

A STUDY OF SECOND GRADE
LISTENING AND READING INTERRELATION

by 8589

SISTER BERNARD MARIE SCHRUBEN

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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.

Taylor (29) noted that a number of researchers have reported on the advantages of listening training in the intermediate grades, junior high school, and college. There was a scarcity of listening improvement studies in high school and the primary grades.

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the effectiveness of listening in the improvement of reading and the effectiveness of reading in the improvement of listening of second grade pupils.

QUESTIONS TO BE ASKED

1. Does the teaching of listening skills improve reading skills?
2. Does the teaching of reading skills improve listening skills?

JUSTIFICATION FOR THE STUDY

There was much yet to be learned about the development of listening skills of children. The classroom teacher has been encouraged to attempt some of his own techniques in teaching for better listening. The need for such a study was cited by Walker (31) when reviewing the Nashville study, "As in all curriculum efforts, the work is continuous. The Nashville teachers have merely made a beginning."

LIMITATIONS

1. This study was limited to ten second grade pupils in the elementary school of Tipton, Kansas, Waconda Unified School District 272. Because of the small number of children involved, no conclusive generalizations could be drawn.
2. Some of the variables not controlled were: (a) auditory acuity, (b) instructional time, (c) sex, and (d) self-contained classroom.
3. This classroom also had fourteen pupils in the first grade.

DEFINITION OF TERMS USED

Listening. Silverstone (27) has defined listening as "aural recognition of sound leading to comprehension and the application of judgment in some active form. If the sounds we hear have no meaning we are only hearing. If they do have meaning, then listening is taking place." One has heard with his ears and has listened with his mind.

Drawing Conclusions. Drawing conclusions meant the attaining to facts, truths, or beliefs after observing and weighing the consequences of the evidence.

Inferences. Inferences were implied meanings concerning time, place, character, feeling, or action drawn from clues or hints which did not directly state the information.

Context Clues. McCullough (20) listed seven different types of context clues used to determine the meaning or pronunciation

of an unfamiliar word form by using the meaning of other words in a sentence or paragraph. The types were the following:

1. Definition or Explanation: The cow was a big animal.
2. Experience: Mark sat down to rest. He was tired.
3. Comparison or Contrast: The man was as big as a giant.
4. Synonym: Jack went on a trip. It was a pleasant journey.
5. Familiar Expression: The wind sounded like the roar of a lion.
6. Summary: He saw tigers and lions. He saw clowns do funny tricks. He went to the circus.
7. Reflection of Mood or Situation: Betty upset Jack's paint. He spoke crossly and turned red with rage. Jack was angry.

CHAPTER II

REVIEW OF LITERATURE

HISTORY OF LISTENING

Listening had a greater role than *did reading* in the learning process of the past. Dechant (6) stated that by word of mouth poetry, song, and story passed civilization from one generation to the next. Man acquired his education mainly by *listening to an instructor*. Murphy (23) mentioned the names of Homer, Socrates, Christ, and Mohammed as some of the world's greatest teachers who taught through the channels of speech and *listening with more effect* than by using writing and reading. The coming of the printing press in the fifteenth century was the principal factor in the development of reading.

Listening was laid aside until the radio, television, and other means of communication appeared. Dixon (8) related that the study of listening as a separate skill began at the end of the 1930's. In 1942 one of the earliest publications devoted entirely to listening was Skill in Listening for National Council of Teachers of English. Before 1950, a total of one hundred fifty articles on listening had appeared in professional journals; by 1958, the number had jumped to more than seven hundred. According to Nickols (1), the report of a five-year study published in The English Language Arts in 1952 was a landmark in listening. This report by the commission of English

Curriculum of the National Council of Teachers of English stated that good listening habits must be taught.

Hornworth (16) reported that as late as 1958, language arts textbooks used in graduate courses on research consisted of reading, writing, speaking, and spelling. Studies in listening had begun, but there was a gap between practice and research. The absence of tools and techniques made the teaching of listening unoperational for classroom teachers. Research in communication introduced investigations into the development of oral language and resulted in a revised view of listening.

Keller (17) reported the findings on listening for the decade of 1950-1960. An average of ten graduate studies in listening were made each year. Two standardized listening tests were written. The Brown-Carlsen Comprehension Test was included in the World Book Company's "Evaluation and Adjustment Series." Although perfect reliability was not claimed for this test, satisfactory correlations with tests of mental maturity, intelligence, mental ability, and verbal skills confirmed its usefulness. Norms were established for grades nine through college freshmen. Another test which became a part of "Sequential Tests of Educational Progress", published by the Education Testing Service, extended from grade four through college sophomore with separate forms, each having its own norms. During this decade, attention was focused on attempts to find out more ways in which listening can best be taught.

Sam Duker (10), in his Listening Bibliography, compiled eight hundred eighty annotated articles. In this book appeared the word "auding". Auding, as defined by Brown (2), involved the notion of listening with understanding to spoken language which included getting the meaning from heard words and interpreting vocal expression. Caffrey (4) continued this definition, by comparing auding with reading by means of relationship in quasi-mathematical terms. "Seeing : observing : reading = hearing : listening : auding."

By 1970, many companies producing educational materials had developed tapes with student worksheets which improved listening skills.

REVIEW OF LITERATURE

Duker (9) has explained that a growing awareness of the relationship between listening and reading contributed to the increasing studies and interest in listening.

In a 1949 study, Wilt (32) attempted to determine:

1. What percent of the school day elementary school children spent in listening;
2. Whether teachers were aware of the amount of time so spent;
3. And the relative importance teachers were attaching to listening as one of the four phases of language education.

Questionnaires were sent to teachers in forty-two states and, as a check on this data, a number of elementary school classrooms were

visited for one day periods and "all language listening activities were timed".

