

THE UNIVERSITY OF MANITOBA

A COMPARISON OF READING AND LISTENING ACTIVITIES  
AS INSTRUCTIONAL METHODS FOR DEVELOPING THE  
ABILITY TO FIND IMPLIED MAIN IDEA  
AT THE SECOND GRADE LEVEL

by

Lois C. Scott

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF CURRICULUM: HUMANITIES  
AND SOCIAL SCIENCES

WINNIPEG, MANITOBA

August, 1976



"A COMPARISON OF READING AND LISTENING ACTIVITIES  
AS INSTRUCTIONAL METHODS FOR DEVELOPING THE  
ABILITY TO FIND IMPLIED MAIN IDEA  
AT THE SECOND GRADE LEVEL"

by

LOIS C. SCOTT

A dissertation submitted to the Faculty of Graduate Studies of  
the University of Manitoba in partial fulfillment of the requirements  
of the degree of

MASTER OF EDUCATION

© 1976

Permission has been granted to the LIBRARY OF THE UNIVER-  
SITY OF MANITOBA to lend or sell copies of this dissertation, to  
the NATIONAL LIBRARY OF CANADA to microfilm this  
dissertation and to lend or sell copies of the film, and UNIVERSITY  
MICROFILMS to publish an abstract of this dissertation.

The author reserves other publication rights, and neither the  
dissertation nor extensive extracts from it may be printed or other-  
wise reproduced without the author's written permission.

## ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to the members of her thesis committee who have helped in the completion of her study: Dr. O. S. Trosky for her sustained advice, support and encouragement; Dr. L. J. Maurice for his assistance in the design of the research; Dr. A. D. Gregor for his advice and careful consideration of the manuscript.

Thanks are extended to the teachers and pupils of the second grade classes of Christ the King and St. Emile schools in St. Vital who were involved in the pilot study, and to the teachers and pupils of the second grade classes, one at St. George and one at Hastings schools in St. Vital, who participated in the research study. The teachers' and pupils' enthusiastic cooperation is much appreciated.

Appreciation is also due to Mrs. Jacqueline Godard and Mrs. Jennifer Krestanowich for their analyses of the lessons and their helpful comments regarding the teaching method used.

The author wishes to thank the publishers

Harcourt Brace Jovanovich, Inc. for permitting her to adapt portions of the Metropolitan Achievement Tests for the purposes of this study.

The writer is sincerely grateful to the Board of Winnipeg School Division #1 for granting a sabbatical leave of absence to enable her to undertake this study.

#### ABSTRACT

This study was designed to examine, at the second grade level, the effects of instruction, through a listening approach and a reading approach, upon the development of a comprehension skill, deriving the implied main idea.

Many researchers have attempted to demonstrate that instruction in listening skills has a positive effect upon both listening and reading skills. Their research was not entirely conclusive, however, and instruction in specific comprehension skills, such as deriving the implied main idea, was seldom attempted. Moreover, few researchers have undertaken studies which examine transfer of learning from reading to listening, or the relative effects of transfer of learning among high and low achievers. Furthermore, educators in general, and teachers at the primary level, in particular, have become more aware of the relationship between listening and reading and have been making greater use of the many materials available in both areas. Yet there is little research which attempts to examine the results of teaching a specific comprehension skill

for transfer of learning between the two modes, and the effects of instruction in the two modes upon high and low achievers. Thus there was a need to specify a comprehension skill, discover the effects of instruction in reading and in listening upon primary level children, and further, to examine the effects of the instruction upon high and low achieving children. The skill specified in this study was that of deriving the implied main idea and the level for instruction was second grade.

The research began with a search for suitable test instruments for testing for the implied main idea in listening and in reading. The comprehension sections of Forms B,C,F, and G of the Metropolitan Achievement Tests were chosen and adapted for this study, with permission from the publishers. Ten stories were then chosen from second grade level materials and, in some cases, were adapted in order that an implied main idea might be derived. A pilot study was undertaken, using two second grade classes chosen from two suburban parochial schools. Over a four week period pre-tests in listening and reading were administered, followed by ten twenty-minute lessons given daily, in listening and reading, to the two classes respec-

tively, and finally, post-tests in reading and listening were administered. Following further refinements and adaptations, the research study was begun with two second grade classes from two suburban elementary schools. The same procedures as in the pilot study were followed for testing and teaching, and the study took place over a four week period. T-tests were used to analyze the data; the reading and listening tests were subjected to an item analysis; and transcriptions of audio-tapes of two lessons were assessed by two independent judges.

The results of the study indicated that when the combined approaches, listening and reading, were considered, there was no significant effect upon listening results nor upon reading results for the implied main idea for the classes as a whole. However, instruction using the listening approach had a significant effect upon the class as a whole in reading for the implied main idea, and instruction using the reading approach had a significant effect upon the class as a whole in listening for the implied main idea. For low achievers, not only were there significant positive effects in instruction in listening upon reading and of reading instruction upon listening, but there were trends evident that listening had a positive effect upon listening, and reading instruction had a positive effect upon reading.

Thus there was evidence of transfer of training for the classes as a whole and for the low achievers in particular. The low achieving children also improved somewhat in listening after training in listening, and in reading after training in reading. It was concluded that, as transfer of training occurred, both listening and reading approaches were effective in increasing skill in deriving the implied main idea, at the second grade level, and that low achieving pupils benefitted most from receiving training in either mode. In view of the significant effects of transfer of training in this specific area further research into this phenomenon might be conducted at other grade levels and in other content areas.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
PURPOSE OF THE STUDY.....	3
DEFINITION OF TERMS.....	4
PROCEDURES.....	5
LIMITATIONS.....	5
ASSUMPTIONS.....	6
THE CONTENTS OF THE STUDY.....	6
II. REVIEW OF RELATED LITERATURE.....	8
Relationship Between Reading and Lis- tening.....	9
Developing the Ability to Find Implied Main Idea Through Listening and Through Reading.....	19
Relationship of Listening and Reading Skills With High and Low Achievers....	30
III. DESIGN OF THE STUDY.....	33
Testing Instrument.....	33
PILOT STUDY.....	35
Sample.....	35
Testing Procedures.....	36
Instructional Program for Listening and Reading for Implied Main Idea.....	39

CHAPTER	PAGE
RESEARCH STUDY.....	43
Sample.....	43
Testing Procedures.....	43
Instructional Procedures for Developing the Ability to Find the Implied Main Idea Through Listening and Through Read- ing.....	44
Analysis of the Data.....	45
IV. ANALYSIS OF THE DATA.....	47
ITEM ANALYSIS OF TESTS.....	62
ASSESSMENT OF LESSONS.....	62
V. SUMMARY AND CONCLUSIONS.....	64
Summary of Findings.....	65
Conclusions.....	67
Assumptions.....	71
Limitations.....	71
Implications for the Classroom.....	72
Suggestions for Further Research.....	73
BIBLIOGRAPHY.....	75
APPENDIXES	
APPENDIX A.....	79

APPENDIXES

PAGE

APPENDIX B.....	83
APPENDIX C.....	86
APPENDIX D.....	109
APPENDIX E.....	145

LIST OF TABLES

TABLE		PAGE
1.	Pre- and Post-test Means and T-test in Listening for Implied Main Idea.....	49
2.	Pre- and Post-test Means and T-test in Reading for Implied Main Idea.....	49
3.	Pre- and Post-test Means and T-test for Effect of Listening Instruction on Listening for Implied Main Idea.....	51
4.	Pre- and Post-test Means and T-test for Effect of Listening Instruction on Reading for Implied Main Idea.....	51
5.	Pre- and Post-test Means and T-Test for Effect of Reading Instruction on Listening for Implied Main Idea.....	52
6.	Pre- and Post-test Means and T-test for Effect of Reading Instruction on Reading for Implied Main Idea.....	52
7.	Pre- and Post-test Means and T-test for Effect of Listening Instruction on High Achievers' Ability to Listen for Implied Main Idea.....	54
8.	Pre- and Post-test Means and T-test for Effect of Listening Instruction on High Achievers' Ability to Read for Implied Main Idea.....	55
9.	Pre- and Post-test Means and T-test for Effect of Reading Instruction on High Achievers' Ability to Listen for Implied Main Idea.....	55
10.	Pre- and Post-test Means and T-test for Effect of Reading Instruction on High Achievers' Ability to Read for Implied Main Idea.....	56
11.	Pre- and Post-test Means and T-test for Effect of Listening Instruction on Low Achievers' Ability to Listen for Implied Main Idea.....	58

TABLE		PAGE
12.	Pre- and Post-test Means and T-test for Effect of Listening Instruction on Low Achievers' Ability to Read for Implied Main Idea.....	59
13.	Pre- and Post-test Means and T-test for Effect of Reading Instruction on Low Achievers' Ability to Listen for Implied Main Idea.....	59
14.	Pre- and Post-test Means and T-test for Effect of Reading Instruction on Low Achievers' Ability to Read for Implied Main Idea.....	60

LIST OF FIGURES

FIGURE	PAGE
1. Differences Between Pre- and Post- Tests in Ability to Derive Implied Main Idea for Second Grade High and Low Achievers.....	61

## CHAPTER I

### INTRODUCTION

In the field of reading comprehension, many researchers have attempted to demonstrate that specific comprehension skills taught through a listening approach transfer to related reading comprehension areas so that once such skills are developed through the ear the youngster needs only to decode the print and thus be able to comprehend with ease. Although several of the researchers have reported positive results, there are others who have discovered that their findings were not significant. Not all research has clearly shown that the teaching of a listening comprehension skill has an appreciable effect on the related reading comprehension skill. This may be due to the fact that most of the studies which showed a positive relationship did not specify which reading comprehension skills were directly affected. Moreover, only a few researchers, although interested in transfer of learning from listening to reading, have been concerned with the major related question: Does transfer of learning occur from reading to listening? Nor

has there been much interest shown in the following questions: Do high achievers or low achievers gain more from listening or from reading instruction? Does transfer of training take place more markedly with high or low achievers?

