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## ABSTRACT

This report describes a program for the improvement of listening skills in order to increase academic performance. The targeted population consisted of elementary students in a middle class community located in western Illinois. The problem of ineffective listening skills was documented through data revealing the number of students whose lowered academic performance may be due to a deficiency of listening skills. Analysis of probable cause data revealed that many students are unable to concentrate on auditory input, or to combine the processes needed for effective listening, are not exposed to formal instruction in listening skills, are lacking sufficient concept imagery skills, and exhibit an absence of internal motivation and the physical preparation necessary for effective listening. Faculty reported students' weaknesses in effective listening skills negatively impacted academic performance. Reviews of curricula content and instructional strategies revealed a lack of curricular value and time, insufficient quality instructional materials, and most importantly a deficiency in teacher preparedness. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: the direct teaching of effective listening skills, student ownership of self-monitoring, and the positive effects of using music in the classroom. Based on the presentation and analysis of the data on the improvement of listening skills, the students showed a notable improvement in academic achievement. The listening skills learned during the 16 week intervention period appeared to have transferred to students' academic growth and progress across the curriculum, and to have had a positive impact on their social interaction. (Contains 31 references and 8 tables of data. Appendixes contain student self-monitoring questions; songs and chants; parent, student, and teacher questionnaires; and a teacher observation checklist.) (RS)

ENHANCING STUDENT ACHIEVEMENT THROUGH THE IMPROVEMENT  
OF LISTENING SKILLS

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## ABSTRACT

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DATE: MAY 2002

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Analysis of probable cause data revealed that many students are unable to concentrate on auditory input, or to combine the processes needed for effective listening, are not exposed to formal instruction in listening skills, are lacking sufficient concept imagery skills, and exhibit an absence of internal motivation and the physical preparation necessary for effective listening. Faculty reported students' weaknesses in effective listening skills negatively impacted academic performance. Reviews of curricula content and instructional strategies revealed a lack of curricular value and time, insufficient quality instructional materials, and most importantly a deficiency in teacher preparedness.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: the direct teaching of effective listening skills, student ownership of self-monitoring, and the positive effects of using music in the classroom.

Based on the presentation and analysis of the data on the improvement of listening skills, the students showed a notable improvement in academic achievement. The listening skills learned during the 16 week intervention period appeared to have transferred to students' academic growth and progress across the curriculum, and to have had a positive impact on their social interaction.

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## CHAPTER 1

### PROBLEM STATEMENT AND CONTEXT

#### Problem Statement

The students of the targeted intermediate grade classes exhibited ineffective listening skills that interfered with their ability to discriminate between essential and nonessential auditory input. Evidence for the existence of the problem included teacher assessments that indicated unsatisfactory academic performance, anecdotal records from teacher observations that described ineffective listening behaviors, and grade reports which indicated a discrepancy between performance and ability.

#### School A

School A was a kindergarten through sixth grade elementary building with a total enrollment of approximately 300 students. The student population consisted of 87% Caucasian, 4% African American, 8% Hispanic-American, .3% Asian, and approximately 6% of the school's student population had limited English proficiency. Twenty-five percent of the students were classified as low income, while the school district spent an average of \$4,000 per student. The average class size for the building was 25 students, with a mobility factor of 13%, partially influenced by military reassignments. The attendance rate was 96% with no chronic truants. Communication with every family regarding student progress was established through parent-teacher conferences, telephone conferences, written correspondence, and home visits.

Certified staff included 19 female and 3 male teachers, all of whom were Caucasian. Average teaching experience was 18 years with 18 teachers having earned a master's degree or higher. The school administrator was also responsible for the district's Title I Reading Program. Certified support staff included music, art, and physical education specialists, two media professionals, two learning disabilities resource teachers, a speech/language pathologist, an occupational therapist, and a school counselor.

Non-certified support staff included nine females and two males, all of whom were Caucasian. The staff consisted of a part-time bilingual aide, two computer lab technicians, an office secretary, a part-time nurse, four lunchroom/playground supervisors, and two maintenance engineers.

School A was a one-story building which consisted of 13 classrooms, a media center, a computer lab, a fine arts room, a cafeteria, a gymnasium, an auditorium, and a resource room. Offices were provided for the nurse, the secretary, and the principal.

Curriculum and educational programs included the core subjects supported by Reading Recovery, speech, and learning disabilities resource. Additional programs included fine arts, instrumental music, library resource, DARE, Human Growth and Development, and Junior Achievement. After school computer lab opportunities were provided. Summer school was available for students identified with academic needs.

Student honors, recognitions, and awards included: Presidential Academic Fitness, most Improved Academic, fine arts, patrol, perfect attendance, and physical fitness. The staff was honored with two Master Teacher Awards, and five District-Business Partnership Recognition Awards.

The issues and concerns ranked as the top priority by certified staff members were class size, retirement incentives, recertification reimbursement, grade report effectiveness, and modified



year-round calendar. Surveys conducted by the teachers' union and the Board of Education yielded similar results.

### School B

School B was a pre-kindergarten through eighth grade building with an enrollment of approximately 600 students. The student population consisted of 94% Caucasian and 6% Hispanic-American. Twenty-two percent of the students were classified as low income, while the district spent an average of \$3,600 per student. Average class size was 20 with a mobility rate of 30%, and the attendance rate was 96% with no chronic truants. Every family was contacted through parent-teacher conferences, telephone conferences, written correspondence, and home visits.

Certified staff included 47 teachers, all of whom were Caucasian. There were 40 female and 7 male teachers. Average teacher experience was 18 years, with 11 teachers having earned a master's degree or higher. There were two school administrators located in the building, a principal and a superintendent. Certified support staff included music, art, and physical education specialists, a technology coordinator, two Title I reading teachers and one Title I mathematics teacher, four special education resource teachers, and a speech pathologist.

Non-certified support staff included 19 females and 2 males, all of whom were Caucasian. The staff consisted of 5 instructional aides, a full-time nurse, 3 office secretaries, 5 maintenance engineers, and 7 lunchroom supervisors.

The targeted school was a one-story building which consisted of 31 classrooms, a media center, computer lab, music room, art room, a gymnasium, an auditorium, and 6 resource rooms. Offices were provided for the nurse, the secretary, the principal, and the superintendent.

Curriculum and educational programs included the core subjects supported by Title I reading and mathematics, speech, and learning disabilities. Additional programs included the fine

arts, instrumental music, library resource, DARE, and Junior Achievement. Other support programs included after-school homework lab, and retention-based summer school opportunities. Intramural and inter-school athletic teams were available for fourth through eighth grades.

Student honors, recognitions, and awards included physical fitness, honor roll, perfect attendance, and athletic achievement. Staff honors, recognitions, and awards included Junior Achievement, local business grant awards, and one Master Teacher Award nomination.