The median percentage of school time that children spent in listening in grades one through seven was 57.5 percent. Teachers estimated that pupils were "learning by listening" 74 percent of the day. Wilt said, "There is substantial evidence from the classroom visits that the majority of elementary teachers do not consciously teach listening as a fundamental skill of communication." Not a single classroom of the nineteen visited showed any observable indication that teachers were helping children to become better listeners.

Wilt gave eight implications for classroom teachers:

1. Teachers should be sensitized to the importance of skillful listening as a factor in intelligent communication.
2. Present classroom listening practices should be evaluated to determine whether they are really learning experiences.
3. Purposeful and critical listening should be concomitants of many listening experiences.
4. In the light of the needs of children to learn by doing, children should do more talking and listening to each other and less listening to the teacher. The value of peer group learning through speaking and listening should be considered.
5. Use should be made of more visual and auditory aids, experiments, excursions, and other experiences that require group discussion before, during, and after the activity.
6. Oral reading should consist of the materials that are fresh, interesting, and meaningful to the children so they are encouraged to develop critical and intelligent habits of listening.
7. Less time should be devoted to parroting questions and answers from the text and to making monosyllabic answers to teachers' questions and more time devoted to group discussion and to problem solving.

8. A wide variety of listening experiences should be introduced into the classrooms if children are to learn to adapt the kind of listening they do to that type which will best serve the purpose of the activity.

Walker (31) reviewed the study made by the Nashville teachers who studied the relationship between listening and reading in the Nashville City Schools. Forty-five schools were studied which included 320 teachers and 8,316 pupils from the first to the twelfth grades. Each teacher gave his own tests and summarized the results. Conclusions were made which indicated that:

1. Differences in individual listening seemed to be as wide as differences found in individual reading.

2. In the elementary grades, the results in listening tend to be higher than in reading.

3. Listening for main ideas was first among the listening skills tested.

4. Listening for details and drawing correct inferences were low, but listening for sequence was the lowest of the skills tested.

Among the suggestions offered through this study were that of avoiding the habit of repeating a pupil's contribution and of the teacher repeating his instructions. Listening experiences should be made a part of the on-going program and not isolated practice on drills.

Mickey (22) observed that reading and listening tests measured similar but not identical skills. The listening test

correlated higher with intelligence measures than with the reading test. Mickey recommended time for teaching listening skills.

As it has been generally recognized, listening and reading have a high degree of relationship. Wagner (30), Hollingsworth (15), and DeSousa (7) conducted programs on reading and listening using methods of teaching as the independent variable and listening and reading tests as the dependent variable. All three studies used taped materials with the experimental group and a control group in which no formally planned listening program was presented.

Wagner (30) used 327 children of the first grade to match between experimental and control groups through the administration of intelligence and silent reading tests. An audio-visual device, the Language Master, was used to reinforce the reading of the experimental groups for a year. The control groups had no access to the Language Master and learned to read through the traditional guidance of the teacher. Results of the investigation showed that additional assistance from the teacher was more effective than that provided by the audio-visual device. The aspect of teacher assistance appeared to be one of great significance for first-grade pupils receiving their initial instruction.

Hollingsworth (15) investigated the effect of two listening programs on reading and listening in the eighth grade extending over a ten-week period. One experimental group used commercially taped material, Listen and Read, prepared by Educational Developmental Laboratories. All reading was removed from this program. Another

group used material taped by the observer. Listening Skill Builders from the Science Research Associates' Reading Laboratory Inc were taped for this second experimental group. These two groups were compared with a control group to which no planned listening program was presented. Two hundred ninety-one pupils participated in this study. They were divided into three equal groups according to an achievement test, an advance reading test, and a mental ability test. Each experimental group had one fifteen-minute taped lesson a week. After ten weeks the three groups were tested with different forms of the same achievement test and advanced reading test. In addition, the Sequential Tests of Education Progress Listening Test, Form 3A, compared the listening among the two experimental groups and the control group. Hollingsworth (15) reported that no significant score occurred between the experimental groups and the control group in reading achievement and that the listening programs did not change listening comprehension for the pupils in the experimental groups as compared to the control group.

DeSousa (7), through the United States Department of Health, Education and Welfare, Office of Education, conducted a four-week experiment with ninety seventh-grade pupils divided into three groups. The experimental group received specific instruction in purposive listening; an isolated-control group received instruction in literature study, and a control group received no special treatment. A study of the feedback of results indicated that differences between the pre-test

and the post-test scores, compared by use of analysis of variance, for the three groups were statistically significant beyond the .01 level of confidence. Insofar as test results, this study showed the superiority of the experimental group in listening. However, this study extended only for a four-week period. The question has been asked whether the pupils would continue to apply what they had learned.

Taylor (29) stated that, in the case of more mature listeners, the difference between listening rate and thinking rate could be as great as three or four hundred words per minute, because the average speaking rate is 150 words per minute while reading rates were sometimes ranged above 500 words per minute.

Hampleman (12) investigated the comparison of listening and reading comprehension ability of fourth- and sixth-grade pupils. He reported that both listening and reading required the application of active thinking to symbols. Listening comprehension was significantly superior to reading comprehension for both fourth- and sixth-grade pupils. The sixth-grade pupils were superior to the fourth-grade pupils in both listening comprehension and reading comprehension. The difference between listening and reading comprehension decreased with an increase in mental age and, to a lesser degree, in chronological age. Hampleman recommended presenting subject-matter materials orally to elementary school children.

Cleland and Tousaint (5) studied the interrelationships of reading, listening, arithmetic computation, and intelligence. They

found that Sequential Tests of Educational Progress Listening Test was the measure showing the closest relationship with reading. The results of this experiment showed the importance of listening to reading and proposed that greater emphasis should be placed on the teaching of listening in the intermediate grades.

Hollingsworth (13), in commenting on various studies in listening and reading, noted that Stromer formed three groups of students: a listening group, a reading and listening group, and a reading group. At the conclusion of the investigation it was discovered that the reading-listening method of training increased the reading rate of the pupils.