Currently, there are many materials available for the development of listening skills in school children, and educators are making greater use of these materials as they are becoming aware of the interrelationship between listening and reading. This is especially evident at the primary level, when children are at the beginning stages in reading, but at a more advanced level in the listening skills. Since there is little research to support this common practice of teaching specific comprehension skills in reading through listening it was vital to examine the effect of teaching of the specific comprehension skill in one mode upon learning in another related mode and, furthermore, to examine the effects of such teaching on high and low achieving children.

There was another reason for undertaking such a study. Not only are the teachers aware of the relationship between listening and reading, but most educational theorists seem to agree that



there is a high degree of correlation between listening and reading, with a high degree of transfer from listening to reading skills. However, two factors must be noted: There are a number of studies where the findings were not significant; and there is a lack of specificity in the many studies in both the listening and reading comprehension dimensions.

Thus there was a need to specify skills in both areas and to examine the effect of certain skills in one area upon corresponding skills in the other, such as teaching the listening comprehension skill for the implied main idea upon reading for the implied main idea. This study was directed toward this problem. It provided some information as to the efficacy of teaching for implied main idea through listening upon reading for implied main idea, and the efficacy of teaching for implied main idea through reading upon listening for implied main idea, and then considered these findings in relation to high and low achievers.

#### PURPOSE OF THE STUDY

Thus the purpose of this investigation was to determine, at the second grade level, the

efficacy of teaching for the implied main idea through oral activities or through reading activities. The efficacy was to be determined through pre- and post- listening and reading tests for the implied main idea.

#### DEFINITION OF TERMS

Implied Main Idea: A main idea which is not directly stated. "Inferential comprehension requires the reader to go beyond the materials in the reading and to use his own experience and background to . . . infer main ideas that are not explicitly stated in the passage."<sup>1</sup>

Readability: For the purposes of this research The Spache Readability Formula<sup>2</sup> was used to discover the reading level of the primary level materials. The reading level of a selection is derived from an analysis of a 100 word sample where difficult words and sentence length are the determining factors.

---

<sup>1</sup>T. Barrett, "Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension." Included in the chapter by T. Clymer in The Sixty-seventh Yearbook of the National Society for the Study of Education, Part 2. (Chicago: University of Chicago Press, 1968)

<sup>2</sup>George D. Spache, Good Reading for Poor Readers (Garrard Publishing Company, 1962) pp. 130-39.

High Achievers: The children whose scores were above the mean in both listening and reading pre-tests were designated as high achievers in listening and in reading.

Low Achievers: The children whose scores were at or below the means of the listening and reading pre-tests were designated as low achievers in listening and in reading.

#### PROCEDURES

Two second grade classes were selected from two suburban elementary schools of greater Winnipeg, composed of 25 and 29 pupils respectively. Instruction spanned a four week period comprising 10 lessons in each area. Following the instructional period the data collected were analyzed using T-tests with paired observations; the pre- and post-tests were subjected to an item analysis; and two of the transcriptions of audio-tapes of the lessons were judged by two independent observers.

#### LIMITATIONS

1. This study examined only one reading/listening comprehension skill: finding the implied main idea, and only at the second grade level.
2. Total teaching time was within a four week period. This intense training period for teaching such a

complex comprehension skill to the whole class regardless of individual abilities can not be considered a normal teaching technique.

3. The entire study was under the direct control of the investigator, thus an unconscious bias towards a reading or a listening approach may have been operating.

#### ASSUMPTIONS

There were certain assumptions underlying this study:

1. The classes were assumed to be representative of suburban school populations.
2. It also was assumed that the children had no knowledge nor training of how to find implied main idea prior to this study.

#### THE CONTENTS OF THE STUDY

A review of related literature will be the main concern of the second chapter. Research related to transfer of training in general will be reviewed followed by findings of studies related to reading and listening. Finally, research in listening and reading comprehension skills will

be reviewed, including research which involves deriving main idea in listening and reading. Chapter III will include a description of the pilot and research studies followed in Chapter IV by an analysis of the data collected, a description of the item analysis of the pre- and post-tests, and a summary of assessments of two lessons by two independent judges. Chapter V will summarize the findings, and conclusions will be drawn from the analysis of the data collected. Following a review of the limitations and assumptions of the study, implications for classroom practices will conclude the study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

An examination of the literature indicates that considerable research has been devoted to the study of the relationship between listening and reading. Does transfer of learning occur, and if so, in what manner? The literature examined will deal with studies of the relationship between reading and listening, and with relevant research pertaining to transfer of training in listening and reading. Since there is such a great volume accumulated over the last forty years only representative studies will be cited. Subsequently, literature concerning the relationship between the teaching of a specific comprehension skill, implied main idea, as a listening or a reading skill, will be investigated in an attempt to articulate a hypothesis that there is a relationship between reading and listening for the implied main idea. Finally, a study of the relationships between listening comprehension and reading comprehension of high and low achievers will be examined.

## Relationship Between Reading and Listening

Thorn perhaps best represents the current advocates for the reading-listening relationship with the following statement:

Reading and listening would seem to involve essentially the same mental processes. Both are means of receiving communications from others. Both require the receiver to identify symbols and to obtain meaning from them. The process of identification is different in each case; but the processes of obtaining meaning are believed to be very similar. The general pattern of organization is the same for the listener and for the writer. Both the listener and the reader must be adept at such skills as grasping the main idea of the communication, recognizing relationships within it, sensing its implications, and evaluating the ideas expressed.<sup>3</sup>

Taking a clinical model of the communication process, Kirk and Kirk began with visual and auditory reception of concepts which were in turn organized at the association level leading to the end result: vocal or motor expression. They hypothesized that "within the organizing process channels may be freely crossed in actual communication. Information obtained strictly by visual input, for example, can later be employed in vocal expression. Full crossing of input and output modes in the

---

<sup>3</sup> Elizabeth A. Thorn, A Case for Listening Instruction (Toronto: W.J. Gage, Ltd., n.d.), P. 74.

association process illustrates this transfer and interrelating of information from various sense modalities." <sup>4</sup>

As in the associative level mentioned by Kirk and Kirk, Abrams discussed the manner in which a message may be structuralized at a relatively gross level, and gave one description of structuralization: "the recognition of the central idea of a communication by a reader or listener." He felt that more "research is needed . . . to determine how much of what we call 'comprehension' is incorporated in the ability to structure messages at a relatively gross level, and how skill in structuralization relates to other skills of reading and listening comprehension."<sup>5</sup> Thus there appears generally to be an agreement that there are similarities between listening and reading, hence transfer of learning between listening and reading becomes a major concern.

---

<sup>4</sup>Samuel A. Kirk and Winifred D. Kirk, Psycholinguistic Learning Disabilities: Diagnosis and Remediation (Urbana: University of Illinois Press, 1971), p. 101.

<sup>5</sup>Arnold G. Abrams, "The Relation of Listening and Reading Comprehension to Skill in Message Structuralization," Journal of Communication, (June, 1966), 116-25.



Devine<sup>6</sup> examined trends in developing listening skills. Several studies showed a high correlation between listening and reading with coefficients of correlation from .57 to .82 at the upper elementary levels. In contrast, other studies revealed that the tests used were not very reliable: the listening tests did not truly measure listening. Devine concluded that there appeared to be a positive relationship between listening and reading and that it seemed worthwhile to continue investigations into the nature and extent of this relationship. Like other researchers, Devine did not identify, in his review, specific reading/listening comprehension skills.

Bracken, in her review of several studies (Marsden,<sup>7</sup> Lubershane,<sup>8</sup> Hollingsworth,<sup>9</sup>

---

<sup>6</sup>Thomas G. Devine, "Listening," Review of Educational Research, Volume 37, Number 2 (April, 1967), 154-55.

<sup>7</sup>Willis W. Marsden, "A Study of the Value of Training in Listening to Achievement in Reading," Unpublished Doctoral Field Study, No.1, Colorado State College, 1951.

<sup>8</sup>Melvin Lubershane, "Can Training in Listening Improve Reading Ability?" Chicago Schools Journal, XLIII (March, 1962), 277-81.

<sup>9</sup>Paul M. Hollingsworth, "A Study to Compare the Effect of Two Listening Programs on Reading Achievement and Listening Comprehension," Unpublished Doctoral Dissertation, Arizona State University, 1963.

Duker,<sup>10</sup> Kelty,<sup>11</sup> Lewis<sup>12</sup>) concluded that there is a positive relationship between listening and reading and stated, "It behooves us therefore to give considerations to the importance of teaching skills relatedly through listening and reading." She suggested that teachers give students help "by structuring in one way or another many of the normal classroom listening situations. . . . By setting a purpose for the pupils, she could help them improve their listening for the main idea, or for cause and effect, or for any of the enjoyable purposes of creative listening or reading."<sup>13</sup>

It may be concluded from the current literature that there is general agreement as to the listening and reading relationship, and the element of transfer of training from one to the other is a factor to be seriously considered. Researchers in the

---

<sup>10</sup>Sam Duker, "Listening and Reading," *Elementary School Journal*, Vol. 65 No.6 (March, 1965) 321-29.