Several issues and concerns were ranked as the top priority by certified staff members including technology, modified calendar, administrative support, and security. Technological concerns included lack of teacher training, outdated hardware, and lack of computer lab technician support. Modified calendar issues included insufficient information regarding a year-round calendar, scheduling conflicts, and increased monthly maintenance and climate control costs. Administrative support concerns included lack of availability, inconsistent application of district and building rules, and ineffective curriculum leadership. Security issues included open access to buildings, lack of enforcement of the Zero-Tolerance Weapons Policy, and unauthorized individuals in the building without identification.

### Community Context

School A and School B were located in a metropolitan area of approximately 357,000 people, residing in urban and rural communities. The area prospered both agriculturally and industrially due to its location on a major waterway. Once primarily a manufacturing community, the area changed to a more diversified labor force through technological advancement. Located within the community was a major military base which employed about 6,500 people. The civilian labor force totaled 191,000 with 4.5% unemployment. The area provided educational opportunities ranging from the two-year technical degree to graduate studies.

Cultural opportunities included an abundance of indoor and outdoor venues which enabled residents to participate in and enjoy a wide variety of activities. These venues featured 8 music and theater companies, 11 historical sites, 14 science and nature facilities, 9 recreational areas, 3 gaming locations, and 3 semi-professional sports teams.

Local community issues and concerns consisted of ill-planned rapid expansion of undeveloped land within city limits, increased utility costs, major industrial layoffs, school enrollment decline along with aging facilities, and lack of available middle income housing. Other factors beyond community control included downsizing of the military base and an increased immigrant population.

#### National Context

The ability to listen effectively affects a student's achievement in school, and contributes to success later in life. Even though some students master basic listening skills, researchers argue that listening skills must be taught, practiced, and improved (Mead & Rubin, 1985). Music, among the multiple intelligences, was found to be an invaluable tool to develop students' abilities in listening.

Mead and Rubin (1985) purported that listening is usually defined as a receptive skill comprised both of a physical process and an interpretive, analytical process. Included in these processes were critical listening skills (higher-order skills such as analysis and synthesis), and nonverbal listening (comprehending the meaning of tone of voice, facial expressions, gestures, and other nonverbal cues).

Listening is the first language mode that children acquire, and it provides a foundation for all aspects of language and cognitive development. The assumption may be made that the development of listening skills receives considerable attention in the schools; but that does not appear to be the case (Hyslop & Tone, 1988). A study by Burley-Allen (1982) confirmed that

the classroom emphasis on language modes tended to be inversely related to the time people use them. The amount of time spent teaching listening skills was less than six months out of 12 years of formal schooling, compared to 12 years of formal training in writing.

Lack of current professional training limits educators' ability to use methods other than the traditional verbal linguistic (lecture) approach to deliver instruction (Hart, 1999). This mode of instructional delivery fails to effectively address the listening capabilities of a large number of students. All educators, veteran and new, need to be provided with the opportunity to become well-versed in music, as one of the multiple intelligences, in order to develop alternative methods for the effective delivery of instruction.

Across America, schools are cutting their budgets and one of the programs being left out of a child's education is music. Reading, writing, and arithmetic are the important subjects, according to many taxpayers. Music education is not seen by the general public as an essential part of the curriculum, even though researchers have found a correlation between music and the development of children's mental abilities. Studies indicate that listening to music at a young age helps a child do better in mathematics and science (Begley, 2000). Students of the arts continue to out-perform their non-arts peers on the SAT.

Educators should be held accountable for the formal instruction of listening skills, and school districts must be held accountable for providing adequate training, materials, and time to meet this need. Increasingly, music teachers are being asked to join forces with their fellow teachers to enhance the traditional modes of teaching (Reeves, 1978). The use of music can expand thematic units and make significant interdisciplinary connections. All music experience can be used as a direct teaching tool for across-the-curriculum knowledge and understanding (Brown & Brown, 1997). A free appropriate public education must include the elements necessary to meet the state learning standards in the fine arts. Schools are being held accountable

for meeting or exceeding all state learning standards; the integrity of the music education program must be maintained.

## CHAPTER 2

### PROBLEM DOCUMENTATION

Listening is the first form of communication that children acquire. Listening provides a foundation for all aspects of language and cognitive development for life-long learning (Hyslop & Tone, 1988). While students spend the majority of the school day using listening skills to acquire knowledge, many educators fail to provide formal listening instruction, assuming children inherently know how to listen. This lack of awareness of the listening process may result in lowered achievement and increased frustration. “In reality, without effective listening, learning is a matter of chance” (Swanson, 1996, p.3).

#### Problem Evidence

The problem of ineffective listening skills and its negative impact on academic performance was evidenced by many students being unable to follow oral directions, the number of repetitions of directions, incidents of off-task behavior, and many students’ inability to use higher-order thinking skills. Documentation of the problem included formal and informal academic assessments, observation checklists, student, parent, and teacher surveys, student journals, and work samples.

As the data in Table 1 indicate, the majority of teachers observed that their students did not listen or follow directions. Additional teacher comments pinpointed many factors that contributed to students’ ineffective listening. These factors included lack of eye contact with the speaker (52%), disruptive behaviors (18%), request for directions to be repeated (13%), inability

to complete the task successfully (11%), and poor posture for effective listening (6%). However, the majority of teachers also felt their students did not need directions repeated.

Table 1

Percentage of Responses to the Teacher Questionnaire Prior to the Intervention.

Observations	Strongly Agree		Strongly Disagree	
	1	2	3	4
Students listen well	12.5	45	40	2.5
Students follow oral directions well	7.5	40	47.5	5
Students need directions repeated	2.5	35	45	17.5

n = 40

Most parents noted that their child was easily distracted when listening, and felt that children needed directions repeated. A majority of parents cited an inability to listen well, follow oral directions, and demonstrate respect for the speaker as the most significant factors that impeded effective listening for their child. Survey results are presented in Table 2.

Table 2

Percentage of Responses to the Parent Questionnaire Prior to the Intervention.

Observations	Strongly Agree		Strongly Disagree	
	1	2	3	4
Child listens well	10	21.7	55	15
Child follows oral directions well	6.7	23.3	50	20
Child needs directions repeated	0	58.3	30	11.7
Child shows respect	8.3	26.7	56.7	8.3
Child is easily distracted	5	61.7	25	8.3

n = 60

Teacher and parent surveys demonstrated similar concerns related to effective listening skills in the areas of listening well and following directions. The need for repeated directions was found to be more prevalent in the classroom environment.



Table 3

Percentage of Responses to the Parent Questionnaire Prior to the Intervention.

Observations	1 or less	2	3	4	5 or more
Hours of television watched daily	30	33.3	18.3	15	5
Hours of video/computer daily	66.7	21.7	5	0	6.7

n = 60

The most notable finding from the parent questionnaire was that 67% of the students viewed between two and four hours of television daily. Data showed that 88% of the students spent two hours or less daily at the computer. These findings are displayed in Table 3.

Other exhibited behaviors observed by the parents that contributed to the lack of effective listening in order of importance included failure to look at the speaker, noncompletion of the required tasks, and interruption of the speaker. Parents also stated that they tried to give them certain strategies to improve listening effectiveness such as making eye contact with the speaker, redirecting attention to the speaker, and repeating the oral message.

