

A STUDY OF SECOND GRADE  
LISTENING AND READING INTERRELATION

by 7589

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## CHAPTER I

### INTRODUCTION

The relationship between listening and reading has been of great concern to educators. Children have come to school to learn reading and writing, but seldom has the desire to learn to listen been expressed. In the primary grades listening was one of the main means of learning. Teaching skills in listening have been neglected. When listening was considered synonymous with "paying attention", it caused misunderstanding. In addition to the physical process of attending, there was included the more important duty of critical thinking.

Taylor (29) reasoned that listening and reading were alike in employing the same experience background and many of the same thinking skills. Both were receptive communication acts concerned with the intake of ideas imparted through language.

Turchan (25) has said that reading and listening both have a development sequence. Teaching of listening skills should have a developmental sequence just as has been followed in teaching of reading skills.

Martin (19) has said that listening and reading both have taken meaning from symbols. Spoken words were primary symbols while written words were secondary symbols. Listening has dealt with spoken symbols. Reading has the interpretation of printed symbols. Listening

has been considered as a major reading skill. The reader who has heard what he read by listening to his inner voice has translated his speaking-listening experience into a reading-listening experience. Therefore, the author-speaker and the reader-listener have formed the two-way process to successful reading.

It has been noted by Hollingsworth (14), that several differences existed between reading and listening. The speaker determined the rate of presentation. Generally, the listener has no opportunity to have repeated what has been said. The listener has little time for reflection. The reader has the freedom to regulate his own speed and could privately reread any portion he desired. The reader has maintained the privilege of referring to the dictionary. The listener has lost freedom to investigate the meaning of a word not found in his experimental background.

The listening vocabulary was much superior to the reading vocabulary in the primary grades. Listening comprehension was superior to reading comprehension. As the reading skills were immature, listening was a broader channel for acquiring information. McKee (21) has listed listening skills needed by the second grade pupil. These included such skills as using the context to choose the right meaning of a multimeaning word, thinking correct stress and intonation, drawing conclusions and inferences, recognizing pronoun referents, listening for details, and following directions. McKee maintained that a child who has obtained good practice in a given skill by listening as a

suitable passage was read aloud should show improvement in the use of the same skill in his reading.

Listening problems have included hearing defects, physical fatigue, classroom temperature, visual and auditory distractions, length of listening session, size of the listener's vocabulary, and hearing words instead of ideas. Nickols (1) reported that conversational speech speed was one hundred twenty-five words per minute. If this rate became slower the listener lost interest. Nickols also included other factors which influenced listening. Among these were recognition of correct English usage, interest in the topic, and audibility of the speaker.

The development of good listening habits should be sought as a part of daily classroom activities. The child in the primary grades has laid the groundwork for good or bad listening habits that might be with him for life. When the child was able to understand the purpose for listening and to apply the techniques of listening, he began to appreciate the value of good listening habits.

Teachers have been encouraged, according to Kilbourn (1), to be creative in teaching skills in listening. Many classrooms have been provided with listening centers which include tape recorders and record players with accommodations for headsets. The use of headsets has brought calmness into the classroom and at the same time has shut off any distractions for the child listening. An auditory approach has removed the reading barrier for many children.