<sup>11</sup>Annette P. Kelty, "An Experimental Study to Determine the Effect of Listening for Certain Purposes Upon Achievement in Reading for Those Purposes," Unpublished Doctoral Field Study No. 1, Colorado State College, 1953.

<sup>12</sup>Maurice S. Lewis, "The Effect of Training in Listening for Certain Purposes Upon Reading for Those Same Purposes," Unpublished Doctoral Field Study No.1, Colorado State College, 1951.

<sup>13</sup>Dorothy Kendall Bracken, "Listening Skills and Experiences Related to Reading," in Reading Methods and Teacher Improvement, ed. by Nila Banton Smith (Newark: International Reading Association, 1971), pp. 64-65.

field of educational psychology have long been interested in the concept of transfer of learning.

Thomson, in discussing learning operations stated:

Almost any new attainment must be built upon previous learning, and when two or more learning sequences interact in a situation the result may be one or other of three possibilities. They may have no effect on each other. On the other hand, something which is learned in one task may "transfer" to another task in such a way that the latter is greatly facilitated. [positive transfer] Finally, a first task may have an inhibitory or disturbing effect and interfere with the learning or application of the second one. [negative transfer] Past learning often makes it easier to learn or practise new skills. . . . Sometimes, however, our previous learning makes it hard to acquire new skills or habits . . . and there are neutral cases in which one skill appears to have no effect on another particular capacity.<sup>14</sup>

Many researchers have agreed with this view. Indeed, there are studies which have indicated that transfer does not always occur in a predictable manner:

Intelligence has long been assumed to be an important factor in transfer. It would be amazing if the intelligent student were not more successful in perceiving and formulating the general principle, and if, as we have suggested, this formulation of the general principle is an aid to transfer the bright student should have an advantage. Conversely, we might expect that negative transfer when it occurred would be a more serious problem for the brighter student. . . . Whenever

---

<sup>14</sup>Robert Thomson, The Psychology of Thinking, (Aylesbury, Bucks: Hazell Watson and Viney Ltd., 1959), p. 133.

the retention of previous habits or the utilization of a previously learned rule tends to act as a handicap, then bright students are more affected by that handicap.<sup>15</sup>

In support of this statement, Stephens cited a study completed by Ryans, wherein Ryans worked with a group of 100 high-school sophomore girls using a letter-digit substitution exercise to investigate positive and negative transfer of training:

. . . our data would seem to point toward the possibility that negative transfer is, in some situations, more closely associated with higher intelligence than positive transfer. The explanation may lie in the suggestion that the more intelligent are better retainers and that their proficiency in retentiveness causes an interference of previously learned materials with learning of similar materials attempted later.<sup>16</sup>

Research has also indicated that in many learning situations more transfer, or stimulus generalization, takes place in a related area

---

<sup>15</sup>J.M. Stephens, "Transfer of Learning," in Transfer of Learning: An Enduring Problem in Psychology, ed. by Robert P. Grose and Robert C. Binney (Princeton, N.J.: Van Nostrand Company, Inc., 1963) p. 110.

<sup>16</sup>David G. Ryans, "An Experimental Study of the Transfer of Training with Special Attention to the Relation of Intelligence Test Performance," Journal of Educational Psychology, Vol. 27 (1936), 498.

than in the area in which the subjects have been trained. Perelle, in his study of 75 second grade children used two media, audio and visual, and discovered that the children who were given a lesson in the audio medium and children given a lesson in the visual medium transferred learning to the audio medium. In the second case there was more learning evident from visual to audio than from visual to visual. He concluded:

. . . input stimulus, while significant, does not appear to be a highly potent variable, at least under present study limitations. [However] . . . particularly important is the fact that stimulus generalization definitely occurs in the subject population chosen for this experiment.<sup>17</sup>

Hill and Hecker<sup>18</sup> in a study of 32 second grade children using visual (picture) and auditory presentations of words familiar to the children discovered lack of transfer from the auditory task to the visual task and positive transfer from the visual task to the auditory task.

---

<sup>17</sup>Ira A. Perelle, "Auditory and Written/Visual Stimuli as Factors in Learning and Retention," Reading Improvement, Vol. 12 (Spring, 1975) 22.

<sup>18</sup>Suzanne B. Hill and E. Hecker, "Auditory and Visual Learning of a Paired-Associate Task by Second Grade Children," Perceptual and Motor Skills, Vol. 23 (1966), 814.

On the other hand, Markert<sup>19</sup> found in her study of the relationships between listening comprehension and reading comprehension with 66 second graders, that listening comprehension was found to be superior to reading comprehension with the second graders; the most dramatic differences were within the lowest one-third of the group. However, as no teaching took place in connection with this research it is not evident whether these pupils were being given an enriched auditory program or a predominately visual reading program, either of which might have affected the results.

As a result of her study investigating the correlation between reading and listening in first grade children Thorn<sup>20</sup> found that teaching a comprehension skill in the auditory mode transferred significantly to the visual mode--reading. The group of children who received instruction

---

<sup>19</sup>Sandra J. Markert, "Relationships Between Listening Comprehension and Reading Comprehension Among Second-Graders," M.Ed. Thesis, Rutgers University, (May, 1974) ERIC ED 095 483)

<sup>20</sup>Elizabeth A. Thorn, The Effect of Direct Instruction in Listening on the Listening and Reading Comprehension of First Grade Children, Doctoral Dissertation Abstract, University of Chicago.

in listening skills for one year made significant gains in related areas of reading comprehension; however, she did not give another group an enriched reading comprehension program. Thus, it is not known what transfer occurred, if any, from reading to listening.

Listening comprehension was found to transfer positively to reading comprehension by Austin in her research which investigated the relationship between listening and reading comprehension. After testing a sample of 105 first graders she discovered that "listening is significantly related to both silent and oral reading achievement at the grade one level."<sup>21</sup> No treatment was attempted in this study nor were the effects of reading upon listening or listening upon listening explored.

In summary, evidence indicates that transfer of learning usually occurs between related areas of listening and reading, and it may be either positive or negative in nature.

. . . the actuality of transfer depends on whether or not curriculum material

---

<sup>21</sup>Martha Lou Austin, Listening Comprehension, Auditory Discrimination, and First Grade Reading Achievement, Doctoral Dissertation, The University of Chicago, 1968.

and educational process are addressed to transfer--on the extent to which both the curriculum and the ways of reacting to its content stimulate the discovery of basic principles, give practice in applying principles and develop a set for learning, an expectation that whatever is learned will be used in new and different ways.<sup>22</sup>

For the classroom practitioners, this relationship of reading and listening is of extreme importance. As indicated by the following statement some ten years ago:

Increasing numbers of studies are dealing with the nature of listening with ways of teaching it at all educational levels from pre-kindergarten to industrial training. One reason for this concern is the growing awareness of the intimate interrelationship between listening and reading. Both are receptive communication skills and as such share many attributes. . . . The effective planning of reading instruction is made impossible when the interrelationships between listening and reading are ignored.<sup>23</sup>

Transfer of training had also been noted by the classroom teachers. Spache and Spache in their discussion of research into training in aud-

---

<sup>22</sup>Hilda Taba, Curriculum Development (New York: Harcourt, Brace, and World, 1962), p. 125.

<sup>23</sup>Duker, "Listening and Reading," p.323.



itory comprehension, pointed out that early training will later transfer to reading and will aid the child in the early stages of reading.

The aim of auditory comprehension training is not only to provide experiences with words, to deepen and broaden the child's knowledge of words or his auditory vocabulary. It provides these stimuli to language development to be sure, but even more significantly the training promotes the child's verbal reasoning, memory, critical thinking, and other intellectual processes. These are the processes he must employ in dealing with ideas encountered later in reading. These are the processes which underlie that rather vague ability, comprehension. Training in auditory comprehension is, in effect, training to think with words. For this reason, early skill in auditory comprehension is one of the essential facets of the prereading and beginning reading stages of the child's development.<sup>24</sup>

#### Developing the Ability to Find the Implied Main Idea Through Listening and Through Reading

Taking transfer of training into the classroom, many studies have attempted to show that comprehension skills taught through a listening approach transfer to related silent reading areas and that children then can comprehend silent reading material with greater ease. Although many researchers have reported positive results,

---

<sup>24</sup>George D. Spache and Evelyn B. Spache, Reading in the Elementary School (Boston: Allyn and Bacon, Inc., 1973), pp. 134-35.

there are others who have discovered that their findings were not significant. Not all research, however, has clearly shown that the teaching of a listening comprehension skill has an appreciable effect on the related reading comprehension skill. This may be due to the fact that most of the studies which showed a positive relationship did not specify which reading comprehension skills were directly affected, such as finding an implied main idea. Furthermore, in only a very few studies did researchers look for positive transfer from reading to listening. In most listening/reading studies a correlation was usually noted, but no attempt was made to discover the effect of teaching a specific reading comprehension skill, such as finding implied main idea, upon the listening for the implied main idea.

An example of such studies is one by Thorn.<sup>25</sup> She investigated the correlation between reading and listening and found support in several studies which showed that improved listening comprehension resulted in improved reading comprehension, while others showed no significant transfer. Results of

---

<sup>25</sup>Thorn, Effect of Direct Instruction in Listening, p. 12.

her own study at first grade level indicated that listening comprehension was significantly improved by a program of direct instruction in listening, and that such a program of listening instruction, among which was training for the main idea, had a strong positive effect on reading achievement. However, the main idea was not described, hence one can not ascertain whether it was a clearly stated main idea or one that was implied. Further, there was no significant positive effect on the total reading comprehension. Though her study did specify some specific dimensions of reading comprehension it could not be ascertained whether training in listening for main idea transferred directly to reading for main idea.