Table 4

Percentage of Responses to the Student Questionnaire Grade Levels 4 and 5 Prior to the Intervention.

Responses	Help!	O.K.	Good+	Awesome*
Follow oral directions	8.7	19.6	34.8	37
Need directions repeated	4.3	45.7	34.8	15.2
Listen to teacher	0	17.4	50	32.6
Listen to parents	8.7	37	50	4.3
Listen to friends	2.2	4.3	28.3	65.2

n = 46

According to Table 4, most students believed that they were effective listeners. The majority of the students felt that they listened to the teacher and followed oral directions at the highest levels. More than three-fourths of the students indicated little need for the directions to be repeated. Only a small percentage of the students felt the need for help in the improvement their listening skills.

Over half of the students surveyed believed that they were physically prepared to use effective listening skills in the classroom. Physical preparation included posture, adequate rest, and proper nutrition. The majority of responses indicated an “Awesome” level of success with physical preparation. The statistics also revealed that their ability to use listening as a tool for learning was strong, yet needed support.

Table 5

Percentage of Responses to the Student Questionnaire Grade Level Kindergarten Prior to the Intervention.

Responses	Yes
Listen to speaker	100
Follow directions	100

n = 13

As indicated in Table 5, kindergarten students overwhelmingly believed that they were effective listeners. The students also felt that they successfully followed oral directions.

A listening pretest was administered to the elementary students in the fourth and fifth grade classrooms during the first full week of school and before the intervention period began. The same pretest was given in both classrooms. A total of 45 students attempted the activity while only 9% successfully completed the task.

The kindergarten students were also given a pretest appropriate to their grade level during the first full week of school. A total of 13 students attempted the activity while only 23% successfully completed the task.

#### Probable Causes

Probable causes of the problem included inadequate exposure to formal listening instruction and the inability of students to concentrate on and discriminate between essential and nonessential auditory input. Additional causes included a lack of understanding of the complex processes inherent in effective listening and the failure to use listening as an effective

tool for learning. Further factors included weak concept imagery, lack of the physical preparation and social skills required, and the absence of internal motivation.

Although listening is the primary mode of acquiring knowledge in school, educators often fail to make a deliberate effort to include the formal teaching of listening skills. Many teachers assume that students come equipped with the prior knowledge needed to use listening as a learning device. Therefore, some of the methods of cueing students currently used such as asking students to look at the teacher, pay attention, and sit up straight, are ineffective.

Smith (1992) reported:

The latest studies reveal that listening is a very large part of school learning and is one of our primary means of interacting with other people on a personal basis. It is estimated that between 50 and 75 percent of students' classroom time is spent listening to the teacher, to other students, or to audio media. (par. 2)

Effective listening combines the abilities to concentrate on and discriminate between essential and nonessential auditory input. Obstacles that students encounter in school include extraneous noise, classroom interruptions, time of day, off-task behavior, and the physical and mental states of the students. Additionally, students must be able to distinguish the purposes of the listener as well as the speaker.

According to Grunkemeyer (1992), listening includes hearing, interpreting, absorbing, storing, and retrieving information. Listening is a complex process which involves sensing, interpretation, evaluation, and response. In order for listening to be used as an effective learning tool, it is necessary for students to combine these elements.

Many students labeled as "poor listeners" are victims of weak concept imagery. Weak concept imagery is defined as the inability to form relevant images during the listening process. Individuals may be unable to get the whole picture, causing difficulty with following

directions, often asking and re-asking the same questions. The symptoms of weak concept imagery often go unrecognized, therefore leading students to be labeled as having a motivation or attention problem.

Sacarin (1997) stated that there is a definite relationship between good listening skills and a well-developed vertical posture. Additional physical factors known to affect listening are proper nutrition, an adequate amount of sleep, positive mental state, and limited media influence. Combined with the physical preparation necessary for effective listening, students need appropriate social skills such as respecting others, taking turns, using self control, and giving encouragement.

Effective listening is also dependent upon intrinsic motivation. The students must understand their roles as listeners, and be willing to take responsibility for the tasks of self-monitoring, clarification, using higher-order thinking skills, and applying listening as a learning tool. The role of the educator is to facilitate students' understanding of their listening behaviors in all its dimensions, and to teach students the strategies for being effective listeners.

## CHAPTER 3

### Review of the Literature

There is sufficient support for the evidence of the problem of ineffective listening skills at the elementary level. This support is evidenced by a plethora of diverse research articles from the 1930s to the present. The objective of the research team was to impact the academic performance of the targeted elementary grade students through the enhancement of listening skills. A thorough review of the evidence, probable cause data, and possible solution strategies resulted in the selection of three major categories of intervention. The action plan for the research project was designed to include exposure to the strategies of direct instruction, facilitation of students' self-monitoring techniques, and the enhancement of listening skills through the implementation of music instruction.

Listening is a key element in all metacognitive processing. Hearing is not synonymous with listening, but it is merely a component of the listening process. Researchers differentiate between the simple sense of hearing and the more complex process of listening. According to Friedman (1986), listening, as a skill, involves receiving, attending, organizing, understanding, interpreting, and evaluating messages from the classroom environment. Additional support for the complexity of the listening process was verified by Hunsaker (1991). Hearing is a sense; listening is a learned behavior that must be nurtured.

Listening is the active construction of meaning utilizing auditory information received from the listener's environment (Jalongo, 1995). Sacarin (1997) supported Jalongo's findings and

further defined listening as a voluntary process in which the listener decides which information is relevant to the listening purpose. Another component of effective listening is the ability to convert nonverbal signals to meaning in the mind (Strother, 1997). Good listeners are makers of ideas, processing information, making pertinent comments, and asking relevant questions (Brent & Anderson, 1993).

The effective listener has the ability to concentrate on and distinguish between essential and nonessential auditory input. Physical preparation, which includes observable behaviors such as looking at the speaker, and sitting up straight, was once thought to be the sole component of effective listening. However, researchers have determined that physical preparation must be used in conjunction with intrinsic motivation and strong concept imagery (Jalongo, 1995). These three elements: intrinsic motivation, strong concept imagery, and physical preparation are the essential building blocks which provide the foundation for concentration. The ability to concentrate can be impeded if any one or combination of these factors is diminished.

Intrinsic motivation, as defined by the research team, is the internal desire that produces and sustains the incentives to focus. Students are willing to concentrate as long as they are interested in, and see the relevance of, the listening task, and know that they are expected to reflect and respond. The educator is ultimately responsible for establishing these conditions at the introduction of the learning task.

Concept imagery is the production of mental pictures or images to gain a general idea or understanding. Gaylean (1983) postulated “Guided imagery is one of the most powerful tools we have for understanding intelligence and harnessing the seemingly unlimited capabilities of the mind” (p. 19). The various stages of visualization, as reported by Bagley and Hess (1987), are impressions, associative processes, and interrelationship processes. Students need continual practice in this vitally important, but often neglected skill.

