups of first-grade students and teachers in factors of age, sex, and intelligence can be achieved through:
 - a. random assignment of teachers to experimental treatments and
 - b. analysis of covariance statistical procedures.

A Conceptual Model of Developmental Listening

A conceptual model of developmental listening was formulated for the purpose of providing a framework within which to design later the listening instructional program. In the first component of the conceptual model, three levels of listening were delineated. At listening level I, the

scope of input was the total physical world capable of transmission in audible form. The requirement of the listener at this level was that of auditory acuity. Listening level II narrowed the scope of input to the total world of spoken language. Requirement of the listener at this level was to decode language through auditory discrimination. Listening level III involved input of the total world of spoken language again; however, the requirement of the listener at this level was that of auditory comprehension. Since the major concern of listening instruction ultimately would be that of comprehension, a further refinement of levels of comprehension was explicated for listening level III through modifying Bloom's taxonomy, "Cognitive Domain."²⁸ Examples of listening comprehension illustrating the six levels--knowledge, comprehension, application, analysis, synthesis, and evaluation--were given. The second component of the conceptual model focused upon the role of listening as a foundation for speaking, reading, and writing in language acquisition. Seven basic premises thought to be fundamental to listening as one part of language development were formulated and stated. The third component of the conceptual model consisted of the specific skills of listening as drawn from the literature:

²⁸Benjamin S. Bloom, ed., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: Longmans, Green and Company, 1956).

Listening to Get Information

Maintaining attention through speech

Anticipating a speaker's ideas

Following verbal directions given in sequence

Repeating messages given verbally

Skills Used in Detecting Speech Organization

Discovering the main ideas

Determining the plan of organization

Recognizing illustrative examples

Critical Listening

Relating heard material to own experiences

Making use of contextual clues to determine unknown meanings

Discerning between fact and opinion

Recognizing that which is relevant

Making logical inferences from what is heard

Keeping an open mind before forming opinions

Analyzing and judging propaganda techniques

The three components of the conceptual model of developmental listening are treated in greater detail in Chapter II.

Curriculum Development and Research Strategy

This study was viewed by the author as a curriculum development project which included research into the effects of that development in the classroom setting. The investigator chose to take this view for three reasons: (1) His fundamental interest has been in curriculum development. (2) The functions of his professional position while conducting the study were those relating directly to improving curriculum and instruction. (3) Most importantly, curriculum development programs and projects typically have not included research as an integral part of their activity. The separation of curriculum development from research has been regrettable, leaving those involved in curriculum development in a position of being unable to say with any degree of precision or assurance at the end of a project what positive effect, if any, it had upon the education of children or youth.

Several different theories of curriculum development and the change process in educational innovation have been stated in the literature. The Brickell model of curriculum innovation²⁹ was selected and modified to guide this project appropriately. Briefly stated, the Brickell model includes three phases. The first phase is that of design in which

²⁹Henry M. Brickell, Organizing New York State for Educational Change (Albany, N. Y.: The University of the State of New York, State Education Department, December 1961).

all factors relating to the curricular program are analyzed and an instructional program is formulated. In phase two, the program is researched, preferably in a large-scale field test in typical operational settings. Phase three is dissemination.

Phase one, design, was accomplished through (1) analysis of the research in listening, (2) analysis of the factors relating to educational need for a listening program, (3) development of a conceptual model of listening development, and (4) organization of the classroom instructional program.

Phase two was accomplished through field tryout and research in thirty-three classrooms involving 822 children.

Phase three, dissemination, was not a part of the project, but is discussed briefly in Chapter VI.

Development of the Experimental Literature Listening Program

Guidelines for the development of the listening program were identified as was a pattern of instructional strategy for each listening lesson. Implicit within these guidelines were assumptions about each of the seven determiners of the curriculum indicated by MacKenzie³⁰ as

³⁰Gordon N. MacKenzie, "Curricular Change: Participants, Power, and Processes," in Mathew B. Miles, ed., Innovation in Education (New York: Bureau of Publications, Teachers College, Columbia University, 1964), Chap. 17.

related to this program. These determiners were: students, content or subject matter, materials, methodology, teachers, facilities, and time.

The listening program was formulated at level III, listening comprehension for use with students in typical heterogeneous first-grade classrooms. Children's literature was utilized as the content vehicle of listening in order to cast the instructional program with the content of the English language arts curriculum area. The program was developed for inclusion with a minimum of disruption in existing language arts curriculums in which teachers might be employing different language arts methodologies. An easily transported set of paperback books for children's stories with specified lesson plans constituted the materials of instruction. Relative to methodology, the teacher's role was that of direct teaching to a total class group rather than as a co-ordinator of pupil self-instructional strategies. Direct instruction in listening skills as opposed to incidental or indirect instruction was the focus of classroom strategy. A progression of lessons from simple to complex was formulated with the assumption that rather explicit instructions to teachers would be necessary due to their limited professional training in listening instruction. Within each lesson a listen-think-respond strategy relating to the ideas of the story was utilized throughout. Games for motivation, skill development in the classroom, and

reinforcement in the home were employed wherever possible. Considerable attention to student oral reconstruction about each particular skill and his development of it through the various games were included as a further means of reinforcement. It was assumed that teachers would be predominantly female with a wide range of age and experience background, and that instructional facilities in which the program would be taught would be typical self-contained first-grade classrooms in San Diego County. A series of forty literature listening lessons was designed, each lesson approximately twenty minutes in length. This structured the time factor. This program designed with these guidelines and assumptions relating to the determiners of the curriculum became the experimental structured literature listening program.

A second experimental literature listening program against which to test the first was devised. It consisted of a minimum of instructions to teachers giving directions to read stories from the same children's read-aloud set of books for a series of forty lessons of approximately twenty minutes each. In this program teachers were told to use whatever procedures in reading the stories they normally used. This second program was designed to duplicate as nearly as possible classroom procedures normally used by teachers without an experimental program. Called the unstructured literature listening program, it provided a legitimate control group against which to measure the structured literature listening instructional program.

Experimental Research Procedures

Two similar two-treatment posttest research studies were conducted concurrently involving listening treatment differentiation in two different language arts methodologies: the traditional method and the experience approach. A structured and unstructured literature listening program was tested within each language arts methodology. A similar time schedule with equal total amount of instructional time for all treatment groups was organized. The same instructional materials for both listening programs were utilized, each in a different manner by the structured and the unstructured literature listening treatment groups. The general hypothesis was that students receiving the structured literature listening program would achieve significantly more in listening as measured by the Wright Test of Listening Comprehension, and significantly more in reading as measured by the Stanford Reading Test than those receiving the unstructured literature listening program. Teachers volunteered for participation and were randomly assigned to teach either the structured or unstructured literature listening program within their particular language arts methodology. The pupil population in the study which completed listening, reading, and intelligence tests and experimental programs consisted of 822 first-grade students. Teachers attended three orientation and organizational meetings, but no in-service education relating to listening or reading in any of

these meetings was provided. All instructions relating to each of the two literature listening programs were sent by mail during the experimental period January through June 1966. In addition to the Wright Listening Comprehension Test and Stanford Reading Test which were given at the end of the experimental period, the Pintner-Cunningham Test of Mental Abilities was administered in January just prior to the start of the experimental period.

Analysis of covariance statistical manipulations through the use of the Health Science Facilities Computing Center, University of California at Los Angeles, Bio-Medical 04V computer program were utilized in pupil data interpretation.

This chapter has provided a brief overview of the study design. Chapters II through VI provide more depth and detail relating to each phase of the program development and research.

CHAPTER II

A CONCEPTUAL MODEL OF DEVELOPMENTAL LISTENING

The development of a listening instructional program required the prior consideration of listening skills as they develop in children and the relationships of such acquisition to the larger phenomena of language development. A conceptual model of developmental listening was formulated and is here reported. This model was not intended to stand the rigorous test of logical theory nor was it expected that it would be supported solidly by empirical research evidence since such evidence is limited. The model was synthesized from ideas presented in the literature on listening, gleaned from conversations with teachers and curriculum specialists in language and language arts and from observations and thinking of the author.

Levels of Listening

At one level, "listening" can be described as the physiological reception of physical pulsation or vibration through the auditory nerve system. Usually, such vibrations are transmitted through the air and received initially through the ears. This definition implies no linkage of the

vibration with thought processes or meaning and leaves the source of vibration completely open. At this level of "listening," the acuity of the ears and related parts of the auditory nerve mechanism of the individual is all that is required. At another level of "listening" is the process of receiving the sounds of other human beings' oral language through the auditory nerve system and distinguishing likeness and differences between the various units of sound. This narrows the definition to language input but still implies no relationship with the receptive process of thinking and interpretation. At this level of "listening," auditory discrimination is required of the listener. A third level of "listening" is that of hearing, recognizing, and interpreting spoken symbols. This last definition is given by Brown¹ as a definition of "auding." Auding might be conceived as auditory comprehension of language signals or symbols. This term has been used to differentiate more precisely the relationship of "listening" to spoken language and its interpretation in the thinking process of the individual. Russell² has used a simple formula to show the relationship of these different interpretations and their comparison to a similar sequence of meaning acquisition in reading: seeing,

¹Donald Pardie Brown, Auding as the Primary Language Ability (unpublished doctoral dissertation, Stanford University, 1954).

²David H. Russell and Elizabeth F. Russell, Listening Aids Through the Grades--One Hundred Ninety Listening Activities (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

observing, reading--hearing, listening, auding. Figure 1 illustrates the differences in the three levels of listening.

A further differentiation of levels of listening can be made at listening level III: comprehension and interpretation of oral language symbols. One method by which this can be accomplished is through the use of Bloom's Taxonomy.³ Six general levels of thought processes are delineated in the Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Using this model of thought levels, one can readily think of a different purpose or level for listening to a conversation or formal oral presentation relating to each of the given thought levels. A specific example of listening comprehension levels using the Taxonomy follows:

Assume that the following information is being presented orally. The listener might be required to comprehend at each of the six different levels. A question will be asked after the selection to illustrate the listening comprehension requirement at each level.

Land animals have a harsh living environment, such as polar regions, jungles, and deserts. Creatures of the seas have life much easier. Water temperatures in the tropics

³Benjamin S. Bloom, ed., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: Longmans, Green and Company, 1956).

<p>LISTENING LEVEL I Hearing</p>	<p><u>Scope of Input</u> <u>Total Physical World Capable of Transmission Auditorially</u></p> <p><u>Requirement of Individual</u> <u>Auditory Acuity</u></p> <p><u>Reaction Level of Individual</u> <u>Physical Reception, No Comprehension or Interpretation</u></p>
<p>LISTENING LEVEL II Listening</p>	<p><u>Scope of Input</u> <u>Total World of Spoken Language</u></p> <p><u>Requirement of Individual</u> <u>Auditory Discrimination</u></p> <p><u>Reaction Level of Individual</u> <u>Recognition of Likenesses and Differences of Phonemes</u></p>
<p>LISTENING LEVEL III Auding</p>	<p><u>Scope of Input</u> <u>Total World of Spoken Language</u></p> <p><u>Requirement of Individual</u> <u>Auditory Comprehension</u></p> <p><u>Reaction Level of Individual</u> <u>Comprehension and Interpretation of Oral Language Symbols</u></p>

Figure 1
THREE LEVELS OF LISTENING

seldom exceed eighty-five degrees. Waters at the poles usually are not colder than thirty degrees.

Question 1 - Knowledge Level: Recall of Specific Facts Presented

Tropical waters usually do not go above _____ degrees in temperature.

Question 2 - Comprehension Level: Simple Interpretation of Facts Presented

The ranges of temperature from tropical to polar waters is approximately _____ degrees.

Question 3 - Application Level: Application of Ideas Presented to a Different Specific Situation

Land animals of the desert region must be more adaptable to temperature extremes than sea animals. Explain.

Question 4 - Analysis Level: Analysis of Relationships of Component Parts of Ideas Presented

The water mass of the world stabilizes temperature extremes of the world's land masses. True or False? Why?

Question 5 - Synthesis Level: Restructuring of Component Parts to Form a Concept or Generalization Not Given in the Presentation

If you could change the temperature of the land and seas of the earth to be most ideal for all existing life, what would you do?

- a. Make no changes.
- b. Decrease land temperature range
50 degrees.
- c. Increase water remperature range
20 degrees.

Why?

Question 6 - Evaluation Level: Judgment of Ideas Presented Against Ideas or Values of the Listener

How would you compare the quality of life on other planets with life on earth, knowing the extreme temperature ranges of most other planets?

This model of the cognitive domain ranges far beyond the level of listening comprehension practiced by most persons. The three levels of listening presented thus far suggest a basic premise of the over-all conceptual model.

Basic Premise A

Listening is a complex process, taking place at many levels ranging from simple reception of vibrations through abstract levels of thinking.

In its most meaningful sense, listening must be closely linked with all levels of thought processes.

Listening Development as Part of Language Development

When one considers the four language skills of listening, speaking, reading, and writing in terms of their development within an individual during his early years and throughout his life, the fundamental importance of listening becomes obvious. If one were to consider crying, gooing, cooing, etc., as speaking, it might be technically correct to say that a baby speaks before he listens. But when one thinks of these four skill areas within the framework of the language system of the particular culture, the infant listens to the language for a considerable length of time before he speaks the language. A background of much experience in hearing oral language sounds and relating these sounds to objects and actions previously experienced is necessary for the child to learn to speak, to read, and to write. The first language symbolization of experience takes place through listening.

For example, the infant or young child touches, sees, hears, and in most every sensory way possible experiences his mother. Gradually, after much repetition of listening to the sound of "mama" as he experiences his mother, he begins to understand that the spoken sound of "mama"

represents his mother. In this manner he is introduced to an oral language symbol of his culture through listening. Later, he reinforces this understanding through speaking by saying "mama." Whatever meaning the word "mama" has when he hears or speaks it will be related directly to the kinds of experiences he has built up in the interaction between him and his mother. From this seemingly simple but very complex intellectual beginning he rapidly builds his own oral language within the scope and limitations of the experiential and linguistic environment of his family and neighborhood. The linguistic environment initially is experienced totally through listening and speaking. Reading and writing are introduced normally at a later stage of development in school instruction. Through this process, meaningful experience builds upon prior meaningful experience and is communicated through language symbols building upon language symbols. This process is lifelong and cumulative. A step-by-step progression of this developmental process with concepts central to each step is illustrated in Figures 2 through 7.

The child experiences his environment through his various sensory systems.

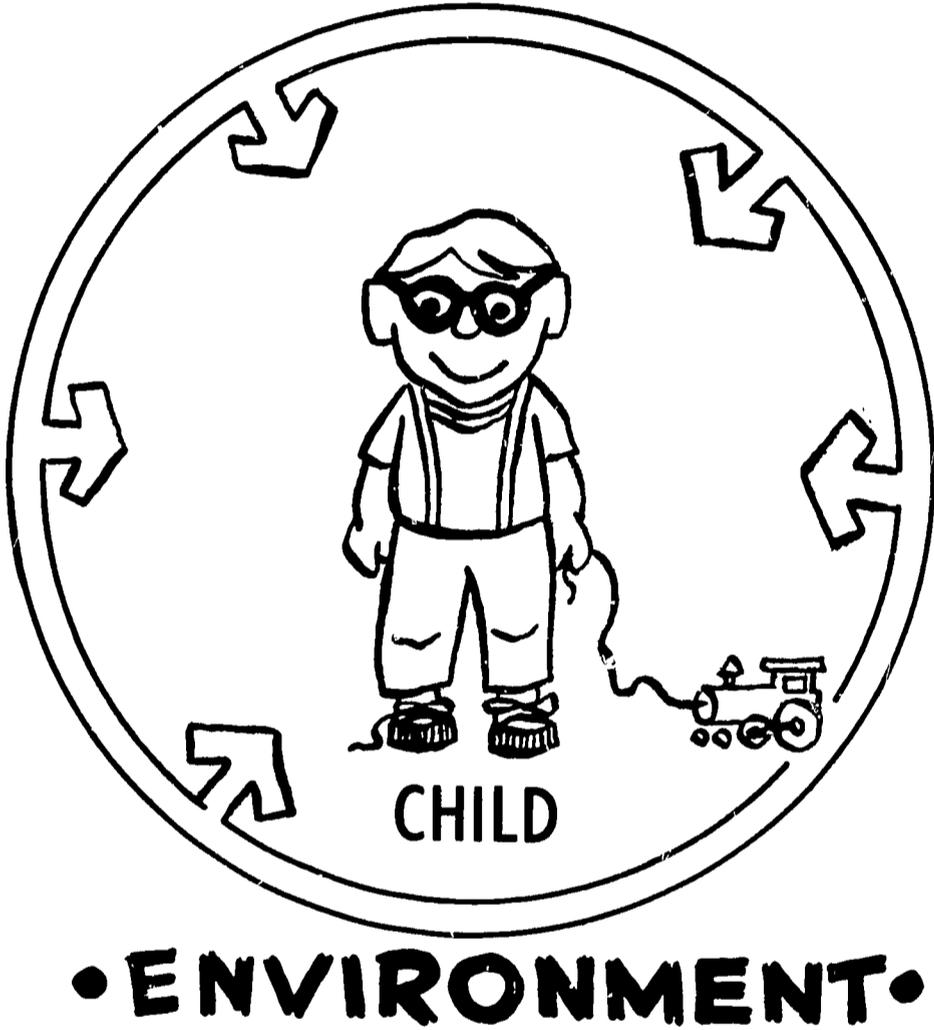


Figure 2

ENVIRONMENT EXPERIENCED THROUGH THE SENSES

The child hears specific language sounds of the environment;
in this example, the sound "mama."