Similarly, Glofka and Glofka<sup>26</sup> stated that many available studies showed that listening instruction produced improvement in reading and language usage, and that textbooks on methods of teaching reading were devoting increasing amounts of space to this topic. They quoted Lubershane's

---

<sup>26</sup> Rita M. Glofka and Peter T. Glofka, The Effects of Providing a Program of Listening Instruction to a First Grade Class. (Mimeographed, n.d.) p. 2.

study at the fifth grade level,<sup>27</sup> which showed that in a three month period the experimental group not only produced pronounced gains in listening but also significant gains on a standardized reading test. Kraner<sup>28</sup> devised a program involving eighth grade students and a series of taped lessons designed to improve both listening and reading skills; his experimental group showed significant gains in listening, in English skills, and in reading, especially in following directions, as measured by standardized tests. Other than following directions, however, the specificity in reading comprehension again was not clear, thus no direct relationship between specific skills in listening and reading was established.

Other studies, on the other hand, show a definite positive transfer in these two broad areas. Trivette's study with fifth grade pupils,<sup>29</sup> showed that three listening skills: finding main idea, remembering details, and making inferences,

---

<sup>27</sup> Lubershane, "Can Training in Listening Improve Reading Ability?" pp. 277-81.

<sup>28</sup> Robert E. Kraner, "A Comparison of Two Methods of Listening Instruction in an Eighth-Grade Language Arts Program," Unpublished Ph.D. Thesis, University of Texas, 1963.

<sup>29</sup> Sue E. Trivette, "The Effect of Training in Listening for Specific Purposes," Journal of Educational Research, LIV (March, 1961) 276.

had a significant positive relationship to the corresponding skills in reading.

Hollingsworth<sup>30</sup> also produced evidence that specific skills in listening and in reading had high positive correlations. In addition to his own<sup>31</sup> he mentioned three other unpublished studies (Kelty,<sup>32</sup> Marsden,<sup>33</sup> Lewis<sup>34</sup>) where elementary children were given practice in listening for finding main idea, determining supporting details, and drawing conclusions, and then tested the effects upon similar skills in reading. The results however, were not entirely clear and consistent: three studies showed that the training in listening for specific purposes had a "favorable positive effect" upon reading, while another did not show any significant differences.

---

<sup>30</sup> Paul M. Hollingsworth, "Interrelating Listening and Reading," in Reading and Realism, ed by J. Allen Figurel (Newark, Delaware: International Reading Association, 1969) p. 66.

<sup>31</sup> Hollingsworth, "A Study to Compare the Effect of Two Listening Programs on Reading and Listening."

<sup>32</sup> Kelty, "An Experimental Study to Determine the Effect of Listening Upon Achievement in Reading."

<sup>33</sup> Marsden, "Value of Training in Listening to Achievement in Reading."

<sup>34</sup> Lewis, "Effect of Training in Listening Upon Reading."

Though Lundsteen<sup>35</sup> concluded that instruction was effective in promoting growth in selected critical listening abilities of fifth and sixth grade children, and demonstrated that there was a complex, measurable listening comprehension factor which was distinct though related to reading comprehension, she did not mention any specific reading comprehension skills. The problem may have been that the reading was tested by the Stanford Achievement Test, Form N<sup>36</sup> which does not identify specific reading comprehension skills.

Austin<sup>37</sup> stated that the relationship between listening and silent and oral reading achievement remained highly significant even when intelligence had been partialled out. But, as in other studies, she did not examine the effect of specific listening comprehension skills on corresponding reading comprehension skills.

---

<sup>35</sup> Sara J. R. Lundsteen, Teaching Abilities in Critical Listening in the Fifth and Sixth Grades, Doctoral Dissertation, University of California, 1964. (Educ. Micro Film 220)

<sup>36</sup> Turman L. Kelley et al, Stanford Achievement Test, Form N (New York: Harcourt, Brace, and World, Inc., 1964)

<sup>37</sup> Austin, Listening Comprehension and First Grade Reading Achievement

Canfield,<sup>38</sup> too, was concerned with the effects of teaching listening skills on listening and reading. He chose three groups of fifth graders for his experiment. One group was given twelve lessons of direct instruction in listening, a second group was given twelve lessons in indirect instruction in listening, and the third group served as a control being given no instruction. Two of the skills introduced were listening for stated or inferred main ideas. The results of his research indicated no significant growth but there was a positive trend in the scores in both groups suggesting that pupils did profit from listening instruction. He also discovered that there was a correlation between listening and reading at the .64 level. However, in this experiment he did not attempt to look for growth in specific reading or listening skills.

One of the conclusions of a study by Fawcett<sup>39</sup> was that reading comprehension was significantly related to listening ability. This was a study to determine the effectiveness of teaching listening skills at the upper elementary level. The sample

---

<sup>38</sup> Robert G. Canfield, "How Useful Are Lessons in Listening?" Elementary School Journal, LXII (December, 1961) 147-51.

<sup>39</sup> Annabel E. Fawcett, "Training in Listening," Elementary English, XLIII (May, 1966) 473-514.

was composed of 638 pupils, of which 322 were the experimental group and were given listening exercises for three days a week for fourteen weeks. The remainder were given no extra listening training. The listening group improved significantly in listening skills and a correlation of .585 was reported between listening and reading ability. Growth in individual listening/reading skills such as finding implied main idea was not mentioned.

Pratt conducted a study to evaluate the effects of a program designed to develop certain specific skills in the listening process such as developing the ability to select the main idea as opposed to subordinate ideas or details. Twenty sixth-grade classes comprised the experimental group, and another twenty the control group. The experimental classes were given lessons in listening over a five week period. Each week a specific listening skill was stressed. In a sample taken from the larger group, which would be approximately twelve children from each class, Pratt noted improvement in specific listening skills including main idea, but he stated that,



. . . the small sampling of items in this study on each skill limits the reliability of any statement that might be made in support of a specific skill. If each skill were made the subject of a long period of instruction and a larger number of test items, more precise information would be available on this phase of the problem. Such an analysis could logically be the subject of a number of investigations but was not possible<sup>40</sup> within the scope of this study.

Furthermore, Pratt found a positive correlation between listening ability and reading ability. A coefficient of .64 was found for the relation in his study. He did not, however, look at the correlation between specific reading and listening skills; further, the study does not state whether the "main idea" to be found was implied or clearly stated.

McPherson<sup>41</sup> attempted to determine the effect of practice in specific skills in listening upon reading. Two groups of sixty-five second grade children were selected. For a six week period the experimental group was given practice in three specific listening

---

<sup>40</sup>Edward Pratt, "Experimental Evaluation of a Program for the Improvement of Listening," Elementary School Journal, Vol. 56, No.6 (March, 1956) 319.

<sup>41</sup>Irene McPherson, "The Effect of Direct Practice in Listening on Certain Reading Skills," Unpublished Master of Arts Thesis, Colorado State College of Education, Greeley, Colorado, 1951.

skills among which was listening for main idea; the control group was given no extra training in listening. Results of this experiment showed no significant gains in reading for main idea although gains made by the experimental group were somewhat greater than those made by the control group. She felt that there were not enough main idea questions included in the tests to effectively test for growth in finding main idea, nor were the tests used sufficiently difficult; for pre-test scores were too high to allow for a large gain to be made; she did not specify whether the children were taught to find a stated or an implied main idea.

Another researcher who attempted to show a relationship between reading and listening was Dumdie.<sup>42</sup> He suggested that intensive instruction in listening tended to improve reading ability and similarly, that intensive instruction in reading improved listening skills. He used thirty fourth and fifth grade children as subjects for

---

<sup>42</sup> Milton F. Dumdie, "The Effects of a Listening Program and a Reading Program Upon Listening and Reading Comprehension in a Fourth and Fifth Grade Class," Master's Thesis, University of Wisconsin, 1961.

his experiment. Madden<sup>43</sup> also looked for a relationship between reading and listening using 200 sixth grade pupils and discovered that instruction in both listening and reading produced higher reading scores but that neither produced higher listening test scores.

Hill<sup>44</sup> worked with 96 college freshmen education students in three groups. One was given instruction in listening, one instruction in reading, and the third was given no extra instruction. He found that both reading and listening groups gained significantly in both reading and listening. He concluded that there was some evidence that teaching a reading skill improved a listening skill; again specific skills were not mentioned.

---

<sup>43</sup>Theodore M. Madden, "The Effect of Instruction and Practice in Certain Skills Through the Media of Reading and Listening upon Various Aspects of Proficiency in Reading and Listening," Doctoral Dissertation, University of Arizona, 1959, Dissertation Abstracts 20:2178-79, 1959.

<sup>44</sup>Edwin S. Hill, "An Analysis of the Results of Special Training in Listening Compared to Special Training in Reading Skills," Doctoral Dissertation, Indiana University, 1961, Dissertation Abstracts 22:3093-94, 1962.

Duker summarized studies related to this area. In his review of nineteen studies dealing with the instruction in either reading or listening skills and their effect on the other, he found "the results are not entirely consistent, but many studies show that instruction in listening skills leads to improved reading."<sup>45</sup> In eleven of these studies specific reading skills were presented in the form of a table but no indication of growth in each skill was noted. Eleven masters' theses also reviewed by Duker<sup>46</sup> indicated that growth in both reading and listening skills usually occurred after pupils received listening instruction. There were only three researchers who indicated that no effect was evident. However, specific reading/listening skills were not cited nor did the researchers attempt to look for growth in listening skills as a result of reading instruction.