Many people often believe that the preparation for effective listening is demonstrated by physical behaviors such as sitting up straight, sitting quietly, and looking at the speaker. Jalongo (1995) stated that when children concentrated too much on the outward manifestations of listening, their listening comprehension suffered. Garman and Garman (1992) and Konecki (1992) expanded the definition of physical preparation to include proper nutrition, adequate sleep, limited media influence, and a receptive state of mind.

The action research team has found that effective listening skills are not being formally taught in many classrooms. Although listening has been shown to be the most frequent communication activity in the classroom, the educational system usually ignores the teaching of listening skills (Newton, 1990). “Possibly the major factor in the neglect of listening instruction is that many teachers have received little if any instruction in how to teach it, and they feel inadequate to try” (Funk & Funk, 1989, p. 660). Often teachers, frustrated with students’ lack of listening skills, find it difficult to fit listening instruction into an already full day (Brent & Anderson, 1993). “Most teachers teach, assuming that because they are talking, their students are listening” (Swanson, 1996, p.3).

Listening is thought to be a natural skill, developing automatically as children grow. This has been a detrimental assumption, resulting in a failure to develop listening as part of the core curriculum, which traditionally includes reading, writing, and arithmetic. “If we expect children to become good listeners, we will need to do more than worry, complain or demand. We need to *teach* them to become *active* listeners” (Jalongo, 1995, p.13).

Matheson, Moon, and Winiecki (2000) stated, “Direct instruction entails lessons designed to specifically teach and model the skills necessary for active listening” (p.26). The research team elected to use the primary intervention strategy of direct instruction in conjunction with the facilitation of student self-monitoring techniques, and the enhancement of listening skills



through music instruction. Focusing on these three areas of intervention, the implementor selected materials appropriate to the listening needs of the targeted elementary grade classrooms.

The first direct instruction strategy implemented was Daily Oral Listening Lessons, (DOLLS). Developed by the research team, DOLLS is defined as any brief, isolated skill lesson targeting a specific listening behavior. Teaching experience corroborated by research evidence confirmed the need for individual skill instruction. Modeled after the format developed by Simms, et al. (1992), lessons focused on paying attention (what to listen to), listening with an open mind (how to listen to it), and reasoning (how to think about what was heard). Paying attention is separated into four distinct components: associated sound meanings, compared and contrasted sounds, inferred speaker characteristics from hearing a voice, and retold stories including key information in sequence. Listening with an open mind is separated into six related independent skill areas: clarified ideas, expanded ideas, restated ideas, related ideas, empathized with ideas, and transferred ideas. Reasoning is separated into five entities: attention to details, discrimination of information, application, contemplation of outcome, and appropriate response.

The research team created a direct instruction model for purposeful listening supported by proven listening comprehension strategies such as HASTE (hear, attend, search for meaning, take beyond, emote/react) (Lundsteen, 1979); ELVES (excite, listen, visualize, extend, savor) (Levesque, 1989); and SLA (Structured Listening Activity) (Swafford & Paulos, 1993). These strategies are comprised of the following skills: activating and building background knowledge, setting purpose for listening, encouraging predictions, guided reading, and summarizing. Effective listening skills instruction was integrated into the content areas of science and social studies. Activities focused on the development of thinking skills: knowledge, comprehension, analysis, application, synthesis, and evaluation.

The second intervention implemented in the action plan for the improvement of listening skills was teacher and student self-monitoring (See Appendix A). Self-monitoring is defined as an awareness of how well one listens, and the willingness to modify listening behavior.

A proactive process used for self-regulation, self-monitoring is a metacognitive strategy. Adler (1983) stated that a good listener listens with a questioning mind. Self-monitoring activities focused on time, place, conditions, speaker, and positive and negative elements of student listening.

The final intervention strategy implemented was music instruction to enhance listening skills (See Appendix B). Identified by Howard Gardner (1983) as one of the eight multiple intelligences, music is a pre-language modality which can help children learn the skills of language. McCarthy (1985) suggested:

The special qualities of music extend beyond the written word. The components of music such as rhythm, melody, harmony, dynamics, form, and mood add qualities that can aid the teacher in promoting language development. For example, because action songs are highly repetitive and melodically simple, they help build good listening, speaking and singing skills that are the basis for reading ability. (p. 20)

After a review of the literature, the research team concluded that effective listening is not an innate ability, and therefore must be formally taught and included as an integral part of the core curriculum. Researchers found that ineffective listening skills resulted in lowered academic performance. Contributing factors included the lack of understanding of the complex processes of effective listening, inadequate teacher training, the students' inability to concentrate on and discriminate between essential and nonessential auditory input, weak concept imagery, and the lack of physical preparation, social skills, and internal motivation.

The objective of the action research intervention plan was to improve academic performance through the enhancement of effective listening skills.

As a result of providing direct instruction of following oral directions, facilitating students' self-monitoring, and implementing the positive effects of music instruction, taught by the classroom teachers during the period from September 1, 2001 through March 31, 2002, students' improved listening skills should impact successful academic performance. Assessment of effective listening skill improvement was measured by formal and informal instruments including pretests and posttests, student, teacher and parent surveys, student reflection journals, teacher observation checklists, and listening rubrics.

In order to accomplish this objective, the following processes were identified and designated to be used for the duration of the intervention: utilizing music at least once a week for 30 minutes to improve students' ability to concentrate on and discriminate between essential and nonessential auditory input, developing a unit on following oral directions to be used daily for 15-30 minutes to improve students' ability to follow oral directions, developing and administering a pretest (15 minutes) and a posttest (15 minutes) designed to assess the effectiveness of the intervention strategies, developing informal assessment instruments such as teacher observation checklist (weekly), teacher, student and parent surveys (pre-and postintervention), and student reflections (weekly) to be used for 15-30 minutes, and utilizing formal academic assessments such as student grade reports (quarterly) and teacher-made tests (weekly) to be used for approximately 30 minutes.

The following action plan was developed to address these factors, and provide the necessary interventions to enhance listening skills and improve academic performance. Mayesky (1986) stated "Learning to listen is a prerequisite to listening to learn" (par. 6). A prerequisite to unit implementation was a preparatory lesson setting the stage for effective listening. Each member of the research team designed an anticipatory activity appropriate to the grade level classroom. The introductory lesson was sequentially presented and included the following

components: a brief description of the action research project, an explanation of the expectations of the interventions, and a formal agreement between the researcher and each student which promoted individual accountability.

### ACTION PLAN

The action plan for the research project was designed to include direct instruction, the facilitation of students' self-monitoring techniques, and the positive effects of music instruction. The first week of the school year was used to acquaint the researchers with their targeted groups. The intervention period was begun on September 4, 2001 and continued through January 31, 2002. The targeted classes followed the general action plan outline listed below.