Hollingsworth (13) also cited a study made by Lubershane whose purpose was to determine if training in listening could improve reading ability of fifth-grade children. The auditory training exercises given to the experimental group showed a greater growth in reading ability which was shown through comparing the pre-test and post-test of the Metropolitan Reading Test. The experimental group also had pronounced gains in listening while the control group showed no unusual gain.

Reddin (24) summarized six studies on the improvement of reading by focusing attention on instruction in listening. The effects of instruction in listening on reading were studied by Marsden, Lewis, and Kelty. Skills in determining the main idea of a selection, noting details, and drawing conclusions were used in these three investigations.

In 1951, Marsden and Lewis both adapted material from the Practice Exercises in Reading by Gates and Peardon for their listening exercises. Marsden used fifth- and sixth-grade pupils. An experimental group was matched with a control group according to sex and reading achievement. One lesson a week was planned for each of the three skills and continued for a period of eight weeks. These lessons were read by the teacher. At the end of the experiment a different form of the same reading test was given to both groups. The experimental group made significant gains in all three skills as well as on total reading scores.

Three hundred fifty-seven pupils in grades four, five, and six formed the study made by Lewis. A mental test and a silent reading test were used to divide the children into an experimental group and a control group. Thirty listening lessons were given to the experimental group. Each lesson had an exercise for each of the three skills. The teachers read the selections to the pupils. At the conclusion of the experiment, a different form of the same reading test was given. Analysis of the data revealed that significant gains were made by the experimental group in reading in the three mentioned skills. Four weeks later another form of the same test was given to find if the gains were retained. No significant differences were noted through this later test. In studying the groups separately, Lewis found that the sixth-grade experimental group was significantly superior only in reading for the main idea. The fifth-grade experimental group was significantly superior in the three reading skills. There was no significant difference in

reading between the fourth-grade experimental group and control group.

Kelty, in 1953, prepared thirty listening exercises. Seven consecutive school days were used for each of the three skills. Exercises on all three skills were used during the remaining nine days. Material was taken from fourth-grade reading workbooks. The control group and the experimental group were matched according to scores on a mental ability test and a reading test. The experimental group which was given the daily listening practice showed gains greater than the control group in the reading test at the conclusion of the study. However, the difference between the two groups was statistically significant only in reading for noting of details.

Reddin (24) continued with the findings from three more studies: Madden, Merson and Reeves. Madden prepared exercises from a fourth-grade science book to be used as reading lessons for one experimental group and as listening lessons for the other experimental group. There was also a control group which took part in none of the prepared lessons. The purpose of his study was to find if the group reading the material showed improvement in reading and listening. No definite results were found, although it was suggested that listening might have improved reading.

Merson used listening lessons to show improvement on the listening comprehension, reading comprehension, and reading vocabulary of fourth-grade children. At the conclusion of the study no difference between the experimental group and the control group was found.

Reeves sought to determine the effect of training in listening on listening and reading achievement. The experimental group was given thirty listening lessons. Each lesson had four short selections. At the end of each selection were questions on main idea and details. A listening test and a reading achievement test at the conclusion of the study showed no significant differences between the two groups.

Reddin (24) concluded his review by stating that the inconsistency of the results of these six studies could be the relationship between the type of instruction given and the type of test administered, the nature of the instruction, and the grade level of the pupils involved and the grade level of the material used. Marsden, Lewis, and Kelty used material for listening exercises which had been originally prepared for practice of the same skills in reading. All three of these studies showed some significant differences in favor of the experimental groups.

Duker (9) cited eleven studies that investigated the effect of the instruction of these two language skills upon each other. Six studies showed statistically significant improvement in reading through the teaching of listening skills. Three studies showed no improvement in reading through the teaching of listening skills. One study gave statistically significant improvement in listening through the teaching of reading skills. Also, another study had no improvement in listening through the teaching of reading skills.

Duker (9) also noted fourteen studies of elementary school level which reported a strong positive relationship between listening and reading. These investigations showed a general tendency for a poor reader to also be a poor listener. However, a poor reader may make a higher score in listening than in reading. But his listening skills are not effective enough to enable him to learn any more through listening than through reading.

The listening vocabulary of second-grade pupils was far greater than their reading vocabulary. Duker (9), reviewing an investigation made by Armstrong, revealed that the mean number of words auditorially known was 2,863 greater than the mean number of words visually known. The size of the pupil's auditory vocabulary was a proof of the ability to improve reading.

In summation, the literature showed that listening and reading comprehension were similar skills, but were not identical. Both have been basic to the learning process.

CHAPTER III

DESIGN AND PROCEDURE

SAMPLE

The object of this research was to investigate the effectiveness of listening in the improvement of reading and the effectiveness of reading in the improvement of listening of second grade pupils.

At the time of the study, Tipton Elementary School, Tipton, Kansas, had an enrollment of one hundred forty-one pupils. Three Sisters and four lay teachers formed the faculty. This public school along with four other schools formed the Waconda Unified School District 272.

At the end of the previous year, the first grade was divided into two groups. Six pupils who made the higher scores on an achievement test were assigned to a classroom with the third grade. The remaining ten children were placed in the classroom with fourteen first grade pupils.

The sample for this study was the ten children of the second grade during the school year 1969-1970. Five pupils formed the experimental group with a planned listening program and the remaining five were the control group receiving no listening program. After ten weeks the control group became the experimental group and the former experimental group became the control group. The writer was their teacher.

During the period of the experiment the two groups received exactly the same treatment and performed the same tasks at the same time of day. One exception was evident--the control group did not receive any special treatment in listening.

PROCEDURE OF THE STUDY

All pupils used the Reading for Meaning series with the accompanying workbooks and duplicated materials published by Houghton Mifflin Company. During the first week of school, first-grade reading material was used. An informal reading inventory was given to determine the reading level of each child. Each pupil was placed in his reading group.