Relationship of Listening and Reading Skills With High and Low Achievers

A search was made of the literature at Faculty of Education Library, University of Man-

---

<sup>45</sup> Duker, "Listening and Reading," p. 323.

<sup>46</sup> Sam Duker, Listening Bibliography, Second Edition (Metuchen, N.J.: The Scarecrow Press, Inc. 1968)

itoba for studies which investigated the relationship of listening and reading skills related to high and low achievers.

One study by Markert examined the relationships between reading comprehension and listening comprehension among second graders.<sup>47</sup> She compared listening and reading scores of the highest one-third and the lowest one-third of the group and discovered no significant difference between listening and reading scores with the top one-third. However, she found dramatic differences between reading and listening scores with the lowest one-third, who scored significantly higher on the listening test.

In summary, it can be concluded that most studies indicate that there is a relatively high degree of correlation between listening and reading and that there is transfer from listening to reading skills, with fewer cases of transfer of reading to listening. However, few studies identified the skills within these two areas with any specificity. Only one study was found which looked at this relationship to general achievement; this study showed that there

---

<sup>47</sup> Markert, "Relationships Between Listening and Reading Comprehension."

was a marked difference between high achievers and low achievers in correlations between listening and reading scores. Thus the study undertaken is an attempt to investigate the relationship of implied main idea through listening and through reading at the second grade level. A related purpose of this study was to determine the efficacy of teaching for implied main idea in listening and in reading on high and low achievers at the second grade level.

## CHAPTER III

### DESIGN OF THE STUDY

The purpose of this investigation was to determine the efficacy of teaching for the implied main idea through oral language activities or through reading activities at the second grade level. The efficacy was assessed through listening and reading tests for the implied main idea. As no available tests were found to be suitable in testing for implied main idea in either listening or reading areas, a description of the adaptation of an existing test instrument will constitute the first part of the chapter. Following, there will be a report of the pilot study which includes a description of the population, and the testing and instructional procedures used. The latter part of the chapter will be concerned with a description of the research study.

#### Testing Instrument

After discovering that no available test instrument was adequate for the purposes of this study, the decision was made to adapt a commercially

prepared test. The Metropolitan Achievement Tests, Primary II<sup>48</sup> and Upper Primary<sup>49</sup> (MAT) were found to be the most suitable: most of the stories in the reading comprehension sections were of sufficient length and substance from which an implied main idea could be derived. However, a few had to be changed by deleting the stated main idea; or a question had to be inserted eliciting an implied main idea. Since the MAT was available in several alternate forms, it was decided that two of the forms (Forms B and C) would serve as reading pre- and post-tests, and two forms (Forms F and G) as listening pre- and post-tests. As the stories section of Forms B and C each comprised ten stories and F and G six stories, the first two stories from Forms B and C were included in Forms F and G. Thus each test was finally composed of eight questions. Then each form was given a preliminary trial with two or three children, at the grade two level, and several alterations were made. The pilot study pre- and post-tests followed; an item analysis was conducted showing that several of the questions were still either too difficult

---

<sup>48</sup> Walter N. Durost, et al. Metropolitan Achievement Tests, Primary II (New York: Harcourt Brace Jovanovich, Inc., 1970)

<sup>49</sup> Walter N. Durost et al. Metropolitan Achievement Tests, Upper Primary (New York: Harcourt, Brace and World, Inc., 1959)



or too easy for the children; these were changed accordingly, and tested once again with another second grade class from a suburban public school. When no other problems related to the questions appeared, it was then implemented in the actual research study.<sup>50</sup>

#### PILOT STUDY

The purpose of the pilot study was two-fold: to pilot the test instruments which had been altered to elicit the implied main idea, and to develop reading and listening lessons for a second grade class using an approach similar to one suggested by Rawson.<sup>51</sup> The approach is based on the concept that children can be led to find an implied main idea through inductive procedures.

#### Sample

Two second grade classes for the pilot study were chosen from two parochial schools

---

<sup>50</sup> See Appendix A for copy of letter written to publishers Harcourt Brace Jovanovich, Inc. c/o The Psychological Corporation for permission to adapt the MAT test form, and a copy of the letter with permission granted.

<sup>51</sup> Children Rawson, "Piaget's Conception of Logical Development and its Relation to Comprehension in Reading," Unpublished Master's Thesis, University of Alberta, 1965.

located in suburban Winnipeg. The classes were comprised of 18 and 20 pupils respectively, and the entire class was involved. One class comprised the listening group and the other the reading group.

#### Testing Procedures

On the first day of the study, one class was given the revised Form F of MAT, and the other class was given the revised Form G of MAT as listening pre-tests. The children were given booklets of eight pages. On each page there were three questions with three multiple choice responses, one of which was a question asking for the implied main idea. The remaining two questions asked for details of the story and remained the same as those in the original MAT. The researcher used the following procedure for the listening test:

1. The children were told that they would hear a story read to them.
2. After the story was read they would be asked some questions about it.
3. They were told that they would see only the questions printed in their booklets.
4. The children were then shown how to place an X beside the appropriate answer.

5. The story was read to the children.
6. The children were told to look at page one of their booklets. The first question and the three responses were read to the children while they followed the words in their booklets.
7. The children were then directed to put an X beside the best answer.
8. The next two questions and the responses were read in the same way.

Each of the following seven stories and their accompanying questions were presented in the same manner.

During the first testing it was discovered that the children tended to look at and read the questions in the booklet while the story was being read to them. To avoid this situation in subsequent testing situations, the children were directed to turn their booklets over while listening to the story. The total time required to administer the test was twenty minutes.

On the second day, one half of Form B or C of the revised pre-test in reading was given to each of the children in the two classes. The following procedure was undertaken for the reading test:

1. The children were told that they must read each story to themselves and after each story there would be two or three questions to answer.
2. The children were told that they must place an X beside the best answer.
3. A preliminary trial story with questions at the beginning of the test was then read by the teacher with the whole class.

No time limit was set; the total testing time proved to be approximately thirty minutes for the entire class to complete the test.

After completing an item analysis of the pre-tests on listening and reading several questions were revised according to the degree of difficulty resulting in a set of questions established which most of the youngsters in the class could read with comprehension.

Following the instructional lessons the two classes completed the revised post-tests in both listening and reading. Form F served as a listening post-test for the class that had been given Form G as a pre-test, and Form G served as a post-test for the other class. Analysis of

these split halves showed that all were equal in difficulty.

On the last day, the post-test in reading was administered. Those children in both classes who had had Form B (first half) as a pre-test were given second half Form C as a post-test, and those who had had Form C (first half) were given second half Form B as a post-test. Again, analysis of these split halves of these tests, showed that all were equal in difficulty.

Instructional Program for Listening and Reading  
for Implied Main Idea

Ten twenty-minute lessons were developed for instruction in deriving implied main idea, at the second grade level. Each lesson consisted of a short story, having a grade two readability level according to The Spache Readability Formula.<sup>52</sup> The selections had been chosen from several sources: SRA Reading Comprehension Kits,<sup>53</sup> Developing Comprehension in Reading,<sup>54</sup> New Practice

---

<sup>52</sup> George D. Spache, Good Reading for Poor Readers (Garrard Publishing Company, 1962) pp. 130-39.

<sup>53</sup> Reading Comprehension Lab Ic (Science Research Associates, Inc., 1961)

<sup>54</sup> Mary E. Thomas, Developing Comprehension in Reading, -3 (Toronto: J. M. Dent and Sons (Canada) Limited, 1960)

Readers,<sup>55</sup> and Reader's Digest New Reading Skill Builder.<sup>56</sup> In an analysis of the stories several clearly stated main ideas were deleted, and in a few cases, several words for clarity were added.

Over a three week period one reading lesson was taught to one class in one school, and one listening lesson was taught to the other class in the second school, during the same day. (See Timetable for the Pilot Study design)<sup>57</sup>

#### Procedures for Listening for Implied Main Idea:

At the beginning of each lesson the story was read to the listening group. Neither the title of the story nor the content of the story was stated to the class. Instead, the children were told, "Listen carefully to the story so that you will be able to talk about it later." After the story was read to the class the children were asked, "Do you remember one important thing, or idea, from the story?" It became apparent

---

<sup>55</sup> Clarence R. Stone and Ardis E. Burton, New Practice Readers Book A (New York: Webster Division, McGraw-Hill Book Company, 1960)

<sup>56</sup> Reader's Digest New Reading Skill Builder, Level II, Part II (Pleasantville, N.Y.: Reader's Digest Services, Inc., 1966)

<sup>57</sup> See Appendix B for a diagram of the time table for the Pilot Study design.

that the word "thing" should be used instead of "idea" as, initially, the children were unsure of the meaning of "idea." Several children were then asked to state their "important ideas," "something important" that they remembered from the story. The teacher wrote the ideas on a clip-sheet and reread them at intervals so that the class would try to remember them. After six to eight ideas were elicited, the children were asked to "vote" on the most important ideas as the sentences were reread.<sup>58</sup> Usually three "important ideas" emerged after the voting was completed. These sentences were again reread and the children were then asked one or more of the following questions: "These sentences can give us a clue as to what the whole story is about. Can you tell me what it is? . . . It does not say in the story, but after thinking about these sentences, these ideas from the story, can you tell me what the whole story is about? . . . Think about these sentences and tell me what the story is all about, in your own words." Gradually "main idea" was introduced and used in place of "whole story;"

---

<sup>58</sup> The voting procedure evolved during the pilot study as the most appropriate method for highlighting the salient points of the story: various methods of voting were attempted such as using "yes" and "no" cards, with the raising of hands proving to be the most efficient method.

also "a good title for the story" was occasionally used. It was also stressed that the children should try to make their replies "short" since they tended to answer in long run-on sentences.