#### I. Observation: Baseline Data Collection

##### A. Week 1

##### 1. Survey Data Collection

- a. Parent
- b. Student
- c. Teacher

##### 2. Pretest(s) Administered

##### B. Week 2

##### 1. First Observation Checklist-ongoing weekly

## II. Intervention: Strategy Implementation

### A. Week 3 through Week 16

#### 1. Direct Instruction of Listening Strategies

##### a. Following Oral Directions Unit

##### 1. Modeling Good Listening

##### 2. Teaching Specific Skills Lessons

##### i. DOLLS

##### ii. HASTE

##### iii. ELVES

##### iv. SLA

##### v. The Listening Kit

##### 3. Encouraging Application in Meaningful Settings

#### 2. Facilitation of Student Self-Monitoring Techniques

##### a. Student Journal Reflections

##### b. Class P.M.I.

##### c. Jingo Games (4th-5th)

##### d. Sound Bingo Game (K)

### 3. Positive Effects of Music Instruction

- a. Listening Olympics Unit
- b. SQUILT Listening Journal
- c. Memory Devices
- d. Development of Concept Imagery
  - 1. Pictures at an Exhibition (4th-5th)
  - 2. Kindergarten Activities
- e. Music Instrument Bingo

### III. Observation : Data Analysis

#### A. Weeks 17 through 20

- 1. Post Surveys
  - a. Parent
  - b. Student
- 2. Posttests Administered
- 3. Final Observation Checklist

#### 4. Final Compilation of Data

##### a. Data Collection

1. Grade Reports
2. Surveys
3. Checklists
4. Anecdotal Records
5. Student Journals
6. Pretest(s)
7. Posttest(s)

##### b. Data Analysis and Interpretation

###### Assessment Plan

To assess the effectiveness of this action research project, several different items were examined. All relevant data were collected, analyzed, and interpreted. As part of the action plan intervention, data were obtained on the current effectiveness of students' listening skills through the administration of teacher, parent, and student surveys. The teacher survey was placed in approximately 62 staff members' mailboxes to be returned to the designated researcher by September 4, 2001. The parent survey was sent home with each student on the first day of school. Approximately 75 families were asked to return the survey to school by August 24, 2001. The student survey was administered during class time to all of the targeted elementary grade school students on August 24, 2001. Student listening pretests were administered on August 27, 2001; posttests were administered during the final week of action plan intervention. Student and teacher reflection journals, and observation checklists were ongoing data collection instruments. Student reflection journals were completed after each listening lesson.

Teacher reflection journals were completed each week during the action plan intervention period. Student observation checklists were completed approximately every three weeks for the duration of the intervention.



## CHAPTER 4

### PROJECT RESULTS

#### Historical Description of the Intervention

The objective of this action research project was to improve academic performance in the targeted elementary school classrooms through the enhancement of effective listening skills. This problem was evidenced by teacher assessments that indicated unsatisfactory academic performance, anecdotal records from teacher observations that described ineffective listening behaviors, student, parent, and teacher surveys, student journals, teacher checklists, student work samples, and grade reports which indicated a discrepancy between performance and ability. Probable causes included inadequate exposure to formal listening instruction, the inability to concentrate on and discriminate between essential and nonessential auditory input, a lack of understanding of the complex processes inherent in effective listening and the failure to use listening as an effective tool for learning. Additional causes included weak concept imagery, lack of the physical preparation and social skills required, and the absence of internal motivation.

To facilitate a positive outcome in students' listening skills, the research team selected three intervention strategies. Direct instruction, student self-monitoring techniques, and music instruction were implemented to effect the desired changes. Direct instruction of specific listening skills lessons which focused on modeling good listening, teaching listening strategies, and encouraging application of listening skills in meaningful settings was utilized in a unit on following oral directions. Student self-monitoring techniques included both individual and class

reflections, and listening games such as Jingo, Simon Says, Telephone, Red Light/ Green Light, and Bingo. The final intervention of music instruction encompassed the activities of a Listening Olympics Unit, the SQUILT Listening Journal, memory devices, Music Instrument Bingo, and activities for the development of concept imagery.

The first week of the school year was used to acquaint the researchers with their targeted groups, and for the collection of baseline data which included parent, student, and teacher surveys, and the administration of the student pretest. The process of completing the weekly teacher observation checklist was initiated during week 2 of the intervention period. These documents can be found in Appendices C and D.

The research team adhered to the original action plan for the first four weeks of the intervention period at which time it was evidenced that deviations from the plan would be necessary. At this point the researchers had independently concluded that the time allocated for the daily listening activities had proven detrimental to the core curriculum. Modifications of the original action research plan occurred during week 4 of the intervention time frame, as the teacher/researcher began the implementation of the various listening activities.

Several variables led to the determination that changes were necessary in both the frequency and the duration of the listening activities and in the frequency of the teacher observation checklist. These deviations from the original action plan were necessitated by an escalation of curricular demands, limited student attention span, a declining level of student motivation and interest, and a lack of improvement as noted on the weekly observation checklist. As a result, listening skills lessons were amended from a daily, 30 minute activity, to three, 15 minute lessons per week. The observation checklist schedule was revised from a weekly to a monthly activity in response to the lack of short term notable change.

The intervention period from week 5 through week 15 progressed according to the action plan. In order to foster the development of effective listening skills, the researchers procured various listening resources, and developed individual listening lessons to be used as literacy extensions across the curriculum. Examples of materials included resource books such as *Grid and Graph It*, *Grid and Bear It*, *Listen!Hear!*, *Developing Listening Skills*, *Following Directions*, *Language Smarts*, *The Music Connection* (Silver Burdett Ginn), *Follow the Directions!*, and *The Listening Kit*. The *Listening Kit* was modeled and established as a classroom learning center. At the intermediate level, individual teachers developed lessons that included memory device chants and graphic organizers for learning multiplication facts, story elements, note-taking, and the solar system. At the kindergarten level, the lessons included chants for the alphabet, days of the week, and colors. Examples of these chants and graphic organizers can be found in Appendix B.

At week 16 a modification occurred in the area of music instruction due to a revision in the implementation schedule. The framework for the *Listening Olympics Unit*, the *SQUILT journal*, was implemented on schedule; however, the designated activities for the *Listening Olympics* occurred after the termination of the implementation period.

Weeks 17 through 20 were devoted to data collection and analysis. Posttests were administered to the students, student journal reflections were compiled, first and second term grade reports were compared, student and parent surveys were collected, and the final teacher observation checklist was completed. All data were collected, analyzed, and interpreted by the researchers in order to determine the level of effectiveness of the action research project.

### Presentation and Analysis of Results

In order to assess the effects of the 16 week listening intervention on academic achievement, the following data collection tools were utilized: parent and student surveys, teacher observation checklists, a listening posttest, student reflection journals, and grade reports.

These post-intervention data were aggregated and analyzed for patterns and trends to determine the effectiveness of the action research plan.

Table 1

Percentage of Responses to the Parent Questionnaire Postintervention.