This study began October 6, 1969. Each pupil was assigned by simple random sampling to his group after an intelligence test was administered. Pre-tests in reading and in listening were administered to both groups. The investigation continued according to the following procedure:

	Pre-tests	October to December	Tests	January to March	Post-tests
Group I		Listening		Reading	
Group II		Reading		Listening	

Group I was the experimental group for a ten-week period, from October 6 to December 12, 1969. This group was given listening lessons while the control group, Group II, did not receive any special treatment in listening. Tests in reading and in listening were given to both groups at the end of this period.

Group II became the experimental group during the second ten-week session, and the former experimental group, Group I, became the control group. The same procedure in listening of the first period was followed. This time extended from January 12 to March 20, 1970. Post-tests in reading and in listening were administered to both groups at the end of this period.

The Listening Lessons. This study considered four listening skills presented in the following order: context clues, drawing conclusions, making inferences, and pronoun referents. The writer developed ten lessons for each skill beginning with the 1.5 reading level and progressing to the 4.5 reading level. One lesson was prepared for each reading level with the exception of reading levels 3.0, 3.5, and 4.0 which had two lessons each. The ten lessons of one skill were completed before presenting the next skill. All the lessons were taped with the teacher's directions, questions, and multiple-choice answers included. The pupils were given sheets containing only the answers with the instruction to choose the correct answer. The pupils used headsets. Material for these lessons was adapted from reading workbooks, reading textbooks, and teacher's

manuals for reading of various reading series. Selections were chosen which had great appeal to second-grade children. Each exercise was from eight to ten minutes long. Four lessons were given each week, Tuesday through Friday. Throughout the experiment the listening lessons were held at nine-thirty o'clock each morning.

Measuring Devices. The intelligence test used was the Peabody Picture Vocabulary Test, Form A. According to Lyman (3) in The Sixth Mental Measurements Yearbook, reliabilities ranged from .67 at 6-year level to .84 at 17- and 18-year levels. Studies regarding the validity on the tests showed that statistical validity was limited and preliminary.

The reading test included Word Reading, Paragraph Meaning, Vocabulary, and Word Study Skills taken from the Stanford Achievement Test, Primary I Battery. Form W was used as the pre-test. Form X was administered in December. Form W was again used as the post-test in March. The testing manual reported split-half reliability coefficients ranging from .79 to .90. The authors of the tests insured content validity through the examining of appropriate textbooks and courses of study.

The writer developed the listening test. Short selections were chosen for each reading level used in the listening lessons. Each section had four questions, one for each of the developed listening skills. The same test was given at the three testing sessions. The listening test was included in the Appendix.

The Informal Reading Inventory, No. 1, of the Betts Series, American Book Company, 1950 (Chicago Archdiocesan Reading Services) was given to determine the reading level of each child.

CHAPTER IV

RESULTS OF THE DATA

Many studies have shown a relationship between listening and reading. The purpose of this experiment was to investigate the improvement of reading through instruction in listening and the improvement of listening through instruction in reading.

This study used ten second-grade pupils of the Tipton Grade School. There were seven boys and three girls in this class. These children were the lower half of the second grade according to an achievement test administered the previous year. These pupils were in a classroom with fourteen first-grade pupils.

The writer prepared forty listening lessons developing the four skills of context clues, drawing conclusions, inferences and pronoun referents. The listening lessons ranged from 1.5 to 4.5 reading levels. Four lessons from eight to ten minutes each were given weekly.

Five pupils formed the experimental group, Group I, with the planned listening program. The remaining five children were the control group, Group II, receiving no listening program. After ten weeks the control group became the experimental group while the former experimental group became the control group. During the period of the experiment the two groups received exactly the same classroom treatment with the exception that the control group did

not receive any special treatment in listening.¹

During the first two weeks of school, the Informal Reading Inventory, No. 1, of the Betts Series was given to determine the reading level of each child. The pupils were assigned to their respective reading groups. The pupils ranged from preprimer to 2.0 for an instructional reading level. The mean reading level of the informal reading inventory was 1.1 for Group I and 1.5 for Group II.

TABLE I
COMPARISON BETWEEN THE READING LEVELS OF
THE INFORMAL READING INVENTORY AND
THE STANFORD ACHIEVEMENT TEST

Pair	Group I			Group II		
	Informal Reading Inventory	Stanford Achievement Test	+ or -	Informal Reading Inventory	Stanford Achievement Test	+ or -
1	1.5	2.0	-	1.5	1.3	+
2	1.5	2.2	-	1.0	1.5	-
3	1.0	1.8	-	1.0	1.7	-
4	1.0	1.7	-	2.0	2.5	-
5	.5	1.3	-	2.0	3.0	-
Mean	1.1	1.8		1.5	2.0	

The Stanford Achievement Test, Primary I, Form W, given September 16, 1969, formed the pre-test in reading. The grade level ranged from 1.3 to 3.0. The mean for Group I was 1.8, while the mean for Group II was 2.0. According to Table I, one pupil made a higher reading level in the informal reading inventory than in the

¹The Imperial Primary Math listening tapes appropriate for the second grade were used throughout the year by both groups.

achievement test. Group II exceeded Group I by four months in the informal reading inventory and two months in the achievement test.

TABLE II
THE MEAN INTELLIGENCE QUOTIENT,
CHRONOLOGICAL AGE, AND
MENTAL AGE

	Mean intelligence quotient	Mean chronological age	Mean mental age
Group I	90.8	7-5	6-7
Group II	90.8	7-4	6-4

On September 15, 1969, each child was individually given the Peabody Picture Vocabulary Test, Form A. This test was administered by the district reading specialist. Using the intelligence quotient as the basis, the pupils were grouped with five in each division by simple random sampling. The range of the intelligence quotients was from 73 to 102. Table II showed that each group had a mean intelligence quotient of 90.8. The mean of Group I exceeded Group II by a chronological age of one month and a mental age of three months.

The listening test developed by the investigator covered the four skills expanded throughout the listening lessons. These skills were context clues, drawing conclusions, making inferences, and pronoun referents. The test had a total score of twenty-eight points, having seven questions for each of the four skills.