#### Procedures for Reading for Implied Main Idea:

For the class that was to be instructed through a reading approach a similar format to that of listening for implied main idea was followed. For each lesson the story was given in printed form to every child to read. With a very brief introduction, the children were asked to read the story and then to be ready to talk about it. After the story was read by the children, important "ideas" were elicited and were printed by the teacher on the chalkboard for them to read. After six or eight sentences were elicited, the children read them again and then were asked to vote for the "most important" ones. The same procedure as in the listening lesson took place for eliciting the implied main idea.

With the pilot study completed, an examination of the set of lessons was made and some revisions were made to ensure that listening and reading skills for implied main idea were being



developed; they were then considered to be ready to use in the research study.

The entire pilot study took place over a four week period in March, 1976.

## RESEARCH STUDY

### Sample

A class of second grade pupils was selected from each of two elementary schools in one suburban area of greater Winnipeg. The classes, of 25 and 29 students respectively, had basal reading programs for all youngsters with a modified individualized approach adapted for the advanced readers in each of the classes. Both classes had been given some training in general listening skills earlier in the year.

### Testing Procedures

On the first day of the experiment the revised forms of the reading test were administered to both classes. One half of the class, randomly chosen, was given Form B<sup>59</sup> and the other half, Form C.<sup>60</sup> On the second day one half of each class randomly

---

<sup>59</sup>See Appendix C for sample of Form B.

<sup>60</sup>See Appendix C for sample of Form C.

chosen, was given Form F<sup>61</sup> of the listening test while the classroom teacher took the remainder of the pupils out of the classroom. Form G<sup>62</sup> of the listening test was given on the third day to the second half of each class while the remainder of the pupils were taken out of the classroom by their teacher. On the last three days of the experiment the same procedure was followed for post-testing. The researcher gave each child the alternate forms for listening and reading from those received initially. Thus one half of a form of the tests served as a pre-test and one half as a post-test in each skill.

Explanations and directions to the pupils were given following exactly the procedure which had been developed during the pilot study.<sup>63</sup>

Instructional Procedures for Developing the Ability to Find the Implied Main Idea Through Listening and Through Reading

On the fourth day of the study, the first lessons in listening and reading for implied main

---

<sup>61</sup>See Appendix C for sample of Form F.

<sup>62</sup>See Appendix C for sample of Form G.

<sup>63</sup>See description under Pilot Study, pp. 36-38.

idea<sup>64</sup> were begun. The listening lesson was taught in the morning, beginning at 10:00 a.m., and in the afternoon, at 1:30 p.m. the reading lesson was taught to the other class. The following nine lessons were taught at the same time each consecutive day. Each lesson was approximately twenty minutes in length and with two exceptions, the same story was used on the same day with both groups. (On two occasions the order was reversed or delayed as other school activities interfered with this schedule.) In teaching the listening and reading lessons the teacher followed the format described in the pilot study.<sup>65</sup> The ten listening and ten reading lessons instructing the classes in the technique of deriving implied main idea were audio-taped and transcribed by the researcher.<sup>66</sup>

The teaching and testing period extended over four weeks during the latter part of April and early May, 1976.

#### Analysis of the Data

In order to analyze the data the classes were

---

<sup>64</sup> See Appendix D for stories and transcriptions of audio-tapes of lessons

<sup>65</sup> See description under Pilot Study, pp. 40-42.

<sup>66</sup> See Appendix B for a diagram of the time-table for the research design.

divided into high achievers and low achievers in listening and in reading by determining the means for listening and reading using the pre-test scores of the entire number of children; those children above the mean were considered to be high achievers; those who were at, or below the mean, were considered as low achievers. The data were analyzed using the Statistics on Line (SOL)<sup>67</sup> program ST15 which included a two-sample T-test with paired observations.

---

<sup>67</sup>Robert I. Rollwagen, Statistics on Line for Health Sciences (Winnipeg, Man.: Computer Dept. for Health Sciences, University of Manitoba, January, 1973.)

## CHAPTER IV

The major purpose of this study was to determine the efficacy of teaching for the implied main idea at the second grade level, through oral language activities or through reading activities. A related purpose of this study was to determine the efficacy of teaching for implied main idea in listening and in reading on high and low achievers at the second grade level. This chapter includes the presentation and analysis of the data followed by an item analysis of the listening and reading tests. The chapter will conclude with a summary of two independent assessments of two listening and reading lessons.

### ANALYSIS OF THE DATA

Fourteen questions were generated from the study and the answers to these questions will be determined by statistical analysis of the data.

The questions were divided into four groups:

1. What is the effect of instruction on the ability to find the implied main idea (IMI) in listening and in reading at the second grade level?

2. What is the effect of either listening instruction, or reading instruction, on the ability to find IMI in listening or in reading at the second grade level?
3. What is the effect of either listening instruction, or reading instruction, on high achievers at the second grade level, in ability to find IMI in listening or in reading?
4. What is the effect of either listening instruction, or reading instruction, on low achievers at the second grade level, in ability to find IMI in listening or in reading?

To answer the first question the following null hypotheses were tested:

- 1.1 There is no significant difference between pre- and post-test scores in ability to listen for IMI for second grade children who have been instructed to derive IMI.
- 1.2 There is no significant difference between pre- and post-test scores in ability to read for IMI for second grade children who have been instructed to derive IMI.

Since the T-ratio is not significant, null hypothesis 1.1 is accepted. The results are shown in Table 1, which indicates the means and T-ratio.

TABLE 1  
PRE- AND POST-TEST MEANS AND T-TEST IN  
LISTENING FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	4.09	1.56	53	
Post-test Listening	4.44	1.30	53	1.567(n.s)

Null hypothesis 1.2 is accepted since the T-ratio is not significant. The results are presented in Table 2.

TABLE 2  
PRE- AND POST-TEST MEANS AND T-TEST IN  
READING FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	3.83	1.69	53	
Post-test Reading	4.30	1.72	53	1.581(n.s.)

In the cases of hypotheses 1.1 and 1.2 the means were somewhat higher at the time of post-testing indicating that both the listening approach and the reading approach did have some effect, although not significant, upon the second graders' ability to find IMI.

In order to answer the second question the following null hypotheses were tested:

2.1 There is no significant difference between pre- and post-test scores in ability to listen for IMI for second grade children who have been instructed to derive IMI through a listening approach.

2.2 There is no significant difference between pre- and post-test scores in ability to read for IMI for second grade children who have been instructed to derive IMI through a listening approach.

2.3 There is no significant difference between pre- and post-test scores in ability to listen for IMI for second grade children who have been instructed to derive IMI through a reading approach.

2.4 There is no significant difference between pre- and post-test scores in ability to read for IMI for second grade children who have been instructed to derive IMI through a reading approach.

Table 3 presents the means and T-ratio related to hypothesis 2.1. The results are not significant and therefore the null hypothesis is accepted. Listening instruction had little effect on listening for IMI.



TABLE 3  
 PRE- AND POST-TEST MEANS AND T-TEST FOR  
 EFFECT OF LISTENING INSTRUCTION ON  
 LISTENING FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	4.38	1.45	28	
Post-test Listening	4.31	1.34	28	0.246(n.s.)

In the case of hypothesis 2.2 as presented in Table 4, the T-ratio is significant at the .05 level, indicating that for the class as a whole, instruction in listening for IMI had a significant positive effect upon reading for IMI. Hypothesis 2.2 is, therefore, rejected.

TABLE 4  
 PRE- AND POST-TEST MEANS AND T-TEST FOR  
 EFFECT OF LISTENING INSTRUCTION ON  
 READING FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	3.51	1.55	28	
Post-test Reading	4.24	1.72	28	1.918*

\*Significant at the .05 level.

Hypothesis 2.3 is rejected as results are significant at the .05 level, as shown in Table 5. For the class as a whole, instruction in finding IMI had a significant positive effect upon listening for IMI.

TABLE 5  
PRE- AND POST-TEST MEANS AND T- TEST FOR  
EFFECT OF READING INSTRUCTION ON  
LISTENING FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	3.76	1.64	24	
Post-test Listening	4.60	1.26	24	2.471*

\*Significant at the .05 level.

Hypothesis 2.4 is accepted as the T-ratio is not significant, as shown in Table 6. Reading instruction had little effect upon reading for IMI.

TABLE 6  
PRE- AND POST-TEST MEANS AND T-TEST FOR  
EFFECT OF READING INSTRUCTION ON  
READING FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	4.20	1.80	24	
Post-test Reading	4.36	1.75	24	0.350(n.s.)

The third question was concerned with the effect of instruction, in listening and in reading, upon high achieving second graders. In order to separate the high achievers from the low achievers the pre-test means of the total listening and reading test scores for the entire group were computed. Those children whose scores were above the mean of the listening pre-test were designated as the high achievers in listening. High achievers in reading also were designated as those whose scores were above the mean of the reading pre-test scores. The following null hypotheses were tested in order to answer the third question:

- 3.1 There is no significant difference between pre- and post-test scores in ability to listen for IMI for high achieving second grade children who have been instructed to derive IMI through a listening approach.
- 3.2 There is no significant difference between pre- and post-test scores in ability to read for IMI for high achieving second grade children who have been instructed to derive IMI through a listening approach.
- 3.3 There is no significant difference between pre- and post-test scores in ability to listen for IMI for high achieving second grade children who have been instructed to derive IMI through a reading approach.