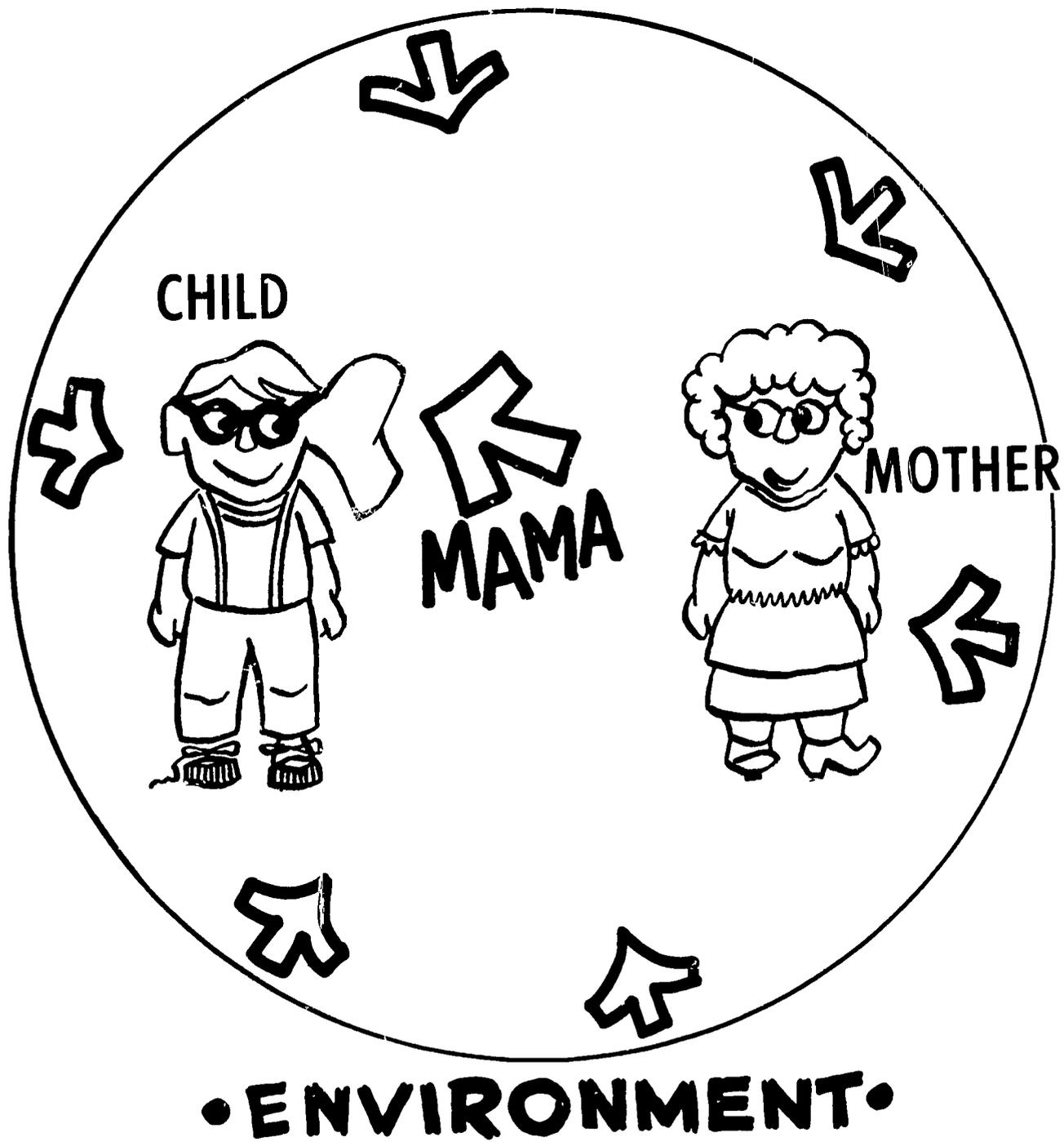


Figure 3

AUDITORY LANGUAGE SOUND INTAKE PROCESS

The child listens to oral language sounds and takes meaning from his prior sensory experience to these sounds. As the mental reconstruction of prior meaning is linked to the sound, it becomes symbolic.

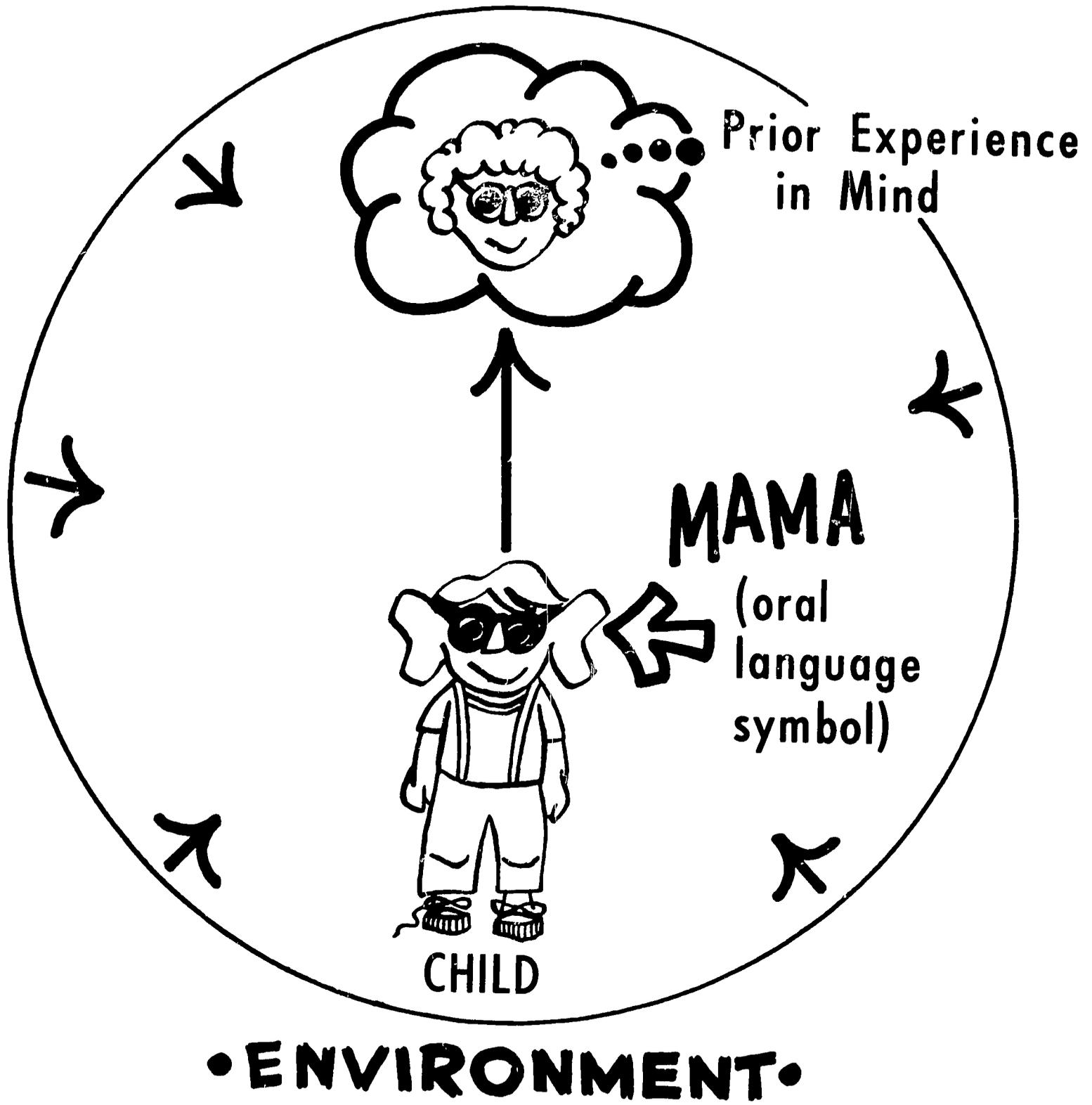


Figure 4

LANGUAGE SYMBOLIZATION THROUGH LISTENING

The child speaks about prior experiences. Meaning and sound of spoken words are drawn from previous background of sound and meaning derived through prior listening.

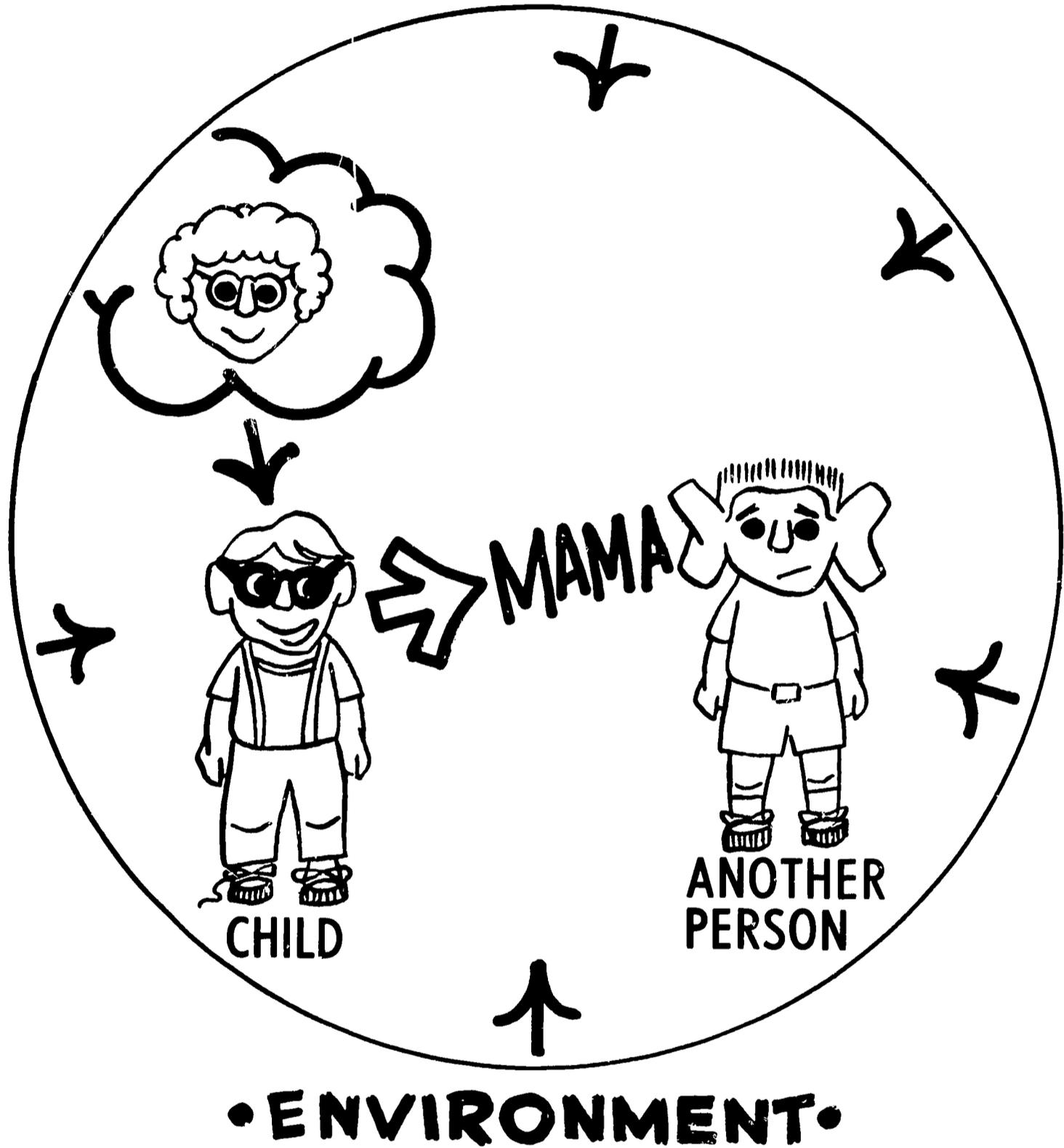


Figure 5

LANGUAGE SYMBOLIZATION THROUGH SPEAKING

The child sees the graphic representation of oral language sound and symbol. As the mental reconstruction of prior meaning is linked to the written word, it becomes symbolic. Meaning and sound of the words being read are drawn from previous background of sound and meaning derived through listening and speaking.

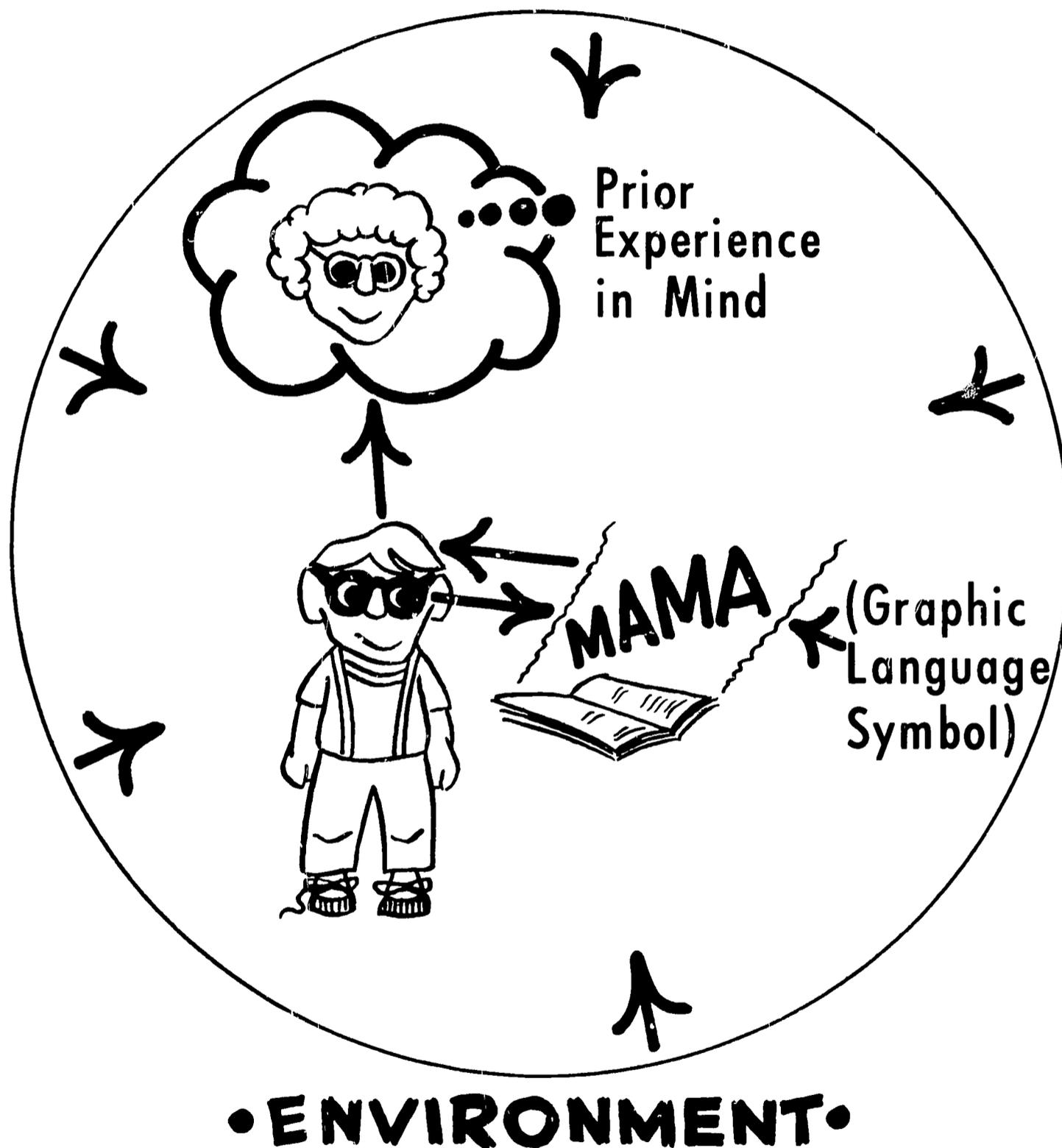


Figure 6

LANGUAGE SYMBOLIZATION THROUGH READING

The child writes a graphic representation (word) to convey the desired language sound and symbolic meaning. The sound and symbolic meaning are drawn from a reconstruction of prior experiences in speech which were developed initially from previous listening.