Throughout the experiment the same listening test was given three times. The test was administered as a pre-test on October 1, 1969. It was given again after Group I had finished the listening program on December 12, 1969. Group II began the listening sessions on January 13, 1970. At the end of the study it formed the post-test in listening on March 26, 1970. Although this test was taped, headsets were not used as they were with the listening lessons. Both groups took the test at the same time.

TABLE III
PRE- AND POST-TEST RAW SCORE MEANS
ON THE LISTENING TEST

	Context ^a clues	Drawing conclusions	Making inferences	Pronoun referents	Total	Compari- son ^b
<u>October (Pre-test)</u>						
Group I	1.8	1.2	2.0	3.0	8.0	
Group II	3.8	1.4	2.4	4.6	12.2	-4.2
<u>December</u>						
Group I	4.0	4.0	3.8	5.2	17.0	
Group II	4.2	1.8	2.6	4.6	13.2	3.8
<u>March (Post-test)</u>						
Group I	4.4	4.0	4.0	6.0	18.4	
Group II	4.6	4.0	4.0	4.6	17.2	1.2

^aEach skill was measured by seven items.

^bComparison was obtained by subtracting Group II from Group I.

Group I had a lower total score than Group II on the listening test given in October. After Group I participated in the forty listening lessons, it exceeded the control group, Group II, by a score of 3.8 points on the test administered in December. The same listening test was given in March after Group II took part in the listening program. Again, Group I surpassed Group II but with a lesser gain of 1.2 points.

The test in October showed the lowest score in drawing conclusions. The highest score was made in pronoun referents. The test, administered in December, revealed that Group I made the lowest score in making inferences while Group II made the lowest score in drawing conclusions. Both groups made the highest score in pronoun referents. In March, the listening test showed that Group I excelled in pronoun referents. This test showed no outstanding lower score. When the scores of all three tests on Table III were considered for both groups together, it was found that the total mean score for each skill was 3.8 for context clues, 2.7 for drawing conclusions, 3.1 for making inferences, and 4.7 for pronoun referents. For the ten second-grade pupils in this study, the lowest scores were made in drawing conclusions and the highest scores were obtained in pronoun referents.

Although Group I made scores higher than Group II in the post-test in listening, no significant difference existed between the two groups.

During the first listening program, there were only three absences while there were eight absences during the second half of the study.

The Stanford Achievement Test, Primary I, was the reading test. Four subtests were considered: word reading, paragraph meaning, vocabulary, and word study skills. Form W was administered on September 1969, as a pre-test. Form X of this same series was used after Group I had finished the listening program on December 12. Form W was repeated as a post-test at the end of the study when Group II completed the listening lessons, March 26.

The pre-test in September, according to Table IV, showed that Group I exceeded Group II only in the vocabulary test and this was only by three months. The test in December showed that Group I was greater than Group II in paragraph meaning by one month and in vocabulary by three months. In March, Group I exceeded Group II in none of the subtests.

Each of the three achievement tests in reading showed that Group II was slightly superior to Group I--by two months in September, three months in December, and six months in March.

On September 16 the grade placement should have been 2.1. Group I had a grade equivalent of 1.8, and Group II showed a grade equivalent of 2.0. By December 12, the grade placement was 2.3. Group I obtained a grade equivalent of 2.1 while Group II had 2.4. At the time of the post-test, March 26, the grade placement of 2.7 would be expected for a normal second-grade pupil. At this time the grade equivalent of Group I was 2.3 and that of Group II was 2.9. Although Group II had a higher grade equivalent, there was no significant difference between the two groups.

TABLE IV
MEAN SCORES AND GRADE EQUIVALENTS
ON THE THREE STANFORD
ACHIEVEMENT TESTS

	<u>Group I</u>		<u>Group II</u>	
	Score	Grade equivalent	Score	Grade equivalent
<u>September, Form W</u>				
Word reading	20.2	1.8	23.2	2.1
Paragraph meaning	16.8	1.7	21.2	2.1
Vocabulary	20.2	1.8	17.0	1.5
Word study skills	32.0	1.7	38.8	2.5
Total reading	89.2	1.8	100.2	2.0
<u>December, Form X</u>				
Word reading	23.6	2.1	25.0	2.2
Paragraph meaning	21.0	2.1	23.4	2.0
Vocabulary	21.2	2.1	19.4	1.8
Word study skills	34.6	1.9	44.4	3.5
Total reading	100.4	2.1	112.2	2.4
<u>March, Form W</u>				
Word reading	27.6	2.4	29.6	2.5
Paragraph meaning	26.2	2.2	31.4	2.8
Vocabulary	24.2	2.4	24.6	2.4
Word study skills	38.8	2.3	46.4	3.9
Total reading	116.8	2.3	132.0	2.9

Insofar as this study showed, listening did not improve reading, and reading did not improve listening.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to investigate the improvement of reading through instruction in listening and the improvement of listening through instruction in reading of second-grade pupils.

Forty listening lessons adapted from reading workbooks, reading textbooks, and teacher's manuals for reading were compiled and taped by the writer. This program considered four listening skills: context clues, drawing conclusions, making inferences, and pronoun referents. There were ten lessons for each skill which progressed from reading level 1.5 to reading level 4.5. Four eight- to ten-minute lessons were given weekly. The ten lessons of one listening skill were completed before presenting the next skill.

During the school year, 1969-1970, ten second-grade pupils of the Tipton Elementary School were divided into two groups, Group I and Group II. Each child was assigned to his group by simple random sampling on the basis of his score on an intelligence test, the Peabody Picture Vocabulary Test, Form A. The mean intelligence quotient of each group was 90.8.

The investigator developed the listening test which covered the skills and reading levels of the listening program. This same test was given three times during the course of the study. The four

subtests on reading of the Stanford Achievement Test, Primary I Battery, formed the reading test. Form W was used two times and Form X was used once.