Observations	Strongly Agree		Strongly Disagree	
	1	2	3	4
Child listens well	0	19	59.5	21.4
Child follows oral directions well	0	16.6	52.3	30.9
Child needs directions repeated	2.3	64.2	26.1	16.7
Child shows respect	0	28.6	57.1	14.3
Child is easily distracted	4.8	38.1	31	26.2

n = 42

The researchers noted four areas of change in parent responses from the preintervention to the post intervention survey. Three of these areas of change indicated a decrease in the percentage of parents who felt their child listened well, followed oral directions, and showed respect. In the preintervention parent survey, 10% believed their child listened well, 6.7% responded that their child followed oral directions, and 8.3% noted their child showed respect. On the postintervention parent survey, each of these percentages drastically declined to zero percent. The fourth area of change was an increase in the percentage of parents (8.3% to 26.2%)

who believed their child was not as easily distracted. Researchers inferred from their interpretation of the data from Table 1 that the intervention appeared to have had an impact on parent perceptions and expectations of their child's listening abilities.

Table 2

Percentage of Responses to the Parent Questionnaire Postintervention .

Observations	1 or less	2	3	4	5 or more
Hours of television watched daily	33.3	28.6	26.2	12	0
Hours of video/computer daily	76.2	19	4.8	0	0

n = 42

The researchers noted a remarkable change in parent perceptions of the behaviors listed in Table 2. Data were collected on the behaviors of television and video/computer viewing because of the passive nature required of the participant, while in direct opposition, effective listening requires an active role. The post-parent survey indicated that the intervention strategies apparently had a positive effect on the behaviors of daily television viewing and video/computer time. The percentage of students engaged in five or more hours of daily television or video/computer viewing decreased from a preintervention percentage of 11.7 to zero percent postintervention.

On the postintervention survey, parents reported that other exhibited behaviors may have contributed to their child's lack of effective listening. The parental concerns remained consistent from the preintervention to the postintervention comments, and included in order of importance: failure to look at the speaker, noncompletion of the required task, and interruption of the

speaker. Some parents continued to remind their child about certain aspects of the physical preparation for listening such as looking at the speaker; others requested from the researchers additional suggestions for the teaching of effective listening skills.

Table 3

Percentage of Responses to the Student Questionnaire Grade Levels 4 and 5 Prior to the Intervention.

Responses	Help!	O.K.	Good+	Awesome*
Follow oral directions	6.9	31.8	38.6	22.7
Need directions repeated	27.3	22.7	36.4	13.6
Listen to teacher	9.1	20.5	47.7	22.7
Listen to parents	20.5	25	40.9	13.6
Listen to friends	4.5	15.9	22.7	56.8

n = 44

Table 3 displays the greatest number of changes from preintervention to postintervention. Of particular note was the percentage of change in three of the targeted listening behaviors. The majority of the students believed that they were following oral directions at the highest level prior to the intervention. Following the 16 week intervention period, the percentage of students who rated themselves as “Awesome\*” fell from 37% to 22.7%. The students’ need for repeated directions indicated a 24% shift from the “O.K.” to “Help!” categories. There was an approximate 10% shift from the students who believed themselves to be “Awesome\*” listeners (32.2% to 22.7%) to students who were willing to ask for “Help!” (9.1% or less).

Researchers noted an increase in the students' awareness of their need for help in listening to parents and friends. The researchers noted no change in either the students' perception of their physical preparedness for listening, or their ability to use listening as a tool for learning.

At the kindergarten level, both pre- and post-student interview questionnaires revealed that all students believed themselves to be effective listeners. The students also felt that they followed oral directions.

Upon completion of the 16 week action research plan for the improvement of listening skills at the fourth and fifth grade levels, the researchers evidenced marked improvement in student performance on the listening posttest, the grade reports, and the teacher observation checklist. A listening posttest was administered to these elementary students during the final week of the intervention period with the same posttest given in both classrooms. A total of 58.1% of the students successfully completed the posttest compared to only 9% who successfully completed the listening pretest.

The percentage of academic improvement evidenced by the comparison of first and second quarter grade reports for post-intervention was 77.7%. These data were aggregated through the comparison of the following content areas: reading, writing, spelling, mathematics, science, and social studies. Academic gain was noted if the second quarter grade remained the same or improved.

The teacher observation checklist was utilized four times throughout the 16 week intervention period. Of the seven listening behaviors on the checklist, the researchers concluded that the two most informative areas were: "follows oral instructions" and "uses listening as a learning tool". While all seven of the listening behaviors are important for effective listening, it was determined by the research team that the abilities to follow oral instructions and to use listening as a learning tool had the greatest impact on academic achievement. The percentage of

improvement in these categories was 75.6% and 84.4% respectively.

The kindergarten students were given a posttest during the final week of the intervention period. A total of 69.2% of the students successfully completed the posttest compared to only 23% who successfully completed the listening pretest.

Formal grade reports were not issued for the first quarter of kindergarten per district policy; student achievement in all content areas was reported through a process of parent conferences at which time teacher observations and portfolio work samples were shared. A second quarter grade report was issued, content area improvement was measured, and an overall academic gain of 85% was noted.

The teacher observation checklist was utilized four times during the intervention period with the kindergarten teacher following the same guidelines as established for grades four and five for the interpretation of the postintervention data. There was dramatic improvement noted in the areas of “follows oral instructions” and “uses listening as a learning tool”.

An additional method of data collection used during the intervention was student self-monitoring which was accomplished through the use of reflection journals. Students were asked to metacognitively respond upon the completion of each listening activity. Prompts to aid student reflection were listed inside journals. The self-reflection guide can be found in Appendix A. The researchers noted a preponderance of negativity at the onset of the journaling period which reflected a frustration toward the listening process as well as a lack of success in completing the listening activities. At the conclusion of the intervention period, the entries reflected a more positive, confident, ownership of the listening process.

#### Conclusions and Recommendations

Based on the presentation and analysis of the data on the improvement of listening skills, the students showed a notable improvement in academic achievement. The listening skills learned



during the 16 week intervention period appeared to have transferred to students' academic growth and progress across the curriculum, and to have had a positive impact on their social interaction.

Several variables were identified and prioritized by the research team in regard to their impact on the process of effective listening. The most significant of these variables was the level of awareness on the part of the teachers, parents, and students. The researchers believed that during the intervention period the level of awareness of all participants was heightened; an atmosphere of higher expectations, an environment more conducive to effective listening, opportunities for metacognitive assessment, and a scaffolding plan for effective listening were created and fostered. The research team concluded that most other variables were dependent upon the attainment of this awareness of the listening process.

Three areas that were directly impacted by this heightened level of awareness were the need for repeated directions, the ability to follow oral instructions, and the ability to use listening as a learning tool. Teachers noted that the need for repeated directions decreased, while the abilities to follow oral instructions and use listening as a learning tool increased. In direct relation, there seemed to be an increase in the understanding of the listening process and in the successful completion of tasks, as well as a decrease in the level of participants' frustration. These positive outcomes contributed to an increase in meaningful instructional and student learning time in the classroom.