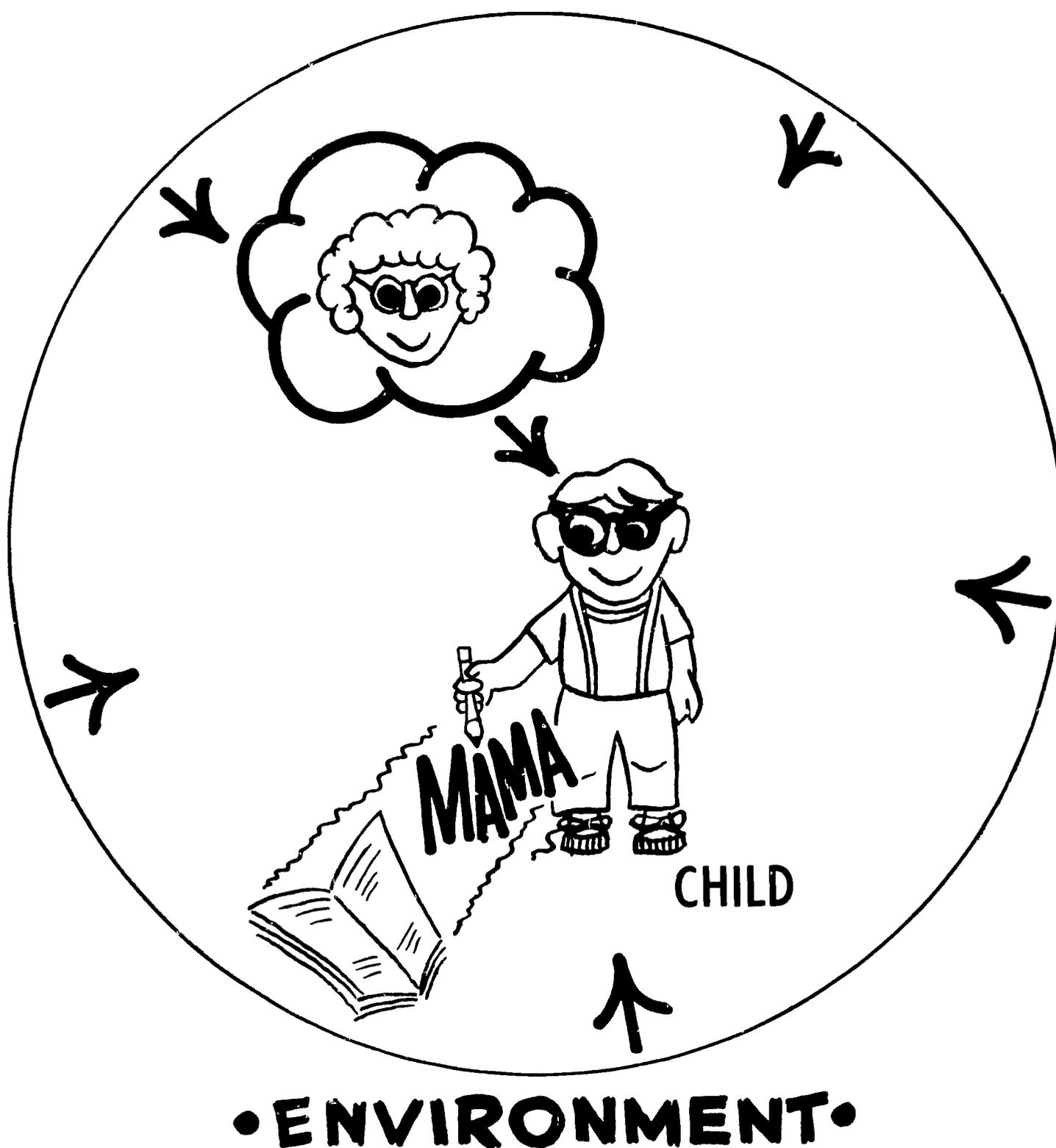


Figure 7

LANGUAGE SYMBOLIZATION THROUGH WRITING

Basic Premise B

Language is symbolization of experience and has meaning only in relationship to prior experience.

Basic Premise C

Language communication through listening-speaking is possible because of common elements of experience which each person using the language brings to the oral sounds of the language.

Basic Premise D

Meanings derived through language may be similar between individuals but, in the final analysis, are unique because each person has his own special interpretations with respect to his singular, separate, different experiences.

Basic Premise E

Experience symbolized in oral language is taken into the mind of the individual through listening, reconstructed by relating the oral symbol to past experience, and projected from the mind of the individual in language through speaking or writing.

A developmental hierarchy is typically followed by most children in their natural development of language from early infancy through the elementary school years. This hierarchy is illustrated in Figure 8.

There is little research evidence to indicate at what stage of development children's reading vocabulary surpasses their oral language usage vocabulary. It is often observed that, in the upper elementary and junior high school years, most children's reading vocabulary extends beyond the oral language vocabulary which they use in common social discourse. This phenomenon might cause one to question the fundamental importance of listening as a foundation to the skills of reading and writing in later stages of development. The author is not aware of any definitive research explaining this phenomenon. However, the following hypothesis is presented: Reading and writing involve an "internal dialogue" of speaking silently to oneself and listening to oneself. In this connection, a person reading silently speaks to himself about the words on the page and then mentally listens to himself speaking. A similar process occurs in writing; that is, the writer says the words and internally listens to them as he writes. While reading, a person may encounter a new word foreign to his present listening vocabulary. He can pronounce the word only to the extent that he can relate it to the sound system of the language, hence internal listening within the mind becomes involved. The person reading may gain an approximate meaning of the word from the

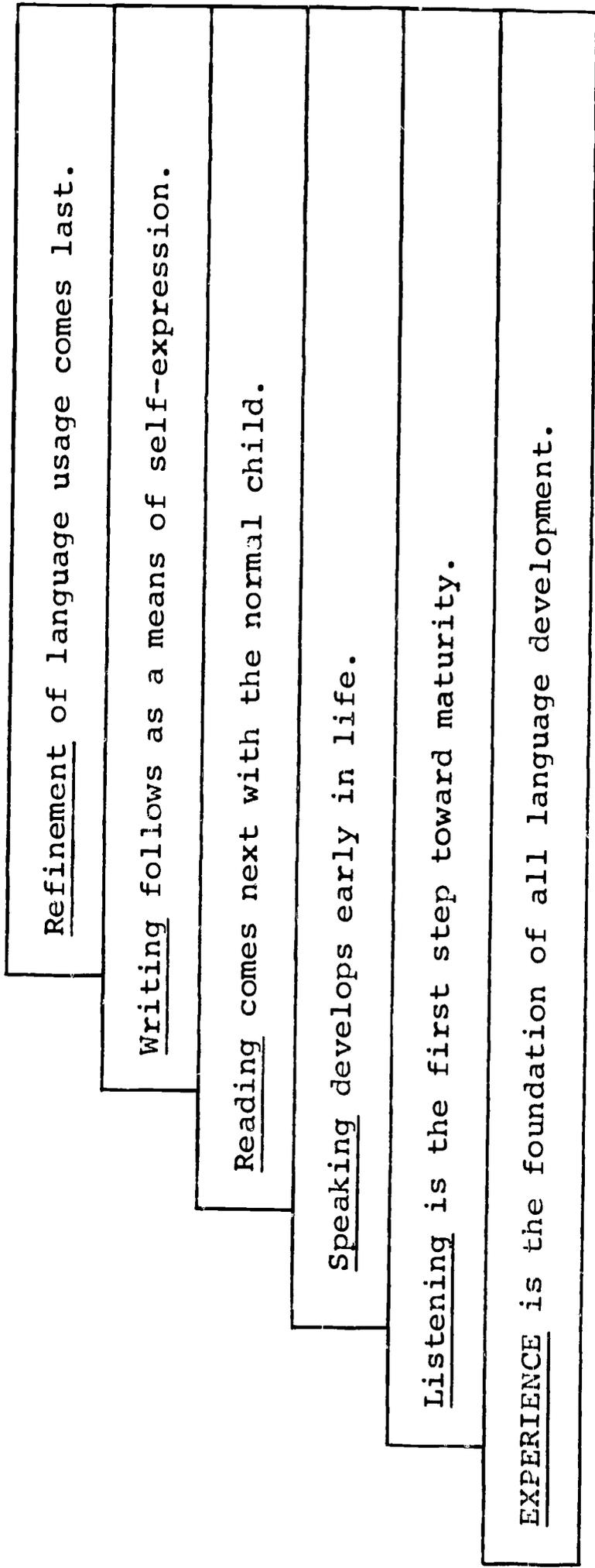


Figure 8

RELATIONSHIP OF EXPERIENCE TO OTHER LANGUAGE SKILLS

context of the sentence and the paragraph in which he finds it; however, the meaning of the words in the context will have their roots in the prior listening experiences of the reader. Pronouncing a new word is related to sound, therefore, based upon prior listening; understanding a new word in reading rests upon its relationship to other words whose initial meaning first was symbolized through the listening process.

From these ideas two basic premises of the listening model emerge:

Basic Premise F

Listening is the process which provides the basic foundation upon which all other language skills develop. Comprehension of meaning in speaking, reading, and writing rests upon the base of comprehension in listening.

Basic Premise G

A person "listens" as he utilizes the other language skills by carrying on an internal mental dialogue as he speaks, reads, and writes.

Skills of Listening

Recognizing that there are levels of listening and that listening is inextricably related to language development and the processes of speaking, reading, and writing, it becomes necessary to identify the skills of listening if one is to gain focus in listening instruction.

Skills of listening are reported in courses of study, professional journals, and textbooks. These typically are the product of logical intellectual projections of persons writing in the field, not scientific isolation and analysis.

The list of listening skills presented here is the writer's synthesis of those indicated in the professional literature. They are drawn largely from the work of Wright⁴ and Lundsteen.⁵ Illustrative examples or explanations follow the statement of each skill to facilitate greater understanding. The reader is directed to note the relationship of these skills to thinking processes as previously indicated in Bloom's Taxonomy.

Listening to Get Information

Skills requiring attention and following directions

Maintaining attention through speech

This skill is largely one of mental concentration upon the speaker and what he is trying to say regardless of the manner of presentation.

Anticipating a speaker's ideas

This skill grows from the maintenance of attention.

It involves thinking with the person who is speaking. It may include anticipating the next word, phrase, or thought which the speaker might use, or projecting an idea or conclusion far ahead of what the speaker is saying at the moment. Usually the first kind of anticipation is done in small group conversation and the second in listening to longer formal presentations.

Following verbal directions given in a sequence

Directions here might range from simple "Do this!" and then "Do that!" at the preschool or kindergarten level to an involved complex operation in a particular specialty field at the graduate level.

Repeating messages given verbally

Recall of exact detail and sequence after a period of time delay is necessary.

Skills used in detecting speech organization

Discovering the main ideas

Many test items utilized in standardized achievement and intelligence tests which give a short paragraph, and ask the student to select the main idea illustrate this skill.

Determining the plan of organization

The process involved in this skill might be called mental outlining. Discovering the several "main ideas" of a speech and their sequence is required.

Recognizing illustrative examples

Example: Which statements (1, 2, 3, or 4) are examples of Statement A?

A. An animal is sometimes easy to tell from other animals because one part of its body is very strange or unusual.

1. Some rabbits have tails that look like powder puffs.
2. The dog has hair on his back.
3. The cat has sharp teeth.
4. The tiger has claws.

In a speech, illustrative examples are often used to support main ideas.

Critical Listening

Skills requiring analysis and synthesis of information

Relating heard material to own experiences

Upon hearing something, thinking about the likenesses and differences from that which the listener has experienced before is required.

Making use of contextual clues to determine unknown meanings

Example: A. Nancy was playing with a knife. She wasn't careful, and she lacerated her finger.

1. She bruised her finger.
2. She hurt her finger.
3. She cut her finger.

Discerning between fact and opinion

Example: Are these facts or opinions?

1. Many trees have red leaves in springtime.
2. Birds are happier than animals.
3. St. Louis is the friendliest city in the world.
4. The stars are far away from us.

Recognizing that which is relevant

This skill is similar but more complex than the recognition of illustrative examples. Examples to illustrate a main point or an idea are subordinate to the idea being presented. Relevancy involves degrees of relationship between ideas which may not necessarily be illustrative of each other.

Example: The struggle in Viet Nam is an illustrative example of armed military conflict. The Viet Nam conflict may be relevant to a theoretical discussion of the possible causes of nuclear war but not an illustrative example of it.

Making logical inferences from what is heard

Example: Billy loved to eat. He ate too much every chance he got, especially when sweet things were around. One afternoon, the bakery man gave him a small cherry pie. What do you think Billy did?

1. He sat down and started eating.
2. Billy decided to take the pie home for supper.

3. He ate one bite and threw the rest away.

4. He gobbled up the whole pie.

Keeping an open mind before forming opinions

This skill is linked more to the emotional attitude of the listener than most of the other skills.

Mentally, it may involve any or all of the other listening skills and withholding the formation of an opinion until those speaking have had opportunity to present all their information.

Skills relating to the analysis and judgment of propaganda

Many of the other skills of listening are involved here. The recognition and identification of certain generalized methods of persuasion used in propaganda should be learned by any competent listener. Some of these include: Name Calling, Glittering Generalities, Transfer, Testimonial, Card Stacking, Side Tracking, Band Wagon, Bad Words, and Glad Words.

This conceptual model of developmental listening guided the specific organization and structure of the Literature Listening Program.

CHAPTER III

DEVELOPMENT OF THE EXPERIMENTAL LITERATURE LISTENING PROGRAM

While keeping in mind the conceptual model of listening development indicated in Chapter II, the investigator developed an experimental literature listening instructional program. A series of guidelines was formulated to produce this program. An organizational format utilizing the determiners of the curriculum indicated by MacKenzie,¹ already noted in Chapter I, was followed.

The investigator desired to develop a listening program which would positively affect student achievement in listening and at the same time improve students' reading ability. Research studies by Dumdie,² Kelty,³ McPherson,⁴

¹Gordon N. MacKenzie, "Curricular Change: Participants, Power, and Processes," in Mathew B. Miles, ed., Innovation in Education (New York: Bureau of Publications, Teachers College, Columbia University, 1964), Chap. 17.

²Milton Frederick Dumdie, The Effects of a Listening Program and a Reading Program upon Listening and Reading Comprehension in a Fourth and Fifth Grade Class (unpublished master's thesis, University of Wisconsin, 1961).

³Annette P. Kelty, An Experimental Study to Determine the Effect of "Listening" for Certain Purposes upon Achievement in Reading for Those Purposes (unpublished doctoral field study, Colorado State College of Education, 1953).

⁴Irene McPherson, The Effect of Direct Practice in Listening on Certain Reading Skills (unpublished master's thesis, Colorado State College of Education, 1951).

Marsden,⁵ McCormack,⁶ and MacDonnell⁷ in the research cited in Chapter I reported that structured listening skills programs have significantly improved reading achievement. Therefore, improved achievement in reading was included as an objective. While the major purpose of the listening program was to improve ability in listening, the criterion of instructional efficiency, i.e., the most student achievement in all areas of the language arts with the least amount of instructional time, was considered important.

A judgment was made to focus the program at level three of the conceptual model--listening comprehension--rather than at levels one and/or two. It was recognized that auditory acuity (level I) and discrimination (level II) were prerequisite abilities needed by students if they were to achieve success in listening comprehension. However, no direct attempt was made to develop these abilities.

Students

Classrooms of so-called "normal" ranges of intelligence, socioeconomic level, cultural background, and

⁵W. Ware Marsden, A Study of the Value of Training in Listening to Achievement in Reading (unpublished doctoral field study, Colorado State College of Education, 1952).

⁶Sister Mary Eulogius McCormack, An Experimental Study of the Effect of a Concentrated Program of Listening Comprehension Skills on Reading Comprehension of First Grade Pupils in Selected Schools in Massachusetts (unpublished master's thesis, Cardinal Stritch College, 1962).

⁷Sister M. Patrina MacDonnell, An Experimental Study of the Effect of Intensive Training in Listening Skills on

educational experience were the target for which the program was designed. Bilingual problems and cultural and educational deprivation factors were not considered, simply because the investigator judged that not enough was currently known to develop programs for these specific needs.

The grade level at which to project the program was partially determined by the decision to concentrate at listening level three. Auditory acuity was not considered primarily an educational problem suitable for the public schools. Auditory discrimination has been included in the curricular activities of most kindergartens and in beginning reading instruction early in the first grade. The second semester of the first grade was selected as the period in which to initiate the listening comprehension program. Reasons for this decision were: (1) a successful program developed for this grade level would serve as a foundation upon which to extend a program into grades two and three at a later time, (2) the potential reinforcement of the listening skills program for beginning reading instruction logically would be most effective if conducted concurrently with beginning reading in the first grade.

Content

Another decision, already implied, was to cast the Listening Program within the English Language Arts curriculum

Reading and Spelling Achievement in Grade One (unpublished master's thesis, Cardinal Stritch College, 1962).

area. The relationships of listening to the other language skills of speaking, reading, and writing seemed to support this judgment. The content of the Listening Program--that is, the nature of the information through which the listening skills would be developed--was also cast within the English Language Arts curricular area through utilization of children's literature. Logical factors which seemed to support the use of children's literature as content were:

1. Primary teachers, especially first grade teachers, normally include in their current language arts program the reading of stories to their classes.
2. The utilization of children's literature would not demand the insertion of additional content into the existing already crowded curricular program.
3. Less disruption of the teacher's normal pattern of operation would result from the use of children's literature than from a program which might be totally new and different in other content areas.
4. Parental acceptance of the desirability of having children learn to listen and to be exposed to good literature was judged to be greater than that which a different content program might obtain.
5. The chances of the prototype program or its modification being utilized beyond the scope of the

experimental study were judged to be greater when it was cast within the language arts curriculum area than in attempting to have the listening program stand separately as a curricular area and include all content areas within it.