Pre-tests in reading and listening were administered to both groups. This study began October 6, 1969. Five pupils formed the experimental group, Group I, with the planned listening program. After ten weeks, tests in reading and listening were given to both groups. The second half of the study began January 12, 1970, when Group II became the experimental group with the listening lessons and Group I was then the control group with no further listening exercises. Post-tests in reading and listening were administered at the close of the second ten-week period, March 26.

The pre-test in listening showed that Group I made a mean score of 4.2 points lower than Group II. After participating in the listening program, Group I exceeded Group II by a mean score of 3.8 points or an increased average of 8 points over Group II. When Group II had finished the listening program, Group I surpassed Group II by a mean score of 1.2. There were twenty-eight points in the listening test. Although Group I made scores higher than Group II, no significant difference existed between the two groups. For the second-grade pupils in this study, the lowest scores were made in drawing conclusions and the highest scores were obtained in pronoun referents.

Each of the three achievement tests in reading showed that Group II was superior to Group I. On September 16, the grade

placement should have been 2.1. Group I had a grade equivalent of 1.8 and Group II showed a grade equivalent of 2.0. By December 12, the grade placement was 2.3. Group I obtained a grade equivalent of 2.1 while Group II made a grade equivalent of 2.4. At the time of the post-test, March 26, a grade placement of 2.7 would be expected for a normal second-grade pupil. At this time the grade equivalent of Group I was 2.3 and that of Group II was 2.9. Although Group II had a higher grade equivalent, there was no significant difference between the two groups.

Insofar as this study showed, listening did not significantly improve reading, and reading did not significantly improve listening.

DISCUSSION

The following observations were made at the close of the investigation on listening and reading.

1. This study was limited to ten second grade pupils. This group was too small for the purpose of making generalizations.

2. The score of an intelligence test was the only basis used in assigning pupils to their respective groups. The two groups differed slightly in the reading levels made in the informal reading inventory and the reading achievement pre-test. Also, there was a difference noted on the pre-test in listening.

3. The writer compiled the listening test which covered the four listening skills that were developed in the listening lessons. These skills were context clues, drawing conclusions, inferences, and

pronoun referents. The reading achievement test contained the four subsets of word reading, paragraph meaning, vocabulary, and word study skills. The listening and reading tests did not measure the same skills.

4. Four skills were developed during the listening sessions. At this same time the class used basal readers with their accompanying workbooks which developed the skills used in the listening lessons very irregularly.

5. The listening lessons extended from the 1.5 to 4.5 reading levels. This was too difficult for Group I at the beginning of the first semester. During the second semester, Group II found the listening sessions easier and more enjoyable. Although these children read more library books and were from homes of greater parental interest in education, the greatest factor in reading improvement was the participation in listening lessons during the second semester.

6. Teaching and learning were enhanced by listening. The teacher was more conscious in taking time to listen to each child as he was speaking. The children more readily listened the first time something was said by their peers or by the teacher without requesting a repetition.

7. Listening lessons conducted at the end of the school year produced greater reading achievement gains than when given at the beginning of the term.

RECOMMENDATIONS

Based on the writer's insights and experiences, these recommendations were made.

1. This study should be repeated with a greater number of children in the second grade so that more reliable generalizations could be made.

2. In addition to the intelligence quotient, the investigator should include the scores in oral and silent reading tests and the score of the listening test when forming the two groups.

3. The reading and listening tests should be parallel in skills tested, the scores, and the grade levels.

4. Listening and reading should develop the same skills simultaneously.

5. Listening lessons should be developed with lower reading levels than were used in this study. These levels should extend from 1.5 to 4.0 with two lessons for the 2.0, 2.5, and 3.0 reading levels.

6. Teachers should strive to become good listeners.

7. Teachers should avoid repeating directions and assignments.

8. More time should be allotted for teaching listening skills in the elementary school.

9. Teachers' manuals for all the subjects of the curriculum should contain more oral and listening activities.

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APPENDICES

APPENDIX A

LISTENING TEST

Directions. The pupils have papers containing the questions and answers for each selection. After reading an article to them, read each question and its answers. Direct the children to draw a line under the best answer.

The letters CC before a question signify that the ability to use a context clue is required. Likewise, DC means drawing a conclusion; I means inference, and PR means pronoun referent.

To the pupils. Listen to the stories I am about to read. When I have finished reading each story, you will be given some questions to answer. Draw a line under the best answer. Here is the first story. It is about some boys at a farm.

A. Reading level 1.5 (My Weekly Reader 2, Teacher's Edition, XXXVIII, October 9, 1968, 2).

Two boys went to a farm. They saw some brown and white cows. A big black dog was with the cows. The dog had work to do. The boys saw him run. The dog ran in back of the cows. The cows went home to the barn.

QUESTIONS

CC 1. What were the boys doing?

going home

getting the cows

watching the dog

DC 2. Why did this dog get the cows?

because he was trained to do it

because he liked the cows

I 3. When would the dog get the cows?

at noon in the evening

PR 4. When I read, "The dog had work to do. The boys saw him run."
What is meant by the word him?

boy dog cow

B. Reading level 2.0 (My Reading and Word Study Book, to accompany
"These Are Our Neighbors", Ginn and Company, 1963, page 56, part one).

To the pupils. This story is about a boy named Ted.

Ted read a book about making planes. He went to the store and got some wood to make a plane. He cut out the parts of the plane. Then he put the parts together. He painted the plane gold. How pretty it looked on the chair in his bedroom!

QUESTIONS

CC 1. How did Ted feel about his golden plane?

sad happy afraid

DC 2. Why was Ted able to make this plane?

He had a bedroom He could read

I. 3. How old do you think Ted was?

four eight eighty-four

PR 4. Part of the story was, "He painted the plane gold. How pretty it looked on the chair in his bedroom!" What does it mean?

book gold plane

C. Reading level 2.5 (My Weekly Reader 2, Teacher's Edition,
XXXVIII, October 9, 1968, page 2).

To the pupils. This story is about a pet.