In addition to the heightened level of awareness, researchers believed that there were a number of factors that contributed to the improvement of students' listening skills. Enthusiasm, lesson pace, and duration were identified as teacher responsibilities; prior knowledge, accountability, strong concept imagery, physical preparedness, and mental wellness were identified as student responsibilities. The researchers deduced that the teaching of effective

listening skills had the same requirements (enthusiasm, lesson pace, and duration), as effective teaching across the curriculum. The opinion of the researchers was that the student's responsibility for the improvement of listening skills was dependent upon the ability of the students to create an effective listening plan. This plan included: understanding the lesson's purpose, activating prior knowledge, utilizing strong concept imagery, and being physically and mentally prepared to learn.

The researchers concluded that the intervention program appeared to have had a positive effect on the classroom performance of the majority of students as indicated through teacher observation checklists and the intervention posttest. Improvement in the academic performance of the majority of students was supported by an analysis of second quarter grade reports.

The research team concluded that the results of the action research plan clearly demonstrated the need for the improvement of teacher and student preparation for effective listening. The researchers identified three major obstacles that contributed to the lack of effective listening skills in the targeted elementary grade classrooms: the absence of teacher training, the lack of a commercially available comprehensive listening program, and insufficient instructional time.

The researchers identified the lack of teacher training as the primary issue to be addressed. The research team recommended that the goal of teacher preparedness could be met for established classroom teachers through ongoing in-service opportunities, and at the undergraduate level through required courses. The benefits to students' listening preparedness could be directly related to the effectiveness of the level of teacher preparedness for the teaching of effective listening skills. Therefore, a substantial investment in teacher training could result in the improvement of student performance and academic achievement.

The second area of concern was the difficulty in obtaining a commercially produced comprehensive listening program. The researchers procured a variety of listening-related resources, and then culled, assembled, and utilized the relevant material in viable listening units over the 16 week intervention period. The researchers believed that this was a frustrating, time-consuming process that could be seen as a deterrent to many educators.

The researchers confirmed that the process of unit development was facilitated by the support and expertise of the music education specialist. Of considerable importance, the researchers noted the value of music as a delivery medium for the enhancement of effective listening skills. The research team strongly recommends that the inclusion of the fine arts (art, music, and physical education), can be beneficial in the delivery of instructional activities for the enhancement of effective listening skills.

The final area of concern identified by the researchers was that of insufficient time for the implementation of a unit on effective listening skills. Researchers discovered as early as the fourth week of the intervention, that increased curricular demands impeded the fulfillment of the original action plan. Consequently, the researchers recommend that a kindergarten through twelfth grade listening curriculum be implemented as a part of every school district's core literacy program. To accommodate this modification, the researchers suggest that possible solutions might include: an extended school day, additional calendar days, or the facilitation of listening units across the curriculum with the inclusion of the fine arts.

Swanson stated (as cited in Swanson, 1996), "During the past 60 years, listening has been described variously as the secret skill: an orphan, obscure, invisible, lost, least understood, underdeveloped, most used and least taught, overlooked, forgotten, neglected and ignored" (p.4).

The problem of ineffective listening skills and the negative impact on academic achievement needs to be both recognized and addressed by the educational community. The researchers conclude that effective listening instruction needs to be viewed as a lifelong learning tool, and should be elevated to a priority in the school's curriculum.

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## APPENDICES



APPENDIX A  
Student Self-Monitoring Questions

**Self-Reflection Questions to Answer as you Think!**

- 1. ALWAYS include the date of the reflection in the left margin BEFORE you begin your listening reflection, AND include the goal of the listening lesson or activity as you understand it.**
- 2. A reflection is just writing about the topic explaining:**
  - \*how you feel,**
  - \*what you like/dislike about it,**
  - \*what is hard or easy,**
  - \*how well you're doing at it,**
  - \*if your using the skill in any of your subjects,**

**OR**

  - \*anything else you want to write about.**

**Self-Reflection Questions to Answer as you Think!**

- 1. What parts or activities are easy for you?**
- 2. What parts or activities made you struggle?**
- 3. Are you improving?**
- 4. What would you like extra help with?**
- 5. Have you begun to use these listening skill lessons and activities in any of your other subjects?**
- 6. MAKE UP YOUR OWN QUESTION TO ANSWER AND SHARE IT WITH THE CLASS SO THAT OTHERS MAY USE IT!**

APPENDIX B  
Multiplication Chant  
Kindergarten Songs and Chants  
Kindergarten Graphic Organizer

## MULTIPLICATION CHANT

5 x 1 is 5 just 5

5 x 2 is 10 no jive

5 x 3 is just 15

5 x 4 is 20 you've seen

5 x 5 that makes 25

Learn these now and you will thrive

5 x 6 is 30 and how

5 x 7 makes 35 now

5 x 8 is 40 it's true

Last one now and then we're through

5 x 9 that makes 45

Knowing all these makes us alive

## KINDERGARTEN SONGS AND CHANTS

### COLORS

Blue blue is the color I see if you are wearing blue then show it to me. Stand up and turn around show me your blue and then sit down. Continue for all colors.

### ALPHABET

The letter Mm.

One Monday morning in the month of May, many merry monkeys were marching in a parade. My mother made me move out of the way, when I saw many merry monkeys. Many merry monkeys, many merry monkeys.

Many merry monkeys were making marmalade to munch with the mulberry muffins they had make. One Monday morning in the month of May, I saw many merry monkeys! Many merry monkeys, many merry monkeys.....