Methods

Two different methodologies in teaching reading and the language arts, the traditional method and the experience approach, were used in the experimental research design. It was necessary, therefore, that the listening program be somewhat adaptable to each of these methodologies. The traditional method in language arts utilized rather direct instruction in teaching and practicing reading and other language arts skills. The experience approach in language arts was characterized by a more indirect, incidental pattern of teaching the particular skill at a time considered most appropriate to small groups of children or individual pupils. These two different approaches brought the question sharply into focus concerning the degree of direct instruction which should be utilized in the development of the Listening Skills Program. Compatibility with both language arts methodologies was important, but even more important was the consideration of which strategy, direct or indirect, would be most efficient and effective in affecting student achievement in listening. The following logical analysis seemed to support the utilization of a direct teaching strategy:

1. Teachers would have had few, if any, preservice courses or inservice programs concerned with the content or methodology of listening instruction; therefore, a less complex and difficult teaching pattern would have most chance of teacher acceptance and effectiveness in classroom implementation.
2. An indirect, individualized pattern of teaching listening skills would be more difficult for teachers to follow than a pattern of direct instruction.
3. An indirect, individualized pattern of teaching listening skills would result in more student time spent in undirected, undifferentiated listening.
4. Direct attention to understanding and practice of a new listening skill upon the part of a student would be necessary for efficient, effective mastery of that skill.
5. A strategy of direct instruction in listening skills could be incorporated as a subunit into the more indirect pattern of the general language experience approach.
6. The later development of a more individualized strategy could proceed from the information learned in the development of the direct strategy program.

The over-all assumption ultimately made, considering the factors of teacher background and preparation, student time in direct practice in listening skills, and ease in development of a listening program, was that student achievement in listening would result more rapidly from a Listening Program which incorporated a strategy of direct teaching of listening skills than one which utilized an indirect-individualized strategy.

An attempt was made to design the program in such a way as to include the teacher as an integral part of the instruction, rather than employing the concept of pupil self-instructional strategies. Three reasons for this decision were:

1. Self-instructional strategies for first-grade children without some prior introduction and instruction by the teacher would be questionable in effectiveness.
2. Including the teacher as an integral part of the instructional program would help her to become more knowledgeable of the processes involved in development of listening skills; i.e., the Listening Program would have, as a by-product, the inservice of the teacher in listening instruction. This strategy would put the teacher in a better position to help children make application of these skills in other curricular areas at other times.

frame of mind before the lesson began. An essential beginning part of the skill of maintaining attention through oral presentation was the initial focusing of attention with ears and mind upon what was being read in the stories. As the lessons progressed, the readiness activity also included a student sharing time in which individual students were encouraged to tell the class about a listening game or exercise which they had previously learned in class and how they had played it at home. This was included to give reinforcement to student application of skills outside the classroom.

Teaching procedures typically utilized an explanation of the particular skill to be learned with examples of the skill. Wherever possible, games were employed as motivational and instructional devices. Such games as Detective Listening Game, Question, Judge, and Infer were explained in the lesson plans.

At the end of each lesson, teachers were instructed to encourage individual student reconstruction through speaking about the listening skill being learned, the game they had played and how they could play it with their parents or older brothers or sisters. This simple strategy of student verbal reconstruction was designed to give greater assurance that the child would understand the skill and how to continue to further develop it outside the classroom setting.

A student follow-up activity was encouraged after each lesson. The follow-up activity normally consisted of playing

3. Including the teacher as an integral part of the prototype program would provide the framework from which reinforcing self-instructional strategies and subprograms involving tapes or records could be developed at a later time.

Therefore, the prototype program was developed for use by a teacher with a total class rather than on a small group or individualized basis.

The following major elements were incorporated into each lesson plan:

1. Identification of the lesson number
2. Identification of the listening skills to be introduced and practiced
3. Identification of the literature stories to be used in the lesson
4. Teacher preparation necessary for introducing and teaching the particular listening skills prior to the time of the lesson
5. Student readiness activity
6. Teaching procedures to be utilized in teaching the lesson
7. Student reconstruction of the skills being learned
8. Student follow-up activity

A sample lesson plan showing these elements appears in Appendix A. A total of forty listening lessons was

formulated and explicated through written lesson plans provided to the teachers who were to use the direct approach to the teaching of the listening skills. The following listening skills were incorporated in the forty lessons:

1. Maintaining attention through oral presentation
2. Vocabulary study
3. Discovering the main ideas
4. Making use of context clues
5. Recognizing illustrative examples
6. Discerning between fact and opinion
7. Recognizing that which is relevant and/or important
8. Making logical inferences from what is heard

Lesson plans were supplied for a series of lessons involving the same skill or skills, rather than a different lesson plan for each individual lesson. The pattern of lesson plans designed for particular skills was:

<u>Lesson Number</u>	<u>Listening Skills to be Practiced</u>
1.	Introduction of the Program - The Importance of Good Listening
2.	Maintaining Attention Through Oral Presentation
3-10,	a. Vocabulary Study
	b. Discovering Main Ideas
11-13.	Making Use of Context Clues
14-19.	a. Recognizing that which is Important and/or Relevant

<u>Lesson Number</u>	<u>Listening Skills to be Practiced</u>
	b. Vocabulary Study
20-24.	a. Recognizing that which is Important and Relevant b. Vocabulary Study
25-27.	Differentiating Between Fact and Opinion
28-30.	a. Making Use of Context Clues b. Vocabulary Study
31-35.	a. Recognizing Illustrative Examples b. Vocabulary Study
36-40.	Making Logical Inferences

In each lesson plan the stories which were to be used to teach the skills were identified. Where necessary, portions of particular sentences or paragraphs in each story which were important to the skill development were identified in the lesson plan for the teacher.

A brief description of the skill and what was involved in teaching it was presented as background for the teacher. Teachers were asked to read each of the stories, which they were to use in a lesson, in advance of teaching the lesson. They also were encouraged to think about the particular listening skill and how they would proceed to teach it based upon the ideas in the lesson plan.

A student readiness activity was included as a part of each lesson. Typically, this included the clearing of the students' desks, and getting the class in an attentive

frame of mind before the lesson began. An essential beginning part of the skill of maintaining attention through oral presentation was the initial focusing of attention with ears and mind upon what was being read in the stories. As the lessons progressed, the readiness activity also included a student sharing time in which individual students were encouraged to tell the class about a listening game or exercise which they had previously learned in class and how they had played it at home. This was included to give reinforcement to student application of skills outside the classroom.

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A student follow-up activity was encouraged after each lesson. The follow-up activity normally consisted of playing

a listening game with someone outside the classroom setting, usually the parent. Encouragement of students to make application beyond the listening lesson and continue to practice the listening skills was judged to be an essential part of improving listening behavior.

Throughout the lessons, teachers were asked to emphasize a listen-think-respond strategy. This was encouraged to help make the Listening Skills Program an active program related to thinking.

Materials

Because of the necessity for a degree of uniformity in the use of instructional materials in the research design, decision was made to utilize a series of selected paperback Read-Aloud Children's Stories. These had the advantage of economy and easy transportability in classroom sets to the experimental classrooms. A list of these books appears in Chapter IV, Experimental Research Procedures.

The requirement of a minimum number of inservice meetings in the project necessitated the formulation of rather explicit lesson plans which could be mailed to the teachers. The Literature Listening Program then consisted of two major elements: the Read-Aloud Children's Stories in classroom sets of nine paperback books, and lesson plans for teaching the listening skills utilizing stories in these books.

Teachers

Design assumptions relating to teachers were:

(1) First-grade teachers would be predominantly women with a wide range of age, background preparation in general pre-service training, ability, personality type, etc. (2) They would have had little, if any, preservice and inservice training in the teaching of listening skills. (3) They would need specific, direct instructions relating to the methodology and materials to be able to teach listening skills effectively in their classrooms.

Time

Forty literature listening lessons, twenty minutes in length, were taught during the second semester of the first grade. Typically, a three-day or five-day sequence per week was utilized for teaching the listening skills.

Facilities

Normal self-contained first-grade classrooms representative of those found throughout San Diego County comprised the facilities in which the literature listening program was taught.

The assumptions and ideas delineated in this chapter pertaining to students, content, methods, materials, teachers, time, and facilities provided the framework by which the structured literature listening program was developed.

CHAPTER IV

EXPERIMENTAL RESEARCH PROCEDURES

The purpose of this project was to design a listening skills program for the first grade which (1) would improve student achievement in listening, (2) would positively affect student achievement in reading, and (3) could be taught as a part of a total language arts program; and to study the effect of this program upon achievement in listening and reading of selected first-grade students in the public schools of San Diego County.

A research study comparing two different language arts methodologies in first grade had been conducted in San Diego County during the school year 1964-65¹ prior to the listening research project reported here. The language experience approach and the traditional method methodologies studied in this 1964-65 project represented the two major patterns of language arts instruction in San Diego County. Since teachers could be secured who had previously participated in this project with extensive inservice education in each of these methodologies, it was determined that the experimental listening program should be cast into these two different

¹San Diego County, Department of Education, "A Comparative Study of Two First Grade Language Arts Programs," Co-operative Research Project 2576.

instructional strategies. A description of each language arts methodology follows.

Treatment Differentiation--English Language Arts

Experience Approach

The experience approach involved the integrated teaching of the skills of listening, speaking, writing, and reading. In this approach, the language arts were taught as one program so that the development of skills in one area was related to and reinforced the development of skills in other language arts areas. The language and thinking of the individual child provided the basis for skill development. The following criteria and rationale statements from the San Diego County Department of Education, "Description of Three Approaches to the Teaching of Reading,"² served as guidelines.

CRITERIA

1. The teacher creates situations in which each child feels encouraged to produce something of his own thinking and interest using familiar media such as crayon, pencil, and paint.

RATIONALE

1. All learning must be based upon the previous experience of learner. In expressing when he knows, the child should use familiar media of expression. Those which are normally used in the home and the kindergarten should

²Improving Reading Instruction, Monograph No. 2 (San Diego County, Superintendent of Schools: May 1961).

CRITERIA

2. The teacher gives each child an opportunity to express his thinking through oral language. The child responds as an individual, as a member of a small group, or in the total class group.
3. In the primary grades, the teacher extracts from the oral expression of the individual a sentence or two which summarizes his story. The teacher records the child's story in summary form for the child and in his presence, using as much of the child's language (his particular mode of expression) as possible.

RATIONALE

- be continued into the first grade and beyond.
2. Oral language is a base from which written language emerges. Until the child is able to express his ideas through speech, he is less able to communicate effectively with others and has a limited basis upon which to build a writing-reading vocabulary.
 3. A fundamental concept which the child must hold about "what reading is" is that it is speech written down. As the child sees his own speech taking the form of writing, he is developing readiness for both writing and reading. By using the child's expressed thoughts, meaningful content related to his background of experience is provided. He is

CRITERIA

RATIONALE

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| <p>4. When using small groups, the teacher records the story in the presence of the children, having them arranged so that they can observe the writing.</p> <p>5. As the teacher writes, he takes opportunity to call attention to letter formation, relationship of beginning sounds to the symbols used, repetition of sound and symbol in many situations, capitalization and punctuation, and sentence sense.</p> <p>6. The teacher and children carry on informal discussions which relate to the problem of helping them understand what they</p> | <p>thus able to identify more closely with the written material.</p> <p>4. The informal grouping around the teacher as he writes the dictation of one child after another gives all children a feeling of participation in the total experience of the group.</p> <p>5. The natural way for a child to understand "what reading really is" is to observe the recording of his own speech with the letters of the alphabet. Teaching language skills with reference to an actual meaningful task is an effective procedure.</p> <p>6. When the child has insight into and understanding of the reasons and procedures underlying a written language system, his ability</p> |
|--|--|

CRITERIA

say is being symbolized with the letters of the alphabet.

7. The teacher binds the productions of small groups into books that can be used in follow-up activities in the classroom. The teacher may have the same group involved in such activities as recalling what was recorded on a previous day, recognizing letters and words, matching words that are alike, suggesting a new story, etc. One group of children might read pupil-produced books developed by other groups.

RATIONALE

to make use of the system is enhanced.

He understands that what he has represented in painting and drawing and said orally can be symbolized in conventional written form and read.

7. Interest in learning to write and read is stimulated by the use of materials produced within the classroom. Reading books authored by pupils in a class motivates the child to try to achieve competence in reading beyond normal expectations. As the teacher and children work with reading material which has been produced in the classroom, there is increased interest in analyzing the skills involved in producing a book. The appreciation and skills derived from these

CRITERIA

8. As soon as the teacher is aware that a few children can copy simple words, he helps them to write what they call their own stories. These are usually such stories as might accompany a self-portrait, recording a recent experience, planning individual or group activities.

RATIONALE

activities help children to move with enthusiasm into the reading of commercially prepared reading materials.

8. Children who are helped to move into writing on their own at an early age are developing a balance in communication skills which is desirable for better understanding of our language and its use in daily life. Simple beginnings in writing in the early part of the first grade are challenging and interesting to children. A basic objective of language instruction is to help the child recognize and capitalize upon the natural inter-relatedness of writing, reading, speaking and listening.

CRITERIA

9. A variety of independent activities (using crayon, pencil, paint, etc.) is open to the child during the time in which he is not directly involved in individual or small group sessions with the teacher. These pupil products may serve as the bases for total class experiences in language. The child's interpretation of his independent work is recorded by the teacher or the child himself for the whole class to see. In this way, provision is made for an additional experience from which the class is able to see how thoughts are recorded in writing. Instruction in skills appropriate to the task at hand can be carried on in such a situation.

RATIONALE

9. Most children seek activities such as painting, crayon sketching, dramatization, etc., because they have experienced some previous success in using these media. Young children are able to express their ideas more freely through such activities as these than through writing alone since these activities place fewer restrictions on ideas and vocabulary. The individual child sees a clearer purpose for his independent work when his own product is used for instructional purposes. Children who have mastered the basic skills of writing in conjunction with reading continue to find it helpful to use a variety of media in communicating.

CRITERIA

10. The teacher and children develop a simple routine for guiding and utilizing children's independent activity productions. This routine might include (a) procedures for selecting and distributing materials, (b) procedures for displaying or storing products, (c) procedures for presenting the material and sharing experiences.

11. The teacher utilizes the activities and procedures which provide the background and motivation that enable the individual child to make a self-commitment to write on his own. The teacher is constantly

RATIONALE

10. The establishment of simple routine procedures allows the teacher and children to plan activities over an extended period of time. Thus language activities that are held on different days are more clearly seen as interrelated; e.g., writing to reading, speaking to writing, etc. The routines necessary for this type of organization give the children the security that comes from knowing what comes next.

11. There is a period of maturation when the child is physically, socially, and mentally ready to write. This stage of development is unique to each child. One of the best evidences of readiness for writing is the child's own

CRITERIA

alert to the emergence of such a development in each child.

12. After the child makes the self-commitment, the emphasis in the teacher's role changes from one of motivating the child to one of facilitating his development in the communication skills. The teacher encourages the child to express his experience in appropriate forms of communication. Assistance is given the child in planning his independent effort and in the specific skills required for it.
13. The teacher may invite other children to react to a child's independent production (a painting,

RATIONALE

indication of his desire to write.

12. One of the major goals of language instruction is to help all children to become more and more independent in their ability to communicate. This independence develops over a period of time, necessitating varying degrees of teacher guidance depending upon the child's level of development.
13. Children learn from other children and develop a feeling of co-operation as they interact through

CRITERIA

a model, an idea for a play) and to indicate what they would write about it.

14. Children learn how to utilize a wider selection of communication materials as the environment of the classroom is enriched with their own productions and with other resources which they and the teacher bring. The teacher is working toward a goal of independence in each child, thinking through what is to be done, the

RATIONALE

sharing their own communication efforts. Children begin to sense the great variety of ideas possible in interpreting a production and gain some experience in making discriminative responses. The elements of creative thinking as well as critical thinking are utilized.

14. Children learn to evaluate and select appropriate materials when a wide choice is available. Abundant resources help motivate the child to pursue an interest further or to develop a new interest; they also help him develop proficiency in using communication skills.

CRITERIA

difficulties to be anticipated, and the resources available to help the child solve his problems.

15. As children continue to write independently, the teacher meets with them in small groups and works with them on vocabulary development. Children are provided with word lists which contain basic vocabulary words for their level as well as lists of general interest. The teacher encourages children to use these additional words in many ways. This enables children to increase their vocabulary with a minimum of direct teaching.

RATIONALE

15. As children gain some confidence in reading and writing their own ideas, they need systematic help in expanding their vocabulary in reading by including in it those words they are most frequently using in their own language experiences.

CRITERIA

16. As the child develops a firm grasp of a reasonably large sight vocabulary, including a good number of the basic words for his level, the teacher provides new printed materials for him to read. Opportunity is provided for the child to read orally when it is appropriate for him to do so. The teacher records the words with which the child has difficulty and provides experiences which enable the child to add them to his vocabulary.
17. As children have successful experiences, they are provided more and more "book reading" opportunities. The

RATIONALE

16. Meaning of, facility in using, and recognition of printed words are enhanced when unfamiliar words are learned in contexts which are meaningful to the child. Success in first endeavors tends to sustain the child's interest in the task and inspires him to further effort.
17. The child needs the sense of achievement which comes as a result of increased independence in reading. He can recognize the

CRITERIA

child's interests, needs, and abilities are the prime factors considered as the teacher assists the child to move to higher levels of independence in reading. The child is encouraged to read for a variety of purposes.

RATIONALE

pattern of his progress and realistically adjust his aspiration level at any given point. As the child branches out into many types and kinds of reading experiences, he begins to recognize his potential for greater independence in reading and the communication arts in general.

Using the preceding criteria and rationale statements as guidelines, specific teaching procedures were developed.