Anne Ross had a little kitten named Snowball. Snowball was not very happy. He cried and cried. He did not go to sleep.

Mrs. Ross found a way to make Snowball happy. Anne put Snowball in a box. Then, Mrs. Ross put a clock next to him. The clock said, "Tick, tock, tick, tock." Snowball liked the sound. He went to sleep.

QUESTIONS

CC 1. How did Anne know her pet was sad?

He cried and cried.

He jumped into a box.

DC 2. Why did Snowball like the sound of the clock?

He did not feel lonesome. He could tell time. He could count.

I 3. Why was the kitten called Snowball?

It was cold.

It was white.

It was made of snow.

PR 4. When I read, "Snowball was not very happy. He cried and cried." What is meant by the word he?

Snowball

clock

box

D. Reading level 3.0 (My Reading and Word Study Book, to accompany "This Is Our Town", Ginn and Company, 1963, page 14, part one).

To the pupils. Here is an Indian story.

Great rains came over the earth. For days and days it rained. Then early one morning the sun began to shine brightly. The Indians looked up and saw a rainbow of bright colors. Some Indian braves started down the path and through the bushes to find the end of the rainbow. They believed anyone who found the end of the rainbow would also find a pot of gold.

QUESTIONS

CC 1. Where would the Indians discover the pot of gold?

in the bushes at the foot of the rainbow at the end of the path

DC 2. These Indians did not live in the city because _____.

the sun began to shine there was a rainbow they walked on a path

I 3. About how long did it rain?

2 hours

2 days

more than 3 days

- PR 4. Part of the story was, "Some Indian braves started down the path and through the bushes to find the end of the rainbow. They believed that anyone who found the end of the rainbow would also find a pot of gold." What is meant by the word they?

Indians

sun and rainbow

bright colors

E. Reading level 3.5 (My Weekly Reader 2, Teacher's Edition, XXXVIII, October 9, 1968, pages 2 and 3).

To the pupils. Everything living needs food. Listen for the food of different animals.

All animals need food to live. Some animals eat only plants. Among the plant-eating animals are cows, horses, and deer. Many kinds of animals eat other animals for food. Most hawks and owls eat mice, rats, and other small mammals. Some hawks eat fish, young birds, or insects. Some mammals eat both plants and animals. Foxes eat mice and rabbits. They eat berries and other fruits, too. Corn, berries, frogs, and turtles are food for raccoons.

QUESTIONS

- CC 1. Which animal is a mammal?

frog

owl

fox

- DG 2. Why wouldn't a raccoon eat a fox?

They are friends.

A raccoon couldn't catch a fox.

A fox wouldn't be good to eat.

- I 3. What do people eat?

only plants

only animals

both plants and animals

- PR 4. When I read "Foxes eat mice and rabbits. They eat berries and other fruits, too". What is meant by the word they?

rabbits

mice

foxes

F. Reading level 4.0 (American Adventures, American Book Company, 1950, page 516).

To the pupils. Joe liked to play baseball. Find out what he did.

Joe Pumper broke away from the baseball game in the schoolyard. "I have to work on my stamp album for the contest tomorrow," he told the other fellows.

This time last year he had thought of stamps only as something you stick on letters or packages. That was before September, when he had entered the fourth grade. There the pupils held a "hobby hour" each Wednesday and Joe had discovered what fun it is to collect stamps.

Now the parent-teacher group was offering two prizes for the best hobby displays. One prize would be given to a girl; the other to a boy. The boy's prize was a handsome baseball glove, and Joe had set his heart on winning it.

QUESTIONS

CC 1. What word means that the contest was to be held soon?

Wednesday September tomorrow

DC 2. Why do you think they would offer different prizes for boys and girls?

different interests different prices different colors

I 3. What season of the year was it?

winter spring summer

PR 4. Part of the story was, "Joe Pumper broke away from the baseball game in the schoolyard. 'I have to work on my stamp album for the contest tomorrow,' he told the other fellows". What was meant by the word I?

teacher Joe girl

G. Reading level 4.5 (My Weekly Reader 2, Teacher's Edition, XXXVIII, October 9, 1968, page 3).

To the pupils. Did you know there were telephone wires under the water in the ocean? They are called cables. Let's listen to this story.

APPENDIX B

EXCERPTS FROM THE LISTENING PROGRAM

CONTEXT CLUES

Reading level 2.0 (My Reading and Word Study Book, to accompany "These Are Our Neighbors", Ginn and Company, 1963, page 20, part one).

To the pupils: Listen as each story is read, then draw a line under the correct word to complete the last sentence.

1. "Oh, look at the funny kitten," said Mark. "How did she ever get up on the car?"
Joan laughed and said, "She must have _____ up."

looked helped jumped played

2. The children liked to tell stories. They liked stories about animals best of all. Mark was thinking about a story to tell. It was about a _____.

table chair horse boy

Reading level 4.0 (Workbook for High Roads, Houghton Mifflin, 1962, page 22).

To the pupils: Each statement can be completed correctly by using one of the three words after the number of the sentence. Use the context of the unfinished statement to help you decide which word makes sense in that sentence. Draw a line under that word you choose.

1. American Indians of long ago used to make their clothes out of _____.

cottonseed sawdust deerskin

2. The policeman snapped a pair of _____ on the thief.

handgrips handcuffs handcarts

3. In the kitchen, wet dishes should be set on the _____.

drainboard surfboard tableware

DRAWING CONCLUSIONS

Reading level 1.5 (My Reading and Word Study Book, to accompany "These Are Our Friends", Ginn and Company, 1963, page 27, part one).

To the pupils: Listen while I read. Choose the correct word to complete each sentence.

1. If you take good care of little pets, you are _____.
kind surprised funny
2. If you go to the store, you must have _____.
apples money nuts
3. If you have a hole in your pocket, your money will be _____.
read good lost
4. If you give sun and water to plants, they will _____.
blow sleep grow

Reading level 3.5 (My Reading and Word Study Book, to accompany "This Is Our Valley", Ginn and Company, 1963, page 10, part one).