3.4 There is no significant difference between pre- and post-test scores in ability to read for IMI for high achieving second grade children who have been instructed to derive IMI through a reading approach.

Hypothesis 3.1 is accepted as results are not significant. Table 7 presents means and T-ratio which indicate that listening instruction does not significantly effect high achievers' ability to listen for IMI.

TABLE 7  
PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
OF LISTENING INSTRUCTION ON HIGH ACHIEVERS'  
ABILITY TO LISTEN FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	5.47	7.43	14	
Post-test Listening	5.07	9.61	14	1.468(n.s.)

Hypothesis 3.2 is accepted as results are not significant. Table 8 presents means and T-ratio which indicate that listening instruction did not significantly effect high achievers' ability to read for IMI.

TABLE 8  
 PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
 OF LISTENING INSTRUCTION ON HIGH ACHIEVERS'  
 ABILITY TO READ FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	4.50	1.45	13	
Post-test Reading	4.64	1.86	13	0.228(n.s.)

Hypothesis 3.3 is confirmed for significant losses were noted at the .05 level. Table 9 presents the means and T-ratio which indicate the negative effect reading instruction had on high achievers' ability to listen for IMI.

TABLE 9  
 PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
 OF READING INSTRUCTION ON HIGH ACHIEVERS'  
 ABILITY TO LISTEN FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	5.62	5.17	7	
Post-test Listening	4.88	1.25	7	1.821*

\*Significant at the .05 level.

Hypothesis 3.4 is accepted as results are not significant. Table 10 presents means and T-ratio which indicate that reading instruction did not significantly effect high achievers' ability to read for IMI. It was evident that instruction in either listening or reading for IMI had a minimal or a negative effect upon high achieving second graders.

TABLE 10  
PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
OF READING INSTRUCTION ON HIGH ACHIEVERS'  
ABILITY TO READ FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	4.94	1.21	17	
Post-test Reading	4.61	1.46	17	1.000(n.s.)

The effects of listening or reading instruction for IMI among low achieving second graders were considered in the fourth question. Low achievers were

designated as those children whose scores fell at or below the means of the total reading and listening pre-test scores. In order to answer this question the following null hypotheses were tested:

4.1 There is no significant difference between pre- and post-test scores in ability to listen for IMI for low achieving second grade children who have been instructed to derive IMI through a listening approach.

4.2 There is no significant difference between pre- and post-test scores in ability to read for IMI for low achieving second grade children who have been instructed to derive IMI through a listening approach.

4.3 There is no significant difference between pre- and post-test scores in ability to listen for IMI for low achieving second grade children who have been instructed to derive IMI through a reading approach.

4.4 There is no significant difference between pre- and post-test scores in ability to read for IMI for low achieving second grade children who have been instructed to derive IMI through a reading approach.

Table 11 presents the means and T-ratio related to hypothesis 4.1. The results are not significant

and therefore the null hypothesis is accepted. Although listening instruction had no significant effect on low achievers' ability to derive IMI through listening, the means indicate that a positive trend was evident.

TABLE 11  
PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
OF LISTENING INSTRUCTION ON LOW ACHIEVERS'  
ABILITY TO LISTEN FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	3.21	1.05	13	
Post-test Listening	3.50	1.22	13	0.576(n.s.)

In the case of hypothesis 4.2, as presented in Table 12, the T-ratio is significant at the .05 level indicating that, for low achievers, instruction in listening for IMI had a significant positive effect upon reading for IMI. Hypothesis 4.2 is, therefore, rejected.



TABLE 12  
 PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
 OF LISTENING INSTRUCTION ON LOW ACHIEVERS'  
 ABILITY TO READ FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	2.60	0.99	14	
Post-test Reading	3.87	1.55	14	3.106*

\*Significant at the .05 level.

Table 13 presents means and T-ratio for hypothesis 4.3. Results were highly significant, at the .01 level, and therefore, hypothesis 4.3 is rejected. Thus, for low achievers, instruction in reading for IMI had a significant positive effect upon listening for IMI.

TABLE 13  
 PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
 OF READING INSTRUCTION ON LOW ACHIEVERS'  
 ABILITY TO LISTEN FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Listening	2.88	1.16	16	
Post-test Listening	4.47	1.28	16	4.773**

\*\*Significant at the .01 level.

Hypothesis 4.4 is accepted, as the T-ratio, as presented in Table 14, is not significant. However, a positive trend was evident, as indicated by the pre- and post-test means.

TABLE 14  
PRE- AND POST-TEST MEANS AND T-TEST FOR EFFECT  
OF READING INSTRUCTION ON LOW ACHIEVERS'  
ABILITY TO READ FOR IMPLIED MAIN IDEA

	Mean	SD	DF	T-Ratio
Pre-test Reading	2.29	1.70	6	
Post-test Reading	3.71	2.36	6	1.064(n.s.)

A graph, shown in Figure 1, summarizes the relative differences between pre- and post-tests in ability to derive IMI for both high and low achievers at the second grade level.

FIGURE 1  
 DIFFERENCES BETWEEN PRE- AND POST-TESTS IN  
 ABILITY TO DERIVE IMPLIED MAIN IDEA FOR  
 SECOND GRADE HIGH AND LOW ACHIEVERS

High achievers:

3.1 Effect of listening instruction approach on ability to derive IMI through listening.

3.2 Effect of listening instruction approach on ability to derive IMI through reading.

3.3 Effect of reading instruction approach on ability to derive IMI through listening.

3.4 Effect of reading instruction approach on ability to derive IMI through reading.

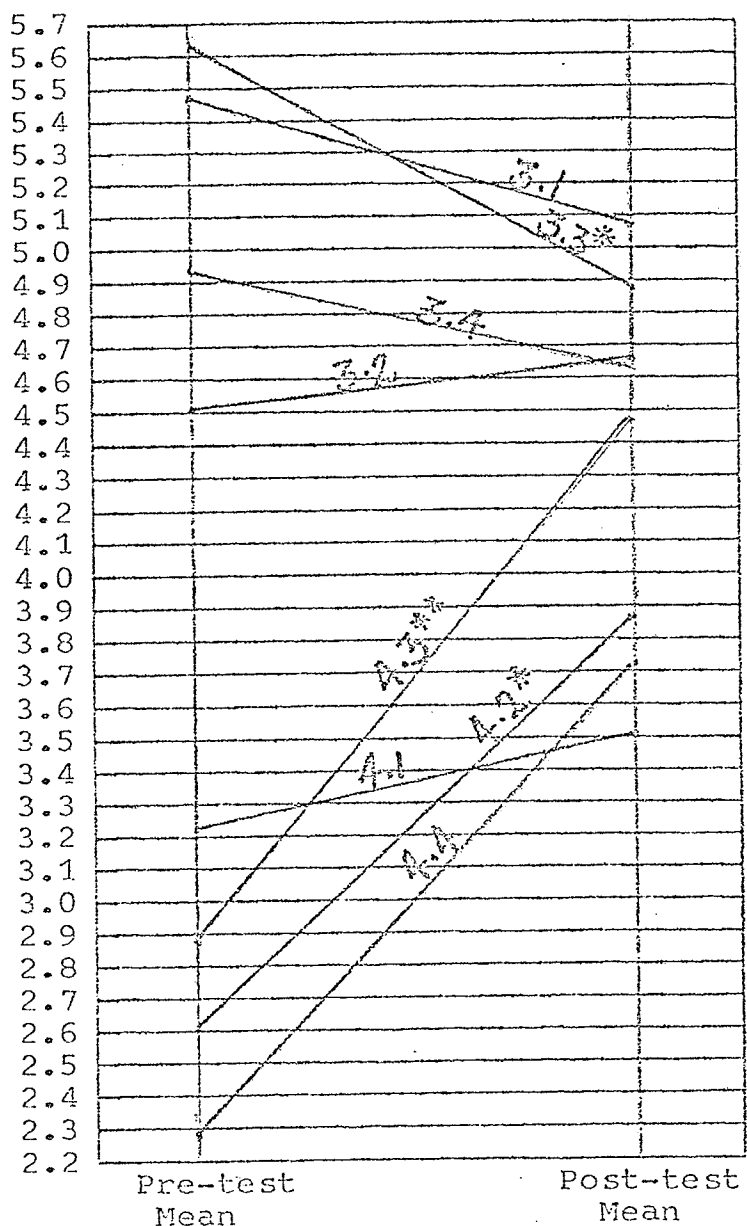
Low achievers:

4.1 Effect of listening instruction approach on ability to derive IMI through listening.

4.2 Effect of listening instruction approach on ability to derive IMI through reading.

4.3 Effect of reading instruction approach on ability to derive IMI through listening.

4.4 Effect of reading instruction approach on ability to derive IMI through reading.



\* Significant at the .05 level.  
 \*\* Significant at the .01 level.

## ITEM ANALYSIS OF TESTS

After the post-tests were administered and all forms of the pre- and post tests were scored they were subjected to an item analysis. The item analysis indicated that Form G was an easier listening test for second graders than Form F. In Form G six of the questions asking for implied main idea were answered correctly by 30 or more of the 54 pupils, while in Form F only three of the implied main idea questions were marked correctly by 30 or more of the 54 pupils. The reading tests (Forms B and C) were equal in their capacity to test reading for implied main idea with second graders, as shown by the item analysis.<sup>68</sup>

## ASSESSMENT OF LESSONS

To obtain an assessment of the quality of instruction in this study transcriptions of the audio-tapes of two representative listening and reading lessons were submitted to two experienced teachers who are in the Master's program in Reading at the Faculty of Education, University of Manitoba. Their evaluations, which were given independently, were of the same nature:

---

<sup>68</sup> See Appendix E for item analysis of Forms B, C, F, G.