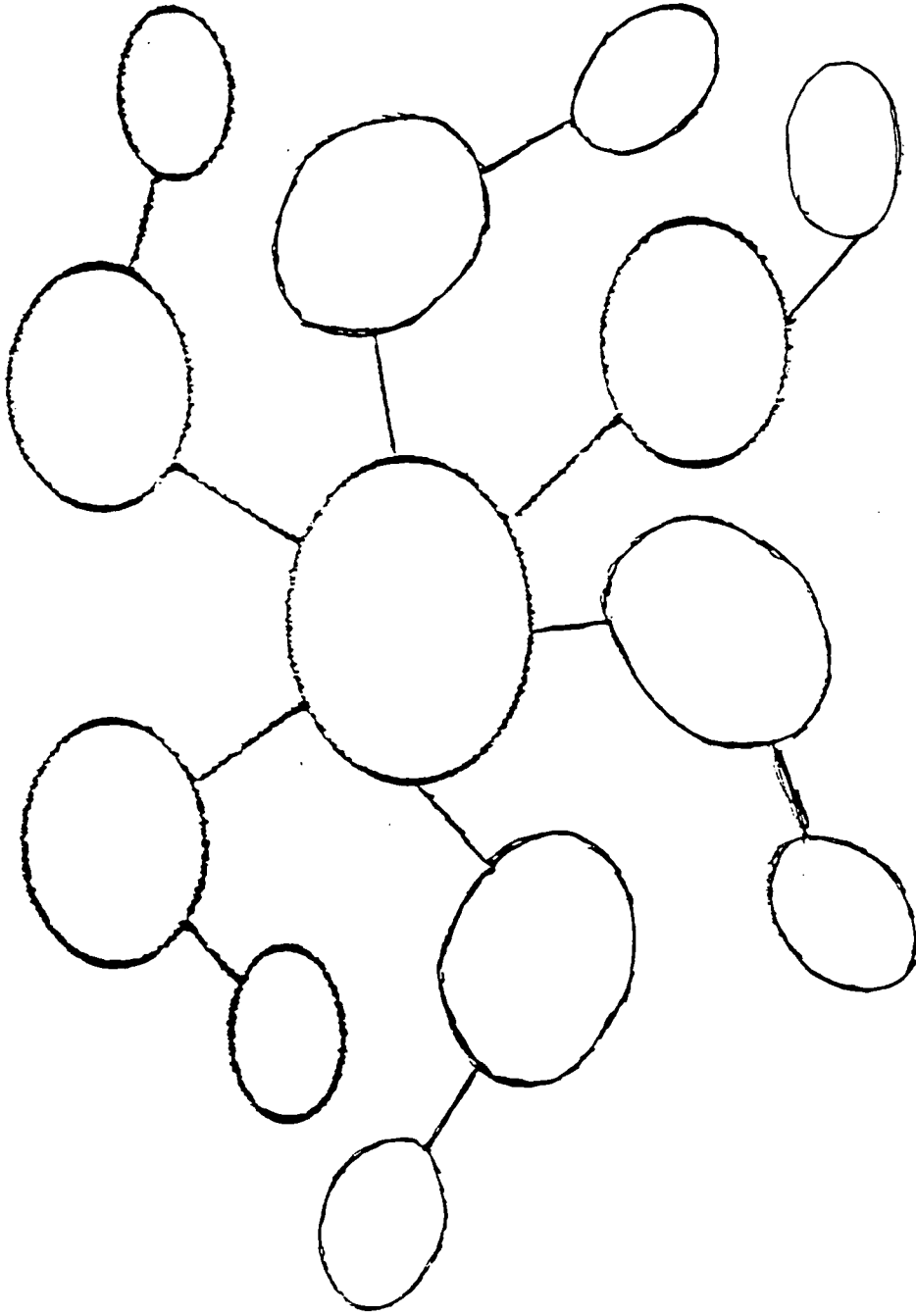
I have a chant or song for each letter.

### SOLAR SYSTEM

Snap as you sing and have fun!

Mercury, Venus, earth, and mars Jupiter, saturn mmmm Uranus, Neptune, PLUTOOOO

At the end hands go up.



MIND MAP

APPENDIX C  
Parent Questionnaire  
Students' Surveys  
Teacher Questionnaire

LISTENING SURVEY  
PARENT QUESTIONNAIRE

Please take the time to complete this survey about your child's listening and return to your child's teacher. Thank you!

1. In general, I feel my child listens well.

Strongly Disagree				Strongly Agree
1	2	3		4

2. In general, I feel my child follows oral directions well.

Strongly Disagree				Strongly Agree
1	2	3		4

3. How often do you have to repeat oral directions to your child?

Never                  Sometimes                  Often                  Always

4. What behaviors does your child exhibit that demonstrate he/she is not listening?

5. Do you currently discuss listening strategies with your child?

Yes                  No

If yes, please explain what strategies you discuss.

6. How many ear infections does your child get each year?

0                  1-2                  3-4                  5 or more

7. How often does your child eat breakfast?

Always                  Most days                  Never

8. On average, how many hours of sleep does your child get each night?

6 or less                  7                  8                  9                  10 or more



9. My child shows respect when listening (does not interrupt, looks at speaker).

Strongly Disagree				Strongly Agree
1	2	3		4

10. My child talks about what he/she hears at school.

Never	Sometimes	Often	Always
-------	-----------	-------	--------

11. My child is easily distracted when listening to someone speak.

Never	Sometimes	Often	Always
-------	-----------	-------	--------

12. On average, how many hours of T.V. does your child watch daily?

1 or less	2	3	4	5 or more
-----------	---	---	---	-----------

13. On average, how many hours does your child spend playing video/computer games daily?

1 or less	2	3	4	5 or more
-----------	---	---	---	-----------

14. Any additional comments you would like to make.

STUDENT SURVEY  
KNOWING MYSELF AS A LISTENER

\_\_\_\_\_  
Name

Directions

Rate how well you listen in class. Circle the answer that best reflects your listening skill level.

1. I am focusing my thoughts on what I am hearing.

Help!                      O.K.                      Good+                      Awesome\*

2. I think about, ask questions about, or make comments about what I hear.

Help!                      O.K.                      Good+                      Awesome\*

3. I am able to use my listening skills to learn.

Help!                      O.K.                      Good+                      Awesome\*

4. I can follow oral directions.

Help!                      O.K.                      Good+                      Awesome\*

5. I need directions repeated.

Help!                      O.K.                      Good+                      Awesome\*

6. I can pay attention to what is important and ignore other sounds.

Help!                      O.K.                      Good+                      Awesome\*

7. I have good posture when I listen.

Help!                      O.K.                      Good+                      Awesome\*

8. I sit still when I listen.

Help!                      O.K.                      Good+                      Awesome\*

9. I listen carefully the first time directions are given.

Help!                      O.K.                      Good+                      Awesome\*

10. I look at the teacher when asked to do so.

Help!	O.K.	Good+	Awesome*
-------	------	-------	----------

11. How well do I listen to my teacher?

Help!	O.K.	Good+	Awesome*
-------	------	-------	----------

12. How well do I listen to my parents?

Help!	O.K.	Good+	Awesome*
-------	------	-------	----------

13. How well do I listen to my friends?

Help!	O.K.	Good+	Awesome*
-------	------	-------	----------

14. Do I feel tired at school?

Never	Sometimes	Most of the time	Always
-------	-----------	------------------	--------

15. Do I eat breakfast before school?

Never	Sometimes	Most of the time	Always
-------	-----------	------------------	--------

## STUDENT SURVEY

1. What is listening?
2. Do you listen?
3. How do you follow directions?
4. Do you follow directions?

Name \_\_\_\_\_ Date \_\_\_\_\_

## LISTENING SURVEY

## TEACHER QUESTIONNAIRE

Please take the time to complete this survey about students' listening within the classroom. Return to Marie Sheraden's mailbox. Thank you!

1. In general, I feel my students listen well.

Strongly Disagree				Strongly Agree
1	2	3		4

2. In general, I feel my students follow oral directions well.

Strongly Disagree				Strongly Agree
1	2	3		4

3. How often do you have to repeat oral directions?

Never	Sometimes	Often	Always
-------	-----------	-------	--------

4. What behaviors do your students exhibit which let you know that they are not listening?

5. Do you currently incorporate listening instruction in your classroom?

Yes	No
-----	----

If yes, please explain what methods you use to instruct listening.

APPENDIX D  
Teacher Observation Checklist

LISTENING SKILLS

TEACHER OBSERVATION CHECKLIST

Student Name	Follows oral instructions	Attends to speaker	Attends to subject	Respects differing points of view	Can effectively paraphrase an oral message	Applies higher-order thinking skills to oral messages	Date
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
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