To the pupils: The name of this part is "Do You Know Us?" Draw a line under the answer to the question, "Who are we?"

1. We try to keep your town safe. We give tickets to speeding drivers. We run after robbers. We help children find their lost pets. Part of our job is to see that people obey the laws of our town. Who are we?
newsmen firemen policemen
2. We go to out-of-the-way places. We travel miles to be of help to people in need. We also work in hospitals and sometimes ride in ambulances. It is our job to help people who are hurt or sick. Who are we?
doctors cooks farmers
3. You don't hear much about us today, but many years ago we were famous. We were known to be bold and fierce. Most people were afraid of us. We wanted to find treasures and become rich. Who are we?
farmers pirates firemen

INFERENCES

Reading level 2.0 (Teacher's Guide for Come Along, Houghton Mifflin Company, 1966, page 159).

To the pupils: Here are two stories you will like. Draw a line under the answer to each question.

1. Mr. Brown was going down the road in his truck. The snow was all gone, but the road was still wet. He came to a stop in some deep water. "Now what will I do?" he said. "I can't go on and I can't back up." What had happened?

He had a flat tire. He was stuck. He had run out of gas.

This story happened in what month?

June February September

2. The tractors have plowed the way to the fire station. The police station and the post office are on the street that goes to the fire station. There is no school this morning. Why isn't there any school?

The snow was too deep.
The children were sick.
There was a teacher's meeting.

Why wouldn't it snow here in August?

There are flowers. It is too hot. It is too cold.

Reading level 3.0 (Manual for This Is Our Town, Ginn and Company, 1962, page 99).

To the pupils: Listen as I read each paragraph. Draw a line under the best answer to the question.

1. It was getting dark. The stars came out one by one. Everything was quiet in the forest. What time of day was it?

morning night time afternoon

2. Little foxes ran here and there. A big bear looked for food. Chipmunks and squirrels played in the tall trees. Where did these animals live?

in the city in the country in the forest

PRONOUN REFERENCES

Reading level 2.5 (Teacher's Guide for On We Go, Houghton Mifflin Company, 1966, page 83).

To the pupils: Listen while I read something to you. When I have finished, I will ask you some questions about it.

Bill and Sally went out to play. Sally's mother told them to take Sally's little brother along. Sally said she was afraid he might get hurt. Here are the questions.

1. Part of the story was, "Bill and Sally went out to play. Sally's mother told them to take Sally's little brother along." Who is meant by the word, them?

Bill and Sally

Mother and Bill

Mother and Sally

2. Sally said that she was afraid he might get hurt. Whom did Sally mean by the word, he?

Bill

Bill's daddy

Sally's little brother

3. Sally's mother told her to watch him so that he would not get hurt. Whom is meant by her?

Mother

Sally

Sally's little sister

Reading level 4.0 (Workbook to accompany This Is Our Land, Ginn and Company, 1965, page 20).

To the pupils: Listen while I read these selections. There will be some questions to answer. The first part is about butterflies.

Butterflies are found all over the world. They live wherever there are flowering plants. They fly from flower to flower, drinking the nectar. Butterflies do no harm because they cannot bite or chew.

1. What does the word they tell about?

flowers

plants

butterflies

These pretty insects have many enemies. The worst ones are flies and wasps.

2. What does the word ones tell about?

butterflies

enemies

wasps

A STUDY OF SECOND GRADE
LISTENING AND READING INTERRELATION

by

SISTER BERNARD MARIE SCHRUBEN

B. A., Marymount College, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

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MASTER OF SCIENCE

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1970

The purpose of this study was to investigate the improvement of reading through instruction in listening and the improvement of listening through the instruction of reading of second-grade pupils.

Forty listening lessons were compiled and taped by the writer developing the skills of context clues, drawing conclusions, making inferences, and pronoun referents. The ten lessons of one listening skill were completed before presenting the next skill. The lessons of each skill progressed from reading level 1.5 to reading level 4.5. Four eight- to ten-minute lessons were given weekly.

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During the school year, 1969-1970, ten second-grade pupils of the Tipton Elementary School were divided into two groups, Group I and Group II. Each child was assigned to his group by simple random sampling on the basis of his score on an intelligence test, the Peabody Picture Vocabulary Test, Form A. Pre-tests in reading and listening were administered to both groups.

This study began October 6, 1969. Five pupils formed the experimental group, Group I, with the planned listening program. The remaining five children were the control group, Group II, receiving no listening program. After ten weeks, tests in reading and listening were given to both groups. The second half of the study began January 12, 1970, when Group II became the experimental group with the listening

lessons and Group I was then the control group with no listening exercises. Post-tests in reading and listening were administered at the close of the second ten-week period, March 26.

The pre-test in listening showed that Group I made a mean score lower than Group II, but after participating in the listening program, Group I exceeded Group II. When Group II had finished the listening program, Group I still surpassed Group II but with a lesser gain. Although Group I made scores higher than Group II, no significant difference existed between the two groups. For the second-grade pupils in this study, the lowest scores were made in drawing conclusions and the highest scores were obtained in pronoun referents.

Each of the three achievement tests in reading showed that Group II was superior to Group I. The pre-test showed a grade equivalent of 1.8 for Group I and a grade equivalent of 2.0 for Group II. The grade equivalent for Group I was 2.1 and for Group II was 2.4 on the test in December. The post-test showed that Group I obtained a grade equivalent of 2.3 and that of Group II was 2.9. Although Group II had a higher grade equivalent, there was no significant difference between the two groups.

Both groups showed a greater gain in reading after participating in the listening lessons. This was especially evident with Group II who took part in the listening sessions during the second semester.

The writer recommended that more time should be allotted for teaching listening skills in the elementary school. Teacher's manuals should contain more oral and listening activities for all subjects of the curriculum.