The experience approach used the language and thinking of individual children as the basis for skill development. Beginning with the first day of school, each child was encouraged to share his ideas with others through the use of words and pictures. With repeated opportunities for sharing ideas, illustrating stories, and writing stories with teacher help, children began to develop writing vocabularies and were able to write their own stories independently. Devices such as picture-word charts, word cards, and room labels were provided to help children extend their writing vocabularies.

The motivation and building of experiences upon which the children and teacher based the language experiences of listening, verbalizing, and writing were derived from library books, basic texts, stories and poems read by the teacher or a child, open-ended sentences, films, filmstrips, study trips, class or small group discussions, art prints, and children's paintings. Children in the experience approach group were encouraged to use their personal experiences for language development, with content of the stories usually drawn from literature, science, and social studies.

Traditional Method

The traditional method was structured around the materials of instruction which are supplied to the classroom teacher in the state-mandated program in California. The California State Board of Education has adopted textbooks in the language arts for the classrooms of the state.

A cobasal reading textbook series was provided with readiness books, preprimers, primers, and a graded series of readers. Graded text materials in language, spelling, and handwriting were also utilized.

In the traditional method, which generally followed the sequence and division of topics dictated by the adopted materials in reading, instruction was usually separate from instruction in the other language arts areas and was introduced before writing.

The following criteria and rationale statements from the San Diego County Department of Education, "Description of Three Approaches to the Teaching of Reading" (cited supra, p. 56), served as guidelines for the traditional method.

CRITERIA

RATIONALE

- | | |
|---|--|
| <p>1. The teacher attempts to assess the reading ability of each student for the purpose of establishing reading groups. He uses results of standardized reading tests, observation of pupils, intelligence tests, information from other teachers, previous books read, and consideration of class size and make-up.</p> | <p>1. Information concerning the child's reading ability, intelligence, interest, attitudes, and previous learning experiences needs to be analyzed if he is to be placed in the best possible reading instructional situation. Children with similar reading abilities can be taught more effectively in groups than can groups of children with wide differences in reading ability.</p> |
| <p>2. On the basis of available student information, the teacher assigns each child to a reading group. Groups are formed on the basis of reading ability with some flexibility for placing</p> | <p>2. Children of similar abilities placed in small groups can be more easily instructed in reading skills. Materials of instruction can be prepared in terms of group needs on the basis of group</p> |

CRITERIA

children in groups on other bases. Children may be moved from one group to another when they have need for a new group experience. In the typical class of 25 to 30 children three groups are considered adequate.

3. At reading instruction time the teacher works with each group separately (usually in a reading circle situation). The teacher follows the suggestions for sequence, content, etc., set forth in the manual which accompanies the basic and supplementary series. While the teacher works with one group, the other children work at seatwork assignments or in self-selection activities such as art, word games, etc.

RATIONALE

ability. Children progress at different rates, which necessitates flexibility in assigning a child to different groups when his reading development indicates need for change.

3. Since the needs of the group differ, and since there are more opportunities for individual help in a small group the teacher works most effectively through direct instruction activities geared to the ability of each group. In the small groups, it is possible for each child to read orally, take part in discussion, tell a story, participate in skill building activities, etc. The children learn to work independently as they have opportunity for independent

CRITERIA

4. Generally, the plan of instruction for individual groups entails a definite procedure which includes these steps (procedure varies in different series and at different grade levels):
- .Setting purpose (motivation, background information, etc.).

RATIONALE

work (seatwork) while the teacher is working directly with one of the groups in a reading circle. (Teacher's manuals offer directions for carrying out a systematic reading program which accommodates several levels of ability.) Seatwork assignments which are correlated to the basic reader stories are included in the manual. Assignments for creative activities are also included.

4. Certain logical procedures have proved successful in the teaching of reading printed symbols. Children learn best when they are motivated. To enhance accurate reading and provide for success, skills related to the lesson and new words taken from the lesson may become part of the daily

CRITERIARATIONALE

- | | |
|---|--|
| <ul style="list-style-type: none"> .Introducing new vocabulary and teaching necessary skills. .Silent reading by pupils. .Oral reading by pupils. .Discussing story read. .Independent activities (workbooks, seatwork, teacher-guided skill development, supplementary silent reading). | <p>reading activity. Silent reading provides for the fortification of skills. Oral reading provides the child with an opportunity to communicate with others. The teacher is able to evaluate the child's reading progress during oral reading. Follow-up activities provide for additional opportunities to use skills and vocabulary previously introduced as well as to pursue interests related to the content of stories read. Follow-up activities can be used to evaluate student progress.</p> |
| <p>5. The teacher attempts to establish the purposes of reading in a given lesson. He generally follows the suggestions of the manual. Interests of the group in a particular topic may be used</p> | <p>5. Children's interest in and understanding of the purpose of a task improve the learning situation. The suggestions offered in the teacher's manual take into account what is known about children's interests and</p> |

CRITERIA

when related to the lesson story to be read.

6. New words are introduced to the children before they encounter them in a story context. These new words are part of a carefully controlled vocabulary around which the entire series is built. Word attack skills which are needed in solving these new words are taught. Other skills to be emphasized are suggested in the manual. (In primary grades, much emphasis is given to developing a basic sight vocabulary.) Instruction is aimed at developing meanings for new words being introduced for a given lesson. New words follow a sequence

RATIONALE

ways in which children may be stimulated.

6. Children have more success with printed symbols when they are prepared to cope with specific problems they will encounter when reading the new story in the basic text. When the vocabulary is controlled in this manner, only a few new words are introduced in each lesson. In addition, words which have been previously introduced are repeated in succeeding stories. This technique enables the child to handle a small number of new words and to maintain a growing number of previously learned words from a basic vocabulary list.

CRITERIA

which is based upon criteria of relative difficulty, interest as to age, level, etc.

7. After discussion of new words and points developed in the story, children are generally required to read the story silently, keeping in mind the purposes that the teacher established with the group. (This procedure varies with grade level and may range from short sentences to complete stories.)
8. Children in each group are given many opportunities to read orally. Oral reading is generally done in the group itself by individuals while the others serve as a small audience. Children in

RATIONALE

7. Questions are used to focus on the main points of the story and to guide reading for certain purposes. By then reading the story silently, children are better able to understand the content of the story.
8. When children read orally, the teacher gains an opportunity to evaluate such reading ability as pronunciation, phrasing, word attack skills, expression, speed, and fluency. The teacher is enabled to appraise listening skills

CRITERIA

the group discuss and react to elements of the story and the presentation of the individual reader. The teacher may provide individual instruction in specific skills as he reacts to the oral reading.

9. Prior to and following directed reading lessons, pupils are expected to engage in a variety of planned independent activities. Many of these activities are related to the lesson, such as workbook exercises which accompany the basic text, use of teacher-prepared worksheets, and related recreational reading. Activities not directly related to the lesson itself are provided for

RATIONALE

of group members. Oral group reading also serves as a means of sharing.

9. It is necessary that children not, under the direct supervision of the teacher, be provided with a variety of well-planned independent activities to reinforce and extend reading skills.

CRITERIARATIONALE

by the teacher. These include reading in various content fields, recreational reading, expressive activities (group dramatization, creative writing), practice activities.

Using the preceding criteria and rationale statements as guidelines, specific teaching procedures were developed. The traditional method group adhered closely to the teacher's manual for each reader in the Ginn Series as a guide to instructional procedures.

Three or four chart stories containing two or more words from the vocabulary of the Ginn preprimers were developed weekly during the beginning part of the school year. This program of introducing and reusing basic words in chart stories continued until most children had mastered a basic sight vocabulary of from forty-six to fifty-six words. However, chart stories continued to be a part of the reading program throughout the school year. The Readiness Books, Fun with Tom and Betty and Picture Stories, which involve a controlled vocabulary, were used as needed with the chart stories. During this time, the children were members of one large group for approximately one week. The

group was then divided, and at the end of the third week reading groups usually had been formed.

As each group developed proficiency in recognition of vocabulary, fluency, and expression when reading chart stories, and ease in the mechanics of reading, the group moved into the use of the Ginn preprimers. Additional preprimers of other basal series could be used if needed to reteach or maintain skills, increase fluency, develop comprehension, or enhance reading enjoyment. When the groups indicated readiness to move into more difficult material, they were placed at the next higher level.

Treatment Differentiation--Literature Listening Program

Two different literature listening instructional strategies were introduced into each of the two language arts methodologies previously described; an unstructured literature listening program and a structured literature listening program. Each of the two literature listening programs was tested in each methodology resulting in two treatment groups within each of two concurrently conducted experiments. A graphic portrayal of the treatment groups is shown in Figure 9.

A separate set of instructions for each of the literature listening programs was given to teachers to guide their instructional strategy. All teachers were asked to use the same instructional materials for the listening portion of the

		Literature Listening Program (unstructured)	Literature Listening Program (structured)
Experiment A	Traditional Method English Language Arts	Treatment Group I	Treatment Group II
Experiment B	Experience Approach English Language Arts	Treatment Group III	Treatment Group IV

Figure 9

TREATMENT DIFFERENTIATION - LITERATURE LISTENING PROGRAM

program. These materials were a classroom set of nine paperback Read-Aloud Children's Story Books. A series of forty twenty-minute lessons for each listening program was scheduled. The instructional strategies for the two literature listening programs differed as follows:

Literature Listening Program (Unstructured)

Teachers in the unstructured program were asked to select whatever stories they wished from the classroom set of Children's Read-Aloud Books and read these stories to their classes following designated time schedules. Teachers were instructed to follow the procedures they normally used in reading stories to children. No directions were given

to them for initiation of the stories, suggestions for discussion, or indication of any particular listening skills which might be important to teach. They were asked to keep a record of the titles of the stories which they selected to read and a record of the number of lessons taught. This unstructured literature listening program became the control program against which the structured listening program was tested.

Literature Listening Program (Structured)

Teachers in the structured program were asked to follow lesson plans and time schedules which were prepared for them using the stories indicated in each lesson plan. Lessons were designed to teach selected listening skills through having children listen to stories, play listening games, and talk about the listening skill. A sample lesson plan appears in Appendix A. Identical classroom sets of instructional materials were provided and the same time schedule as that of the unstructured program of forty twenty-minute lessons was suggested.

Instructional Materials-- Language Arts Approaches

The following instructional materials were used by participating teachers:

Traditional Method:

Ginn Basic Readers

Fun with Tom and BettyMy Little Red StorybookMy Little Green StorybookMy Little Blue StorybookLittle White HouseOn Cherry Street

Ginn Basic Readers--Enrichment Series

Come With UsUnder the Apple Tree

Sheldon Basic Reading Series

Picture Stories - ReadinessAt Home - Preprimer 1st levelHere and Near - Preprimer 2nd levelHere and Away - Preprimer 3rd levelOur School - PrimerOur Town - First Reader

Prose and Poetry Series

Story WagonStory TimeSuccess in SpellingManuscript Writing Made EasyExperience Approach:

Films

Let's Write a Story

Sample Units

Allen, R. Van. At Home and School. Department of Education, San Diego County. 1962.

___ Beginning Writing Experiences. 1962.

___ Exploring Wildlife Around Us. 1961.

___ Language-Experience Approach to Reading. 1959.

Both traditional method and language experience approach methodologies utilized numerous trade books as a part of their instructional programs.

Instructional Materials--Literature Listening Program

The two different experimental literature listening programs in each of the two different language arts instructional methodologies utilized identical sets of instructional materials for the experimental literature listening program. Teachers in all treatment groups were each provided with one classroom set of nine paperback Read-Aloud Children's Story Books published by Wonder Books, New York. Specific titles of these books are:

Animal Stories to Read Aloud

Famous Folk Tales to Read Aloud

Favorite Poems to Read Aloud

Hans Christian Andersen's Fairy
Tales to Read Aloud

More Bedtime Stories to Read Aloud

Nature Stories to Read Aloud

Read-Aloud Bedtime Stories

Read-Aloud Nursery Tales

Read-Aloud From Child Life

Time Schedule

During the second semester, the following daily time schedules for the language arts methodologies were adhered to as closely as possible:

<u>Traditional Method</u>	<u>Minutes</u>	<u>Experience Approach</u>	<u>Minutes</u>
Directed Reading Literature		Integrated	
Library Reading	120	35% Writing Activities	
Oral and Written Expression		35% Reading Activities	120
Handwriting		30% Direct Skill Instruction	
Spelling			

In addition to this daily schedule, a semester time schedule for the literature listening lessons was sent to the teachers. Forty twenty-minute lessons, making a total of approximately thirteen additional hours of instruction beyond that indicated in the original methodology, was projected into the program of all treatment groups.

Research Hypotheses

The following hypotheses, stated in null form, were initially formulated in the design of the research in the project.

1. There will be no statistically significant difference in achievement in listening as measured by the Wright Listening Comprehension Test by those

first-grade students receiving instruction in the experience approach language arts curriculum, which includes a structured listening skills program, and those students receiving instruction in the experience approach language arts curriculum not including a structured listening skills program.

2. There will be no statistically significant difference in achievement in reading, as measured by the Stanford Achievement Test, by those first-grade students receiving instruction in the experience approach language arts curriculum, which includes a structured listening skills program, and those students receiving instruction in the experience approach language arts curriculum not including a structured listening skills program.
3. There will be no statistically significant difference in achievement in listening, as measured by the Wright Listening Comprehension Test, by those first-grade students receiving instruction in the traditional method language arts curriculum, which includes a structured listening skills program, and those students receiving instruction in the traditional method language arts curriculum not including a structured listening skills program.

4. There will be no statistically significant difference in achievement in reading, as measured by the Stanford Achievement Test, by those first-grade students receiving instruction in the traditional language arts curriculum, which includes a structured listening skills program, and those students receiving instruction in a traditional method language arts curriculum not including a structured listening skills program.

Teacher Selection

The basic population pool of teachers for the research study consisted of those who had participated in "A Comparative Study of Two First-Grade Language Arts Programs," Co-operative Research Project 2576, conducted by the Department of Education, San Diego County. This project was conducted during the school year 1964-65. Since the fifty-four teachers who had participated in that study had received inservice education in the traditional method or language experience approaches and were familiar with the requirements of research design in classroom experimentation, the investigator reasoned that they would be an excellent group to participate in the literature listening project. Selection of these teachers for the original 1964-65 study was conducted in the following manner.

"A Teacher Inventory of Approaches to the Teaching of Reading," Appendix B, was administered to 313 first-grade

teachers in the San Diego County school districts, with the exception of San Diego Unified School District. From an analysis of these responses, pools of "pure" traditional method and "pure" language experience teachers were drawn. A conference with each teacher's principal or supervisor was held to determine the level of consistency between the teacher's response on the instrument and the administrator's judgment as to the method which the teacher actually employed in the classroom.

In January 1966, the investigator invited the fifty-four teachers who had participated in this previous 1964-65 research project to a meeting and asked them to volunteer for the literature listening project. In addition to these teachers, a number of other teachers who were known to be "pure" in either the experience or traditional methodology were asked to attend. The "Teacher Inventory of Approaches to the Teaching of Reading" was administered to these teachers to verify pureness of approach. Several of the teachers attending the first meeting could not participate because of changed assignments to other grade levels; assignments in special Title I ESEA projects at the local district level; because they had practice teachers in their classrooms; or because their classrooms were not normal, typical, heterogeneous first-grade classes. The investigator informed those teachers who agreed to participate that they would be randomly assigned to teach one of two different

literature listening programs; that instructions regarding these programs would be mailed to them; and that they would be asked to sign a statement at the end of the experimental period that they had not communicated in any way with any other teachers regarding the experimental program. By this procedure, Hawthorne effect relative to one treatment over another was minimized.

Traditional method teachers were then randomly assigned to either treatment group I or II (unstructured or structured literature listening program). Experience approach teachers were randomly assigned to either treatment group III or IV (unstructured or structured literature listening program). Teacher variables of age, background, years in classroom, competence, etc., were thus controlled. Randomization of assignment was not attempted of teachers assigned to groups I and III, II and IV, II and III, or I and IV.

Teacher and school characteristics in each treatment group are shown in Figures 10 and 11.

Pupil Population

The pupil population of this study was located in thirty-three classrooms, twenty-two elementary schools in fourteen local school districts located in various parts of San Diego County during the 1965-66 school year. The ADA in these districts ranged from 166 to 13,894. Various levels

	Unstructured Literature Listening Treatment Group I 8 Teachers				Structured Literature Listening Treatment Group II 7 Teachers			
Size of Class	20-25 1	26-30 1	31-35 6		20-25 1	26-30 1	31-35 5	
Length of School Day --Hours	3.6-4.0 1	4.1-4.5 1	4.6-5.0 3	5.1-5.5 3	3.6-4.0 2	4.1-4.5 2	4.6-5.0 2	5.1-5.5 1
	BA 3	+15 4	+30	+15 1	BA 1	+15 4	+30 1	+30 1
Teaching Experience Grade 1--Each Teacher	3-3-4-5-6-10-11-13				4-8-9-11-16-20-20			
Teaching Experience Total--Each Teacher	3-8-8-9-20-25-25-29				12-12-16-18-23-32-34			

Figure 10

TEACHER AND SCHOOL CHARACTERISTICS: TRADITIONAL METHOD

	Unstructured Literature Listening Treatment Group III 10 Teachers					Structured Literature Listening Treatment Group IV 8 Teachers				
Size of Class	20-25	26-30	31-35			20-25	26-30	31-35		
		1	9				3	5		
Length of School Day --Hours	3.6-4.0	4.1-4.5	4.6-5.0	5.1-5.5		3.6-4.0	4.1-4.5	4.6-5.0	5.1-5.5	
	2		7	1		3	1	1	3	
Teacher Preparation	BA	+15	+30	MA	+15	+30	BA	+15	+30	MA
	2	2	5	1			3	4		1
Teaching Experience Grade 1--Each Teacher	1-2-6-8-9-10-10-10-11-11-13-36									
Teaching Experience Total--Each Teacher	4-7-10-12-13-17-17-20									

Figure 11

TEACHER AND SCHOOL CHARACTERISTICS: EXPERIENCE APPROACH

of socioeconomic conditions were represented within these districts.

The Pintner-Cunningham Primary Test of Intelligence (1964 revision) was administered to all students in the experiment by the project teachers during the week of February 17, 1966. Comparisons of intelligence and chronological age of students in each of the four treatment groups resulting from these data are shown in Figures 12 and 13.

Inservice Education

The fifty-four teachers who participated in the 1964-1965 research project received a total of approximately forty-five hours of inservice education in either the traditional method or experience approach methodology during the conduct of that experimental project. No inservice education was planned for the experimental literature listening programs. Reasons for this procedure were: (1) The unstructured literature listening program consisted of having teachers select stories and follow their own procedures; hence, inservice education was not necessary. (2) Inservice provided for the teachers in the structured program without equal time for those in the unstructured program could have created a Hawthorne effect in the experiment. (3) The researcher desired to develop and test a listening program which could be put into effect without inservice education, since the availability of personnel for inservice education in the research project and in later follow-up with the

Means	Traditional Method		
	Unstructured Literature Listening Program	Structured Literature Listening Program	Difference
Chronological Age (in months)			
Boys	81.05	81.31	n.s.
Girls	81.14	80.90	n.s.
Total	81.10	81.09	n.s.
Pintner Intelligence* (in standard scores)			
Boys	111.68	112.38	n.s.
Girls	110.90	113.91	n.s.
Total	111.31	113.25	n.s.

* CA used as covariate

Figure 12

INTELLIGENCE AND CHRONOLOGICAL AGE COMPARISONS:
TREATMENT GROUPS I AND II

Means	Experience Approach		
	Unstructured Literature Listening Program	Structured Literature Listening Program	Difference
Chronological Age (in months)			
Boys	81.57	80.98	n.s.
Girls	80.49	81.21	n.s.
Total	81.06	81.09	n.s.
Pintner Intelligence* (in standard scores)			
Boys	104.90	108.93	n.s.
Girls	107.15	111.51	n.s.
Total	106.00	110.16	n.s.

* CA used as covariate

Figure 13

INTELLIGENCE AND CHRONOLOGICAL AGE COMPARISONS:
TREATMENT GROUPS III AND IV

structured program would be quite limited. A total of three meetings was held for the participating teachers. The first meeting consisted of an explanation of the project with an invitation to participate. The second meeting was devoted to a discussion of progress. Each group was separately asked to indicate problems for which they needed more information. The final meeting was held after the experimental period. At this time, all test data were turned in including teacher evaluations and reports of stories read.

Instrumentation

Three student tests were given: the Pintner-Cunningham Primary Intelligence Test, Form B, February 17, 1966; the Wright Listening Comprehension Test (Modified), May 27, 1966; and the Stanford Reading Test, Primary Battery Form W, May 30, 1966. The Wright Listening Comprehension Test consists of two major subtest measures--listening vocabulary and listening comprehension skills. A total listening score is obtained by adding the two subtest scores. Three scores on this test were tabulated for each student. The Stanford Reading Test includes five separate subtests--word reading, paragraph meaning, total reading, vocabulary, and word study. Five scores on this test were tabulated for each student completing the entire test. In several classrooms, the subtests on vocabulary and word study were not given since these were not required in the mandatory state testing program. Thus, a

total of eight separate scores were tabulated for most students with a total of six scores for a small minority.

Special note should be made of the vocabulary sections of both the Wright Listening and Stanford Reading tests since they are similar in format. The Wright Listening Vocabulary Subtest consists of forty items in which the teacher reads a word and gives orally four other words. The most clearly related word is the correct answer. The child must remember the original word and all four possible choices, then mark the proper letter--a, b, c, or d--on his answer sheet. In the Stanford Reading Vocabulary Subtest consisting of thirty-nine items, the teacher reads a word followed by three possible, single related word answers. On the Stanford vocabulary answer sheet, the three possible answer words are printed. The child marks the word he selects. Correlation studies between vocabulary subtests of these two different instruments have not been undertaken; therefore, no evidence is available regarding their comparative difficulty or predictive strength. It seems reasonable to assume that both of the vocabulary tests validly and reliably measure, to some degree, differences in achievement in listening vocabulary.

A list of the instruments for measuring student characteristics and achievement appears in Figure 14.

In addition to the pupil test data, two additional kinds of information were sought. Structured literature listening approach teachers were asked to make written evaluations of each series of lessons. The unstructured

Chronological Age
Pintner-Cunningham Intelligence Scale--Standard Score
Wright Test of Listening Comprehension
 Listening Vocabulary
 Listening Comprehension Skills
 Total Listening Comprehension
Stanford Reading Battery
 Word Reading
 Paragraph Meaning
 Total Reading
 Vocabulary
 Word Study

Figure 14

PUPIL DATA MEASURES: ALL TREATMENT GROUPS

listening approach teachers were asked to record the stories which they read to their students and the number of literature listening lessons taught. All teachers signed a statement at the end of the experimental period that they had not communicated with any other teacher in the project regarding the literature listening program.

Posttest Experimental Data

Campbell and Stanley³ state that the posttest-only control group design is greatly underused in educational and psychological research. They further point out its appropriateness for educational research, particularly in the primary grades with the introduction of new methods or subject matter for which pretests are not available. Its adequacy for determining whether or not the experimental treatment had an effect is dependent upon the equation of experimental and control groups through randomization. Application of analysis of covariance statistical techniques to the design provides additional power. Since this study was at first-grade level involving new and different methods of teaching in an area for which adequate pretest instruments were not available, the posttest-only control design was selected. Analysis of covariance using intelligence and chronological age

³Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi Experimental Designs for Research on Teaching," in American Educational Research Association, Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally Company, 1963), pp. 191-246.

as covariates in comparing the dependent variables was applied. Appropriate interpretation of the data resulting from this design is important; therefore, explanation of the limits of the design is included in Chapter V, Analysis of the Data.

In this chapter, treatment differentiation of the two language arts methodologies and the control and experimental literature listening programs were described including the listing of instructional materials used in each treatment. The four research hypotheses of the experimental design were stated. Description of teacher selection, pupil population, inservice education, instrumentation, and experimental design completed the documentation of procedures utilized in the research study.

CHAPTER V

ANALYSIS OF THE DATA

This chapter is organized into two parts. First, the subjective evaluation of the structured literature listening program by the teachers who utilized it during the experimental period has been synthesized and elaborated. Statistical manipulation of the pupil data and interpretation of possible reasons for treatment effects have been presented in the second part of the chapter.

Analysis of the Structured Literature Listening Program

The fifteen teachers utilizing the structured literature listening program filled out written evaluations of each series of lessons which attempted to teach a different listening skill. Four different categories of information were requested in the evaluation: (1) brief comments about the lesson, (2) chief weaknesses of the lesson, (3) chief strengths of the lesson, and (4) teacher recommendations for lesson improvement. Generalizations from these written statements, later conversations with many of these teachers, and the investigator's own analysis follow.

Lesson 1, which introduced the program by discussing the importance of good listening, seems to have been well

received by the children. Responses from the teachers reflected that children were interested in talking about the phenomena of listening.

Of particular interest were the responses of teachers regarding Lesson 2, which focused upon the skill of maintaining attention through oral response. The skill was, of course, fundamental to all others. The child who did not aurally and mentally attend could not carry through effectively with the other skills. The idea presented in the lesson that we listen with our ears, our eyes, and, most especially, with our minds seemed to capture the interest of and was understandable to the children. Lesson 2, in combination with the student preparation period at the beginning of each lesson, caused some teachers to indicate that in all of their years of teaching they had never had children so attentive.

Lessons 3-10 focused upon vocabulary study and the skill of discovering the main idea. Teachers reported that the skill of discovering the main idea was a quick, deep plunge for most of the children with practically none of them demonstrating any prior experience with this kind of thinking or listening task. Gradually, more mature children developed this skill. Lessons 31-35 were designed again to bring this skill into focus and provide practice as a basis for learning the skill of recognizing illustrative examples. Examples in these lessons were illustrative of the main idea which had already been identified. Identifying the

main idea during this second series was reported to be more easily accomplished by more children than during Lessons 3-10.

Lessons 11-13 introduced the skill of making use of context clues to identify the meanings of unknown words. This skill was closely related to vocabulary study. The "Detective" listening game, which involved listening for the "clue" words which might help give the meaning of an unknown word, seemed to have appeal and was especially interesting to boys. The specific nature of this kind of skill practice probably caused it to be more easily accomplished. This skill appeared to make less cognitive demand upon the children than some of the other skills. The hypothesis that this skill is one which is naturally used by children and adults in acquiring meanings of unknown words was suggested to the teachers in their lesson plan. They reported agreement with this idea from their observations of children. Again, the reintroduction of this skill later in Lessons 28-30 seemed to bring better student response than the first introduction.

Lessons 14-24 attempted to teach the skill of recognizing that which is important and/or relevant. This was an extension of the skill of discovering the main idea. Teachers reported that this series of lessons was well suited to this level resulting in generally good response and success by the children. Much more critical thought was required here than in previous skills.

The game of "Judge" utilized in developing the skill of differentiating between fact and opinion in Lessons 25-27 appeared to capture the children's imagination. Teachers reported this series to be more well suited for the thinking of their classes than many of the other lessons.

Recognizing illustrative examples, Lessons 31-35, brought a varied response from the teacher evaluations. Some teachers reported good interest and reasonable success. The children liked the game of "Example," in which examples and nonexamples were discussed relating to the ideas in the stories. Other teachers reported that motivation for this skill was comparatively low.

Making logical inferences (Lessons 36-40) was judged to be the most complex listening skill; therefore, it was introduced last in order to capitalize upon the previous exposure and improvement in the other skill areas. The level of interest required by the particular story tended to be critical. Some teachers reported good success, particularly with specific stories. Others felt the skill too demanding for their classes.

General conclusions about the entire series of lessons readily stood out from the evaluations. First, it was obvious that the program did not provide for the individual differences of children within the classrooms. Many children responded positively, enthusiastically, and quickly to the program, while others were somewhat bored, finding the

requirements too far beyond their grasp. This condition was anticipated in advance since no one program could easily be designed for use with a total class of first-grade children which would accommodate the differences in background, motivation, language development, intelligence, etc.

The second observation by teachers, again expected in advance, was that the more mature, intelligent students tended to respond most readily to the program. Some teachers indicated that the listening program gave them more insight into the differences in ranges of abilities with their classes than any other program which they had experienced. More mature students helped, by their example, those who did not respond as rapidly to new skills. Teachers having more mature classes reported most interest and success with the program. Teachers having least mature classes reported the most difficulty with the program.

The utilization of listening games helped a great deal in motivation and instruction. Suggestions were made by teachers for utilization of other games than those incorporated in the program. It was also suggested that sending simple instruction sheets home with the children so that parents might play the listening games with them would be helpful.

No teacher comments were made specifically about the sequence of skills; however, the analysis of responses leads the investigator to believe that making use of context clues,

differentiating between fact and opinion, and recognizing illustrative examples were the skills most easily responded to by children. The order in which the skills were introduced posed a serious dilemma to the investigator. No definitive answers to this question could be found in the research, nor did any come forth from teachers' analyses.

Several teachers commented regarding the lack of picture illustrations to accompany the stories being read. Typically, in many children's literature books, pictures are included. No definitive research could be found regarding the effect of picture illustrations upon listening skill development. Some teachers maintained that the visualization and imagination of pictures in the mind of the child from the descriptions in the story were more conducive to the stimulation of individual thinking processes of children than having pictures provided. Others pointed out that a picture would have helped hold attention and would have provided additional vicarious experiences in focusing meaning of the aural symbols. Probably both of these positions are correct with varying degrees of validity depending upon the previous background of the child. A child having numerous direct experiences with ideas or situations being presented might benefit most by mentally projecting his own picture or image. A child having very little or no previous direct or vicarious experiences relating to the ideas being presented might benefit greatly from illustrated pictures included in the

stories which the teacher could show while reading the stories aloud.

In spite of needed improvements in the program, the teachers were almost universally committed to the idea that the program was worth while for the children and that much more development is needed to help them and other teachers do a more effective job in the teaching of listening skills.

Analysis of Student Data

The investigator has found that keeping a mental image of the experimental groups--their selection and treatment--before him has been helpful in thinking about the analysis of the student data. The graphic image shown in Figure 15 portrays the methodology and measures in the experimental and control treatment groups. The experimental design was one in which two similar experiments were being conducted concurrently. Experiment A consisted of testing the effect of a structured literature listening program (experimental group) against an unstructured literature listening program (control group) within the traditional language arts methodology. Experiment B consisted of testing the effect of a structured literature listening program (experimental group) against an unstructured literature listening program (control group) within the experience approach language arts methodology. Teachers utilizing the traditional methodology were randomly assigned either to treatment group I or II. Teachers

Experiment A	TREATMENT GROUP I	TREATMENT GROUP II
	Traditional Method <u>Unstructured Listening</u> <u>Listening</u> Vocabulary Skills Total <u>Reading</u> Word Reading Paragraph Meaning Total Reading Vocabulary Word Study	Traditional Method <u>Structured Listening</u> <u>Listening</u> Vocabulary Skills Total <u>Reading</u> Word Reading Paragraph Meaning Total Reading Vocabulary Word Study
Experiment B	TREATMENT GROUP III	TREATMENT GROUP IV
	Experience Approach <u>Unstructured Listening</u> <u>Listening</u> Vocabulary Skills Total <u>Reading</u> Word Reading Paragraph Meaning Total Reading Vocabulary Word Study	Experience Approach <u>Structured Listening</u> <u>Listening</u> Vocabulary Skills Total <u>Reading</u> Word Reading Paragraph Meaning Total Reading Vocabulary Word Study

Figure 15

TREATMENT GROUPS' METHODOLOGY AND MEASURES

utilizing the experience approach were randomly assigned to either treatment group III or IV. No other randomization was made. Eight dependent variables (three in listening achievement and five in reading achievement) were measured at the end of the experimental period in each of the treatment groups.

A total of 822 students in the four treatment groups completed the experimentation. In order to control the influence of chronological age and intelligence upon the eight dependent variables, a statistical technique of analysis of covariance was utilized in the treatment of the student data. Eighty-four different tests of significant differences were made utilizing the BMD04V Health Sciences Computing Facility's computer program at the University of California, Los Angeles.

Tests of Poolability

It is generally known that sex differences are common in language development in primary years. Therefore, boys and girls were compared within each treatment group on five of the eight dependent variables. This was done to determine if they were poolable as one group within each treatment group, or would need separation into the two sex groups for later comparison between treatment groups on the dependent variables.

The five dependent variables used in boy-girl comparisons within each treatment group were: Wright Listening

Comprehension Test subtests--(1) listening skills and (2) total listening; Stanford Reading Achievement Test Subtests--(3) total reading, (4) vocabulary, and (5) word study. Analysis was made to determine the occurrence of significant sex differences in achievement on each of these five variables. As groups were compared on each dependent variable, the effect of group differences in chronological age and intelligence was statistically balanced. The data from this analysis are shown in Table I. Inspection of the data indicates that within none of the treatment groups could the boys and girls be considered to come from the same population on all the dependent variables. Since a sex difference was observed on one or more of the five selected dependent variables within each of the treatment groups, and since the pattern of such differences varied from treatment group to treatment group, the investigator chose to make comparisons between treatment groups separately for boys and girls. This procedure provided for the reporting of the data to follow a consistent format and thereby facilitate ease of interpretation. Thus, comparisons were made between boys in treatment groups I and II on each of the eight dependent variables and between boys in treatment groups III and IV in similar fashion. Comparisons between girls in treatment groups I and II and between girls in treatment groups III and IV were made in comparable pattern as in the comparisons for boys.

Lest Table I be misinterpreted, the reader should remember that this experiment utilized a posttest control

Table I
TESTS OF POOLABILITY FOR BOYS AND GIRLS WITHIN EACH TREATMENT GROUP

Test	Experiment A				Experiment B			
	Treatment Group I		Treatment Group II		Treatment Group III		Treatment Group IV	
	df ^a	F	df ^a	F	df ^a	F	df ^a	F
<u>Wright Listening</u>								
Listening	200	3.690	172	2.244	220	2.445	186	8.544*
Total - Listening Vocabulary and Listening Skills	201	2.001	172	1.305	220	3.133	186	9.847*
<u>Stanford Reading</u>								
Total Reading	196	5.667*	181	1.747	222	12.711*	190	12.650*
Reading Vocabulary	195	0.062	160	4.509*	101	0.298	170	0.061
Word Study	196	5.647*	160	0.667	101	0.146	169	4.635*

Chronological age and intelligence used as covariates on each boy-girl comparison.

^aDegrees of Freedom; so indicated in subsequent tables.

*Significant differences .01 level

group design. No pretest measures of the dependent variables of listening or reading achievement were made. The sex differences within each treatment group cannot be explained or supported by an assumption of experimental treatment effect since these differences may have existed at the beginning of the experiment. Awareness that the posttest design did not give evidence of amount of achievement gain from the beginning to the end of the experiment is also needed in proper interpretation of the student data.

Achievement Comparisons Between Treatment Groups I and II

Tests of significant differences were made between boys in the structured listening program and boys in the unstructured listening program within the traditional methodology on each of the eight dependent variables. Next, similar comparisons were made between girls in these two treatment groups. Chronological ages and standard scores on the Pintner Intelligence Scale were used as covariates in each of the comparisons. The data resulting from this analysis appear in Table II. It is apparent that the structured literature listening program, when utilized within traditional methodology, caused a significant difference in achievement in all measures of listening and reading for boys. In contrast, significant difference in achievement was found in only one measure for girls--that of listening vocabulary.

Table II
 TRADITIONAL METHOD
 UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Test	Dependent Variable	Sex	df	F	Significance Level
Wright Listening	Vocabulary	Boys	184	9.479	.01
		Girls	187	4.212	.05
	Skills	Boys	185	19.937	.01
		Girls	187	1.020	n.s.
	Total	Boys	185	19.429	.01
		Girls	188	2.899	n.s.
Stanford Reading	Word Reading	Boys	187	5.646	.05
		Girls	189	3.503	n.s.
	Paragraph Meaning	Boys	181	4.439	.05
		Girls	186	1.603	n.s.
	Total	Boys	187	7.958	.01
		Girls	190	3.107	n.s.
	Vocabulary	Boys	179	3.993	.05
		Girls	176	0.394	n.s.
Word Study	Boys	179	5.930	.05	
	Girls	177	0.801	n.s.	

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

Achievement Comparisons Between Treatment Groups III and IV

Tests of significance of differences were made between boys in the structured listening program and boys in the unstructured listening program within the language experience methodology on each of the eight dependent variables. Next, similar comparisons were made between girls in these two treatment groups. Chronological ages and standard scores on the Pintner Intelligence Scale were used as covariates in each of the comparisons. The data resulting from this analysis appear in Table III. These data indicate that the structured literature listening program, when inserted in language experience methodology, significantly affected listening achievement of both boys and girls in listening skills and in total listening over the unstructured listening program within the same methodology. Also, the structured program caused significant improvement in reading vocabulary for both boys and girls and significant improvement in word study for boys.

Explanation of Achievement Comparisons

To assist in arriving at more valid explanations of the possible reasons for the observed treatment effects, a meeting with each of two different groups of local district personnel was held. First, a small group of curriculum personnel from the districts involved in the experimentation was presented the design, procedures, and data of the study.

Table III
 EXPERIENCE APPROACH
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Test	Dependent Variable	Sex	df	F	Significance Level
Wright Listening	Vocabulary	Boys	210	0.873	n.s.
		Girls	186	1.837	n.s.
	Skills	Boys	218	17.985	.01
		Girls	188	6.118	.05
	Total	Boys	218	10.917	.01
		Girls	188	3.980	.05
Stanford Reading	Word Reading	Boy	221	2.136	n.s.
		Girls	194	0.369	n.s.
	Paragraph Meaning	Boys	214	0.778	n.s.
		Girls	193	0.002	n.s.
	Total	Boys	218	1.034	n.s.
		Girls	194	1.104	n.s.
	Vocabulary	Boys	147	4.348	.05
		Girls	124	4.204	.05
	Word Study	Boys	146	6.758	.05
		Girls	124	1.329	n.s.

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

At a later meeting, teachers who had participated in the project were given a similar presentation. Both groups were asked to give their best analysis of the findings and suggest reasons for treatment effects. Their insights and those of the investigator have been synthesized and are here presented.

Five of the total of eight vocabulary measures in the two treatment groups were significant at or beyond the 5 percent level in favor of the structured listening program. The explanation advanced for this is that the structured listening program included direct vocabulary study and a listening game of "Detective" for the purpose of using context clues in identifying unknown words. No plausible explanation of the lack of significance on the Wright Listening Vocabulary Subtest for either boys or girls in treatment group IV over treatment group III is hypothesized. Data on vocabulary measures are presented in Tables IV and V.

Increased student achievement in listening skills was the desired outcome of the structured listening program. As shown in Tables VI and VII, significant achievement in listening skills by those having the structured listening program over those having the unstructured program was made in three out of four possible treatment group comparisons. The fact that the program had a desired effect in three groups was not surprising since it had been designed for this purpose. No clear explanation exists as to why the girls

Table IV

TRADITIONAL METHOD COMPARISONS--
LISTENING AND READING VOCABULARY
UNSTRUCTURED vs. STRUCTURED LITERATURE
LISTENING PROGRAM

Dependent Variable	Sex	df	F	Significance Level
Wright Listening Vocabulary	Boys	184	9.479	.01
	Girls	187	4.212	.05
Stanford Reading Vocabulary	Boys	179	3.993	.05
	Girls	176	0.394	n.s.

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

Table V

EXPERIENCE APPROACH COMPARISONS--
LISTENING AND READING VOCABULARY
UNSTRUCTURED vs. STRUCTURED LITERATURE
LISTENING PROGRAM

Dependent Variable	Sex	df	F	Significance Level
Wright Listening Vocabulary	Boys	210	0.873	n.s.
	Girls	186	1.837	n.s.
Stanford Reading Vocabulary	Boys	147	4.348	.05
	Girls	124	4.204	.05

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

Table VI

TRADITIONAL METHOD COMPARISONS--LISTENING SKILLS
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Dependent Variable	Sex	df	F	Significance Level
Wright Listening Skills	Boys	185	19.937	.01
	Girls	187	1.020	

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

Table VII

EXPERIENCE APPROACH COMPARISONS--LISTENING SKILLS
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Dependent Variable	Sex	df	F	Significance Level
Wright Listening Skills	Boys	218	17.985	.01
	Girls	188	6.118	.05

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

in traditional methodology structured listening program did not show significant achievement over those in traditional methodology unstructured listening program.

While the major purpose of the structured listening skills program was that of improving listening skills, a hoped-for side effect was that it would also positively affect achievement in reading. Tables VIII and IX present data to indicate that the desired side effect was accomplished in all three measures of reading achievement for boys in the traditional methodology. Neither boys nor girls benefited on these three measures in the experience approach, nor did girls in the traditional methodology. Strong agreement existed on the part of the teachers in the following explanation. In the traditional methodology, a cobasal series of reading textbooks was supplied by the state for instruction in reading. The stories in these books tended to be family oriented and more feminine than masculine. Boys typically were not as much interested in the content of these stories as were girls. In the structured listening program, a masculine emphasis was evident in the type of stories selected for skill improvement. The listening games of "Detective" and "Judge" were more boy oriented than girl oriented. Therefore, the listening program stimulated boys' motivation generally more than girls' and had greater carry-over effect upon reading achievement. In the language experience approach, the content of reading material was very much

Table VIII

TRADITIONAL METHOD COMPARISONS--READING
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Test	Dependent Variable	Sex	df	F	Significance Level
Stanford Reading	Word Reading	Boys	187	5.646	.05
		Girls	189	3.503	n.s.
	Paragraph Meaning	Boys	181	4.439	.05
		Girls	186	1.603	n.s.
	Total	Boys	187	7.958	.01
		Girls	190	3.107	n.s.

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

Table IX

EXPERIENCE APPROACH COMPARISONS--READING
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Test	Dependent Variable	Sex	df	F	Significance Level
Stanford Reading	Word Reading	Boys	221	2.136	n.s.
		Girls	191	0.369	n.s.
	Paragraph Meaning	Boys	214	0.778	n.s.
		Girls	193	0.002	n.s.
	Total	Boys	218	1.034	n.s.
		Girls	194	1.104	n.s.

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

individualized since it was drawn from the experiences and written words of each individual child. No sex bias of content in the reading program existed; therefore, the masculine motivational factor of the structured listening program had less side effect.

Sex differences were apparent again in looking at the treatment group comparisons in word study presented in Tables X and XI. Boys in both the traditional methodology and language experience approach having the structured listening program made significant achievement gains in word study over boys who had the unstructured listening program. The Stanford Word Study Test was one largely devoted to the ability to differentiate likenesses and differences of beginning and ending sounds of words. The structured listening program attempted to structure each lesson with a short student preparation period in which students were encouraged in every way possible to concentrate aurally and mentally. Thus, a resultant increased ability to differentiate likenesses and differences of the sounds of words seemed plausible, assuming comparability of hearing acuity. In explaining sex differences in word study, teachers advanced the idea that the culture has reinforced the development of language, generally, and listening attention, specifically, to a much greater extent in young girls as contrasted with young boys. If this be true for these children, the structured listening program which interested boys because of its masculine orientation probably caused more significant achievement on the

Table X

TRADITIONAL METHOD COMPARISONS--WORD STUDY
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Dependent Variable	Sex	df	F	Significance Level
Stanford Reading Word Study	Boys	179	5.930	.05
	Girls	177	0.801	n.s.

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

Table XI

EXPERIENCE APPROACH COMPARISONS--WORD STUDY
UNSTRUCTURED vs. STRUCTURED LITERATURE
 LISTENING PROGRAM

Dependent Variable	Sex	df	F	Significance Level
Stanford Reading Word Study	Boys	146	6.758	.05
	Girls	124	1.329	n.s.

Chronological age and intelligence used as covariates in each comparison.

Significance in all cases in favor of structured listening program.

part of boys than girls. Boys had a greater possible amount of growth to make resulting from instruction than did girls.

Analysis of the data regarding teachers' subjective evaluation of the experimental literature listening program has been made in this chapter. Analysis of student achievement resulting from the experimental program when contrasted with comparable groups not having the program also was presented. Where no plausible explanation of treatment effect seemed to exist, none was given. Explanations for treatment effects were speculative in nature since the investigator was acutely aware of the limitations involved in being certain of cause-effect relationships with the great number of human variables which operated in this study. The different pattern of treatment effects in the traditional methodology and the language experience approach suggested that a great host of different factors was at work in student achievement in listening and reading. The fact that the structured listening program did have a significant effect upon listening achievement and reading achievement for specific groups of students seemed rather well supported. In addition, the data clearly indicated that in no instance did students in the unstructured listening program show significant achievement over those in the structured listening program. All significant differences were achieved by those students in the structured listening program.

CHAPTER VI

ASSESSMENT, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study, as stated in the overview in Chapter I, was to design and investigate the effect of a first-grade listening instructional program upon achievement in listening and reading. The study was conceptualized as a curriculum development project involving two of the three phases of curriculum innovation outlined by Brickell, program design and program evaluation through field test.

Assessment of the Project

Assessment of the project as it was conducted is reported in two sections: (1) strengths of the project, and (2) weaknesses of the project.

Strengths of the Project

Teachers in the project and other teachers having heard about it in San Diego County have responded with interest. The potential for improving instruction seen by these persons has validated, to some extent, the timeliness of the study. There has been a growing conviction among teachers and curriculum personnel that much more attention is needed in helping children improve their listening skills and thereby advance their language improvement generally.

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The definition and sequence of the organization for planning and conducting the study have been its significant strengths. The design phase with review of the research, development of the conceptual model of listening development, and development of the experimental program based upon stated assumptions and analysis of the seven determiners of the curriculum, was a more thorough procedure than is usually followed in many curriculum development programs. The second phase, that of evaluation through field test with a large group of students in existing typical classroom settings, also constituted greater rigor than has been typical in the curriculum development process.

Many projects have been conceived and much research has been cast only within an immediate time and place frame of reference. Development of the experimental listening program based upon assumptions derived from research and analysis, attention to its ease of integration into the existing curriculum, and consideration of the requirements necessary for the dissemination phase, resulted in this study having potentially a far-reaching significance. Possibility of improvement of instruction beyond the immediate scope and time limitations of the project itself was built into its organization. The prototype listening program developed in the project can be disseminated in present form or provide a basis upon which to develop a more refined program which later can be disseminated.

The research design was one with more control of variables than is generally found in research related to curriculum development projects. Control of the following variables was exercised: teacher age, intelligence, ability through random assignment to experimental and control groups, class size, instructional time, facilities, and instructional materials in the listening program. Utilization of analysis of covariance statistical treatment of the pupil data provided control of chronological age and intelligence as they affected each of the eight dependent variable achievement measures of listening and reading. Hawthorne effect was controlled by telling teachers from the start of the project through its completion that they were all in experimental groups using different treatments. In addition, all instructions were mailed and no inservice education was provided to any of the treatment groups; therefore, reinforcement of one treatment group over another through the enthusiasm of the author was nonexistent. Testing of the experimental listening program within the framework of two different language arts methodologies yielded more precise information about its effectiveness than would have been obtained from testing it within only one language arts methodology. The research design in which two similar research studies were conducted concurrently made this possible.

The procedural steps which were followed from the beginning of the project through analysis of the data by use

of the computer has provided a model which, with adaptation, would be functional for use in other curriculum development projects. The large amount of data capable of being processed through existing computers points the direction of more closely linking respectable research with curriculum development as more powerful computers become readily available in larger local school districts, intermediate units, and state departments of education. Research need not be confined to a university, college, or independent research agency setting. Curriculum development need not be confined to operational units in the structure of the public schools. Careful conceptualization of curriculum innovation, field test in typical classroom settings, utilization of a large number of teachers and students, random assignment of experimental and control treatments, and statistical control of many dependent variables through computer data analysis is fast becoming feasible for personnel at all levels of education. This project has been one example in which these facets of curriculum innovation, experimentation, and research have been linked.

Weaknesses of the Project

One of the weaknesses of the project became evident at its very beginning; that of limited knowledge base. No systematic theory of listening has yet been developed. The conceptual model of listening development previously outlined in this report was a crude start. Assurance of the reality

of a definitive delineation of listening skills has not been found. At best, any description of listening skills was subjective, based ultimately upon logic rather than scientific evidence. Once a list of skills was selected, guidelines did not exist to determine the sequence in which these skills could best be taught to children. Levels of cognitive difficulty of listening skills, like their definitions, were not available in any precise form. The age and developmental levels at which particular listening skills could most effectively and efficiently be learned by children appeared only vaguely known by those reporting in the literature.

The time pressures involved in the production of the literature listening program caused it to be inferior to a program which might have been more systematically developed. Greater rigor in program development, including teacher try-out of each set of lessons and listening games with further refinement before organization into the total program, would have produced a program superior to the one used in the study.

The selection of the paperback read-aloud stories for the literature content of the program was predicated upon the need for economy, ease of handling, and comparability of materials necessary for control in the research design. Thus, the quality of the stories was less than that which could have been achieved through wide-scale analysis of children's literature from all possible sources, followed by compilation of a literature anthology designed specifically for the teaching of listening skills.

Lack of knowledge base on the part of the investigator in how to organize the skill development program for small-group or individualized instruction, and limitations in knowing how to differentiate story content for girls, boys, and different levels of intelligence and socioeconomic background, caused a weakness in the program.

While the research design did control to a great extent a large number of the independent variables, no measure of socioeconomic background of students was included. Studies of children's language from the culture of poverty have shown that socioeconomic background is a significant factor in differentiation of children's linguistic experience and competence. Thirty-three teachers and 822 students were a relatively large number of participants in a research study. However, the study was one of instructional methodology in which the teacher was of central importance. Thus, thirty-three teachers randomly assigned in four different treatment groups were not as large a number as initially judged by the investigator. More teachers in the project would have given greater assurance of the generalizability of the experimental program effect to a larger population of first-grade students not involved in the project.

As in all research, the accuracy of the data rested not only on the adequacy of the research design but also on the validity and reliability of the test instruments.

Conclusions

The purpose of the study was reasonably well fulfilled. A listening program was designed. It did cause significant achievement in listening and reading in varying degrees on different specific dimensions with different treatment groups. While in several instances the program caused no significant difference in achievement, the teacher's natural method, which was the control against which the program was measured, in no instance was superior to the experimental listening program. Six of the ten assumptions made at the beginning of the study have been corroborated in some fashion through evidence collected: (1) Teachers and local curriculum personnel all agreed that the improvement of listening skills is a legitimate and proper objective of the language arts curriculum. (2) A listening skills program was constructed and evaluated. (3) Listening and reading achievement were measured at the end of the first-grade level. (4) The second semester in first grade did provide adequate instructional time within which to improve listening and reading achievement through the use of the experimental program beyond normal maturational development. (5) Comparability of experimental and control groups was achieved through random assignment and analysis of covariance statistical procedures. (6) Student achievement in listening skills was improved through the experimental program and the program did positively affect, to some degree, achievement in reading.

On the basis of the evidence gathered in the study, the investigator concludes that the literature listening skills program in its present form would significantly affect achievement in listening of first-grade class groups taught by most language arts methodologies used in the public schools. This prediction relates only to gross achievement gains of total classes, not to the achievement of individual children. The greatest possible achievement gains from use of the program undoubtedly would result from its selective use with boys being taught by the traditional method in reading and language arts. This is the predominant methodology currently in use across the nation.

The third and final conclusion of the study is that a great potential exists to stimulate and refine the thinking processes of young children through a well-designed listening program. Listening comprehension through the effective use of listening skills is inextricably linked with thinking. The refinement of thinking processes through the development of listening comprehension is, without question, the dominant reason for teaching listening skills. That the listening program had some measureable effect upon achievement in listening and reading is evidence that refinement of thinking processes did occur in some way to some extent with some children.

The investigator is more convinced now than before the study that listening instruction should have a prominent

place in the instructional program. He agrees heartily with two statements by Vygotsky:

Thought development is determined by language, i.e., by the linguistic tools of thought and by the socio-cultural experience of the child. Essentially, the development of inner speech depends on outside factors; the development of logic in the child, as Piaget's studies have shown, is a direct function of his socialized speech. The child's intellectual growth is contingent on his mastering the social means of thought, that is, language.¹

Therefore the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening functions.²

Nearly all children and adults listen. There should be little argument against the deliberate stimulation of consciousness on the part of humankind; that is, awareness and purposeful direction of one's mental processes. The development of the skills of listening comprehension will result in increased consciousness.

Recommendations

Any study worth its effort raises more questions and problems than it solves. Continued research to provide information about the factors indicated in the section on weaknesses of the project concerning limited knowledge base is greatly needed. Definitive evidence concerning differences

¹L. S. Vygotsky, Thought and Language (Cambridge, Mass.: The M.I.T. Press, 1962), p. 51.

²Ibid., p. 104.

involved in listening competence of primary-age children of each sex with differing cultural, socioeconomic, and intelligence backgrounds would be of great assistance in program design. Only through the use of more explicit basic knowledge about listening as a phenomenon, its theory, its processes, its skills, etc., as such knowledge becomes available, will effective classroom programs of listening emerge. Thus, encouragement in considering the conceptualization and conduct of research investigations in listening should be given. The field is relatively young in its research development and needs much attention.

The development of curricular programs of listening instruction need not wait until all basic information about listening has been determined, however. The major recommendation of this study is that an organizational framework of a developmental literature language listening program, grades K-3, be formulated as a basis for the development of teacher and pupil instructional materials. The conceptual model and prototype program which have been designed in this project can serve as a basis upon which to build such a framework. Component parts of such an organizational framework in terms of the particular listening skills at each level, the types of literature which would be used as content, and listening skill development activities need careful attention. Materials and methodology for each component part need to be developed, tried out in the classroom, refined, and

ultimately reorganized into a total listening instructional program for the primary grades. At this stage, the entire program should be field tested on a wide-scale basis in existing classrooms with "typical" teachers. A research design appropriate for this field test would be needed. This program would then be ready for the third phase of the Brickell curriculum innovation model: that of dissemination. If this recommendation were carried out, the resulting program would be one of the few instructional programs existing in the United States which would have been carefully developed and researched in the classroom before being disseminated into widespread instructional use.

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A P P E N D I X A

TEACHER INVENTORY OF APPROACHES
TO THE TEACHING OF READING

TEACHER INVENTORY OF APPROACHES
TO THE TEACHING OF READING

Prepared by
Reading Study Project Committee
Department of Education
San Diego County

Name _____ Approach _____

Grade _____ School District _____

Instructions: Here are 33 statements regarding the teaching of reading as different teachers would approach it. These statements should be read carefully and then judged in terms of their accuracy for describing your approach to the teaching of reading. Your judgment will be indicated by using the following key:

Place a "5" beside the item if it is entirely accurate.

Place a "4" beside the item if it tends to be accurate.

Place a "3" beside the item if it is neither accurate nor inaccurate.

Place a "2" beside the item if it tends to be inaccurate.

Place a "1" beside the item if it is entirely inaccurate.

Please read all 33 items at least once before you attempt to make final judgments.

- _____ 1. I provide a systematic program of instruction in reading for my class primarily through the use of a single main source of printed materials.
- _____ 2. In my class, attention is given equally to reading skills, interests, and attitudes.
- _____ 3. The basic purpose of reading instruction in my class is to extend use of all of the language arts by using each child's thoughts, ideas, and experiences in language activities.
- _____ 4. My classroom is organized so far as reading instruction is concerned for the production, sharing and reading of graphic and written materials based upon the child's own thoughts, concerns, and ideas.

- _____ 5. I do most of my direct teaching of reading as pupils discuss with me and their group the story or selection to be read, and as they participate in reading group activities.
- _____ 6. In my class, the individual pupil receives most of my direct instruction in reading during individual conferences. This direct instruction is based upon the reading selections he has read or is reading on his own.
- _____ 7. In my class, reading skill development follows naturally from each child's oral and written expression and is therefore dependent upon each child's unique language development rather than upon a predetermined sequence.
- _____ 8. In my class, I utilize materials which are in the pupil's language based upon his thoughts and experiences. This material serves as a major source of reading material for himself and other pupils. This serves as a primary means for providing for individual differences in my class.
- _____ 9. In my class, I feel that the best motivation for reading is stimulated through provision of a wide variety of reading materials which meet the interests and maturational needs of the pupils.
- _____ 10. I introduce words (new reading vocabulary) to the children as they find a need to use them in their writing and reading of material. Dictionaries, word lists, and other sources of new words are available and the children are encouraged to use them as needs arise.
- _____ 11. The reading activities of the pupils in my class are based primarily upon many other language experiences, especially oral and written language of the individual pupils.
- _____ 12. In my class, children are motivated to read by being helped by me to see the relation of the story or selection to be read to their experiences, and by being helped to acquire the vocabulary and skills necessary for success in each new reading task.

- _____ 13. I try to provide for individual differences in my class by providing and encouraging the use of a wide variety and range of printed materials. I provide for individual conferences with each pupil in which we discuss his reading problems and his progress. (I am also able to do individual instruction in these conferences.) Group conferences are used for the same purposes when this is appropriate.
- _____ 14. In my class, provision for individual differences is made mainly through the use of flexible ability groups. This allows me to give attention to the common problems of each of the groups. I can also give attention to individual students' problems as a part of the group instruction.
- _____ 15. In my class, free reading of library table materials is allowed while other pupils are being instructed in reading groups, or on special days designated for free reading, or when pupils have finished assigned work, or any combination of these possibilities. Free reading time is included to assist children in strengthening their reading skills and for personal enjoyment.
- _____ 16. I try to provide for and encourage many language activities based upon the self-selected reading material read by individual pupils or by several pupils. Handwriting, spelling, written expression and usage are given attention when they apply to the reading selections which have been chosen by individual pupils.
- _____ 17. In my class, most reading by children is "free" reading in that the children generally select their own material to read and are encouraged to read this material for purposes apparent to them, one of which is to become a better reader.
- _____ 18. I believe that motivation for reading in my class is stimulated through the child's realization that his oral language expression based upon his own interests, experiences, and thoughts as well as the ideas and thoughts of others can be written and thus read.
- _____ 19. I have a regular reading period set up to take care of direct teaching of reading and other reading activities. Handwriting, spelling, written expression and usage are taught at another time and are given attention during the reading time when they directly apply to the reading situation.

- _____ 20. I evaluate pupil progress in my reading program in relation to material he is able to read and his achievement of the skills necessary to read successfully a given level of reading material.
- _____ 21. I base my plan for reading instruction upon the oral and written expression and identified needs of the children.
- _____ 22. I encourage children to use free reading time to read materials prepared by other pupils, books of special interest to them, and materials which will help them develop ideas for their own written productions.
- _____ 23. Skill development is the primary objective of my reading program.
- _____ 24. My plan for reading instruction is determined by and follows the reading needs of individual children as they meet reading problems which require my guidance and help.
- _____ 25. My classroom is organized to facilitate many and varied activities relating to reading. I set up time for individual pupil conferences, small group reading situations, and provide for silent reading of self-selected materials for individual students.
- _____ 26. I evaluate children's growth in reading in terms of the quality and quantity of materials read, skills acquired as well as interests and attitudes developed.
- _____ 27. I group the pupils in my room in terms of reading ability (generally three groups). I try to gear my instruction in reading to the needs of each of the groups.
- _____ 28. Reading instruction in my class is designed for the most part to develop the skills and mechanics of the reading process.
- _____ 29. I evaluate the reading growth of the pupil in terms of his ability to express himself in oral and written form, in terms of his skill in reading, comprehending, and interpreting written material of all types.

- _____ 30. I provide for pupil growth in vocabulary through individual pupil-teacher conferences, encouraging pupils to seek assistance from other pupils in the class, silent reading of a variety of printed materials, group conferences, and through encouraging the use of resource materials (dictionaries, word lists, etc.).
- _____ 31. I introduce new vocabulary to each reading group prior to their silent reading of a new selection.
- _____ 32. I base my direct instruction in reading primarily upon material produced by the children themselves. This direct teaching, depending upon the situation, is done through group activities, total class activities, or through sessions with individual pupils.
- _____ 33. The main purpose of reading instruction in my class is to develop wholesome reading interests and attitudes as well as the development of adequate skills through the child's desire to discover, select, and explore a wide variety of reading materials.

SCORING SHEET FOR TEACHER INVENTORY OF APPROACHES TO THE TEACHING OF READING

The scoring sheet consists of three columns. Each of these columns contains an item number which is directed to an element of the reading program.

Directions for scoring:

- Step 1. The score (1, 2, 3, 4, or 5) which a teacher gives to each item should be recorded in the item space provided on the scoring sheet.
- Step 2. Total the numbers recorded in the Basic Approach column, the Individualized Approach column, and the Language Experience Approach column.
- Step 3. Mark with an X the total score of each approach at the appropriate spot on the profile scale.

Elements of the Reading Program

- A. My Purpose for Reading Instruction
- B. The Basis for My Plan of Reading Instruction
- C. How I Motivate for Reading Instruction . . .
- D. Materials of Reading Instruction Which I Use
- E. How I Organize My Classroom for Reading. . .
- F. How I Provide for Direct Reading Instruction
- G. How I Provide for Supplementary Reading. . .
- H. How I Include Skill Development in My Reading Program.
- I. How I Incorporate Vocabulary Development in My Reading Program
- J. How I Provide for Individual Differences in My Reading Program
- K. My Criteria Evaluation

	Basic Item No.	Individualized Item No.	Language Experience Item No.
A. My Purpose for Reading Instruction	28 _____	33 _____	3 _____
B. The Basis for My Plan of Reading Instruction	27 _____	24 _____	21 _____
C. How I Motivate for Reading Instruction . . .	12 _____	9 _____	18 _____
D. Materials of Reading Instruction Which I Use	1 _____	16 _____	11 _____
E. How I Organize My Classroom for Reading. . .	19 _____	25 _____	4 _____
F. How I Provide for Direct Reading Instruction	5 _____	6 _____	32 _____
G. How I Provide for Supplementary Reading. . .	15 _____	17 _____	22 _____
H. How I Include Skill Development in My Reading Program.	23 _____	2 _____	7 _____
I. How I Incorporate Vocabulary Development in My Reading Program	31 _____	30 _____	10 _____
J. How I Provide for Individual Differences in My Reading Program	14 _____	13 _____	8 _____
K. My Criteria Evaluation	20 _____	26 _____	29 _____
	Total _____	Total _____	Total _____

SCALE OF SCORES	11	22	33	44	55
BASIC	_____	_____	_____	_____	_____
INDIVIDUALIZED	_____	_____	_____	_____	_____
LANGUAGE EXPERIENCE	_____	_____	_____	_____	_____
Degree of Agreement	Disagree	Tend to Disagree	Tend to Agree	Agree	

A P P E N D I X B

LITERATURE LISTENING PROGRAM
(EXPERIMENTAL APPROACH)

Teacher _____

School _____

District _____

Experimental Approach S

LITERATURE LISTENING PROGRAM

LESSON NUMBER 11 to 13

Skills to be Practiced

Making Use of Context Clues

Stories to be Used

Stories to be used are listed on the last page of the lesson plan.

Teacher Preparation

Read through this lesson plan. Read each of the stories which will be used, marking the vocabulary words which are to be learned through context and clue words. These are listed for your convenience on the last page of this lesson plan. Think about this skill and how it is related to the similar skill in reading. Making use of context clues simply involves listening for clue words which will help the listener guess or learn the meaning of a word which he does not already know. This skill may be thought of as a form of vocabulary study by the children themselves without using a dictionary or learning all of the meanings of an unknown word. As you think about teaching this skill to children, remember that you are probably only helping them become a bit more systematic with what they already do. Probably most of the new words a child or adult learns in his listening vocabulary are learned through context within a sentence or paragraph in which they are first heard.

Student Readiness Activities

The set of the class in getting ready for the literature listening lesson should be fairly well established by now. Getting ready, sitting quietly, concentrating on listening with their eyes, ears, and minds should be encouraged at each lesson, however. The sharing time in which individual children bring back to the class things which they have done at home in practicing listening for the main idea should have encouraged many of them to begin practicing their

listening skills at home. Your encouragement as the teacher for them to practice at other times during the day in the classroom when they listen and at home will help greatly in reinforcing their behavior.

Again, remember that if a child can tell in his own words what the listening skill is that he is or has been using and how he can use it, the chances for his understanding and practice of that skill will be much greater. The sharing time should provide time for and reinforce this.

Teaching Procedures

1. Always start with the readiness activity including sharing.
2. Talk with the children about the fact that they have been hearing some new words in the stories which they have been reading these past two weeks.

Now rather than having you, the teacher, always tell them what a new word means, they can learn to play a game which will help them learn the meaning of some of the new words they hear all by themselves.

The name of the game is Detective Listening Game. At this point you might have a discussion about what a detective is. You can lead them to the understanding that a detective is very alert. He concentrates, he listens with his eyes, ears, and mind, and he searches for clues to help him find answers.

In this detective listening game each child is to listen for clue words which will help him learn the meaning of a new word which they might not know.

3. Give them an example of the game. Use "The Ugly Duckling," Read-Aloud Nursery Tales, p. 36. Use the first paragraph. Read the paragraph to them. The word, mansion, is the new word. The clue words are house and moat, specifically house. If moat is a new word for most of them, see if they can find the clue word for it: water.

The children will probably not respond to this at first reading, so read it again having them listen carefully for the clue words to help them understand the meaning of mansion and/or moat.

4. After clarification as to how to play the game, proceed on with this same story. On page 37 is a new word, monstrous. The clue word is big. In the next paragraph is the word gloriously. The clue word is fine. Later the word plumped appears. The clue words are sprang, in, and water.

5. At this point you should probably discuss with the children that not all new words can be learned in the game of detective by just listening for clues. Sometimes there are no easy clue words to help. Show an example at the bottom of page 38 with the word, splendor. There are no good clue words here. Winter and sun and setting tell that splendor has something to do with the setting winter sun but does not tell what splendor is.

When this happens, the detective should do what good detectives do--that is, ask questions. They should listen carefully for clue words. If there are none, then they should ask questions of the teacher, parent, or whoever is speaking to them.

6. Normally you, as the teacher, should be helping them with new words in the stories for which there are no clue words. In the development of listening vocabulary it is important only that they have an explanation of the unknown word. At this point in the listening lessons it is not important that they be able to spell or read the new word. You are trying only to help the children get the new word in their listening comprehension vocabulary. The appropriate spelling and reading vocabulary of children is already in their present listening vocabulary. You are attempting to extend their listening vocabulary as a basis for spelling and reading at a later stage.
7. Continue to play the game of detective with other stories listed in this lesson plan for three 20-minute lessons which are scheduled. Encourage students to stop you and ask questions about the meaning of new words which have no clue words. This should be done in the lesson and at any other time during the school day. Then if they will consciously begin to do this, it will help you, as the teacher, know when they are not understanding. This questioning on the part of the students will also help reinforce their development of comprehension in their listening vocabulary.

(Students who ask about the meaning of words they hear you use, their parent use, or other persons use have to be listening and thinking in order to recognize the words they don't understand. Therefore, this kind of questioning should be encouraged to stimulate listening and thinking.)

Sometimes children may ask you rather than listen for clue words. If there are clue words, you should always encourage them to think about these before they ask for the meaning of a word.

Student Reconstruction

Have the students tell in their own words how they have learned to play the Detective Listening Game.

Student Follow-up Activities

The follow-up activities for Lessons 11 to 13 are to have the children tell their parents about the game and to practice it at home, reporting back to the class at sharing time how they have played the game with someone else outside of the classroom. The degree to which children can be encouraged to play this game within the class throughout the school day and at home will affect their independence in listening vocabulary study.

Stories to be Used

	<u>New Words</u>	<u>Clue Words</u>
READ-ALoud NURSERY TALES		
The Blind Man and the Elephant, p. 80	approached, p. 81	came close
The Three Wises, p. 83	uttered, p. 84 mansion palace, p. 84	said aloud fine house
ANIMAL STORIES TO READ ALOUD		
A Gossiping Fly, p. 24	nibbling, p. 24 queer, p. 24 position, p. 25	teeth three-cornered head head down - feet up
FAVORITE POEMS TO READ ALOUD		
Good Night and Good Morning, p. 10	rooks, p. 10	flew, flight, bird
There Was a Little Girl, p. 23	horrid, p. 23 squalled, p. 23	bad screamed, yelled, bawled
Waiting for Something to Turn Up, p. 50	shirk, p. 50 nonsense, p. 53	didn't work head

Stories to be Used (continued)

When Mother Reads Aloud, p. 63	fray, p. 63 lances, p. 63 prowling bands, p. 63	armies spear jungle
The Shoemaker, p. 65	feeble, p. 65 awl, p. 65	old, bent make hole
HANS CHRISTIAN ANDERSEN'S FAIRY TALES		
The Emperor's New Clothes, p. 53	costume, p. 53 tailors, p. 54 peculiar quality, p. 54 distinguish, p. 54 courtiers, p. 58 chamberlains, p.62	clothes weave, fabrics becoming invisible discover selected faithful men carry train

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San Diego County 2-66