1. Both felt that in eliciting ideas the teacher had prompted too much and often gave the pupils information that might better have been elicited. One of the judges felt that this was especially evident with the reading lessons.

2. Both judges felt the reading group was more difficult to work with as the teacher seemed to have more difficulty eliciting meaningful responses.

3. Both judges felt that the format of the lessons was handled well; one judge noted that analysis of the story was followed by synthesis and the clear statement of the implied main idea by the children.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The main purpose of this study was to determine, at the second grade level, the relative merits of a listening or a reading approach to developing the comprehension skill of deriving the implied main idea (IMI). In order to achieve this purpose two grade two classes were chosen from two suburban schools in greater Winnipeg and were given, respectively, listening and reading instruction for deriving the IMI. To determine the efficacy of instruction, pre- and post-tests in reading and listening were administered to both classes. The data collected were analyzed to determine differences between the two approaches and to examine the effects of the two approaches upon high and low achievers. Adapted forms of the Metropolitan Achievement Tests, Forms B, C, F, and G<sup>69</sup> were used as pre- and post-tests in listening and reading. Ten lessons in listening for the IMI were given to the first group,

---

<sup>69</sup> See Appendix C for copies of Forms B, C, F, G.

and ten lessons in reading, using the same stories, were given to the second group. The stories used for the lessons were chosen from second grade reading materials and ranged in difficulty from a 2.1-2.8 level, and were given to the children in random order. Both classes were tested and taught by the investigator. Statistical analysis of the data included SOL program ST15:<sup>70</sup> a two-sample T-test (paired observations). This chapter will present a summary of findings, conclusions, limitations of the study, and assumptions, followed by implications for the classroom and suggestions for further research.

#### Summary of Findings

Instruction in both approaches had no significant effect upon the combined groups in listening for IMI but there was a trend indicating both types of instruction had a positive effect upon children's ability to derive IMI.

Instruction in both approaches had no significant effect upon the combined groups in reading for IMI but there was a trend indicating that both types

---

<sup>70</sup>Rollwagen, Statistics on Line for Health Sciences.

of instruction had a positive effect upon children's ability to derive IMI.

Instruction in listening for IMI had a significant effect upon the class as a whole in reading for IMI but had no significant effect upon listening for IMI. Instruction in reading for IMI had a significant effect upon the class as a whole in listening for IMI, but had no significant effect in reading for IMI.

High achievers made either minimal gains or losses in ability to derive IMI after listening or reading instruction; in fact, in one case, the effect of reading instruction on listening produced a significant negative result. Thus the assumption that the children had no previous knowledge of finding IMI is nullified: the high achievers did have some knowledge in this skill as evidenced in the results of the pre-test and, in fact, were somewhat confused by the teaching which seemed to interfere with the knowledge they already had developed.

Low achievers made substantial gains in ability to derive IMI after receiving instruction in either mode: reading instruction led to a significant gain in listening for IMI; listening instruction led to a significant gain in reading for IMI. There was also a positive trend in the effect of listening instruction upon listening for IMI, and of reading instruction upon reading for IMI.



## Conclusions

The following conclusions were drawn from the analysis of the data:

The findings of this study indicated that, at the second grade level, instruction in finding IMI through either a listening approach or a reading approach did not have a significant positive effect upon the pupils' ability to derive IMI through either listening or reading. However, a positive trend was evident as levels of significance were .08 and .09 according to T-tests. These findings are equivalent to those of Thorn,<sup>71</sup> Hollingsworth,<sup>72</sup> Kelty,<sup>73</sup> Marsden,<sup>74</sup> Lewis,<sup>75</sup> Canfield,<sup>76</sup> and Hill,<sup>77</sup>

---

<sup>71</sup>Thorn, The Effect of Direct Instruction in Listening, (See supra, pp. 16-17).

<sup>72</sup>Hollingsworth, "A Study to Compare the Effect of Two Listening Programs on Reading and Listening," (See supra. pp. 11-12 and p. 23).

<sup>73</sup>Kelty, "An Experimental Study to Determine the Effect of Listening Upon Achievement in Reading," (See supra. p. 12 and p. 23).

<sup>74</sup>Marsden, "Value of Training in Listening to Achievement in Reading," (See supra. pp.11-12 and p.23).

<sup>75</sup>Lewis, "Effect of Training in Listening upon Reading," (See supra. p.12 and p.23).

<sup>76</sup>Canfield, "How Useful Are Lessons in Listening?" (See supra.p. 25).

<sup>77</sup>Hill, "Analysis of Results of Special Training in Listening Compared to Training in Reading," (See supra. p.29).

who also were able to discover positive changes in reading and listening skills after listening instruction or reading instruction.

The findings of this investigation revealed that, for the classes as a whole, listening instruction had greater effect upon reading for IMI than upon listening for IMI, and that reading instruction had greater effect upon listening for IMI than upon reading for IMI. Thus transfer of learning may be inferred, confirming the statements made by educational psychologists such as Kirk and Kirk<sup>78</sup> and Abrams<sup>79</sup> who claimed that input from two modes organized at the associative level lead to output in either mode, and Thomson<sup>80</sup> who stated that, "something that is learned in one task transfers to another task so that the latter is greatly facilitated." However, the effect appears to be more evident with lower achievers than with the higher achievers.

---

<sup>78</sup>Kirk and Kirk, Psycholinguistic Learning Disabilities, (See supra. pp. 9-10).

<sup>79</sup>Abrams, "The Relation of Listening and Reading Comprehension," (See supra. p. 10).

<sup>80</sup>Thomson, The Psychology of Thinking, (See supra. p. 13).

In examining the high achievers as a group, the data indicated that neither listening or reading instruction had a positive effect upon either their listening or their reading for IMI. In only one case was there a significant negative effect: of reading instruction upon listening. Thus it can be concluded that high achievers derived little benefit from either listening or reading instruction in finding IMI. This may suggest that the high achievers already have developed their own strategies for deriving IMI, and instruction impinges on these strategies producing a conflict or a confusion. Indeed, their earlier learning may have had an inhibiting effect; Thomson stated, "previous learning makes it hard to acquire new skills or habits,"<sup>81</sup> and negative transfer may occur. Stephens also noted that intelligence is "an important factor in transfer . . . and . . . whenever the retention of previous habits or the utilization of a previously learned rule tends to act as a handicap, then bright students are more affected by that handicap."<sup>82</sup> The findings must be considered in terms of the time factor: it appears to take more time to unlearn an old skill than to learn a new skill.

---

<sup>81</sup>Ibid.

<sup>82</sup>Stephens, "Transfer of Learning," (See supra. pp. 13-14).

The findings indicated that the low achievers benefitted significantly from both listening and reading instruction for deriving the IMI. T-tests indicated levels of significance of .02 and .001 in the effects of listening instruction on reading for IMI and reading instruction on listening for IMI. Although the findings were not significant, there was a positive trend, too, in the effect of listening instruction upon listening for IMI and reading instruction upon reading for IMI for low achievers. Therefore, just as Thomson and Stephens found, this study showed that the lower achievers were not inhibited by previous learning.

It can be summarized that after ten lessons in deriving implied main idea (IMI), the lower achievers at the second grade level were able to make significant gains in listening and reading for IMI when taught by the alternate approach, this facilitating transfer of training. On the other hand, high achieving second grade children did not benefit from instruction in either listening or reading for deriving IMI. They evidently had already developed their own strategies for deriving IMI and ten lessons of additional training only served to confuse the children and inhibit further learning in this skill.

Before considering possible implications this study may have upon classroom teaching practices, certain assumptions must be presented: It must be assumed that the classes were typical representatives of suburban school populations; that the children had no previous exposure to finding implied main idea through either listening or reading; and that the lessons were of equal interest and were presented using an identical approach each day.

It must also be noted that this study did not examine reading/listening abilities other than the one described: finding IMI, and only at the second grade level. Thus conclusions derived are confined to this one skill area at this particular grade.

Further, total teaching time was within a four week period. Although this concentrated, but short, period of instruction appeared to benefit low achieving second grade children it did not benefit the high achieving second graders. Thus conclusions drawn must be considered in the light of this very short instructional time.

The entire study was under the direct control of the investigator and an unconscious bias towards a reading or listening approach may have been operating, and thus must be considered another limitation.

Though every effort was made to keep the lessons consistent in every way possible there is some indication that the lessons in the afternoon were over-cued in some cases by the instructor. This may have had an effect upon some of the students and must be regarded as a further limitation.

Forms F and G of the listening tests were not of equal difficulty and may have had an effect upon the findings.

#### Implications for the Classroom

After considering the results of this study, the assumptions and limitations, the following implications for classroom use are offered:

This research confirms studies which indicated that second grade children may be taught the reading comprehension skill for finding the implied main idea through either an oral or a reading approach. Furthermore, this research indicates that, at this level, both approaches can be con-

sidered effective in increasing both listening and reading skills in finding the implied main idea, but only for low achievers.

High achieving second grade children skilled in listening and reading for implied main idea do not benefit from limited instruction in this skill through either a listening or a reading approach. They appear to have already developed their own strategies and do not need further instruction at this level. However, low achieving children appear to benefit greatly from either the listening or reading approach in this skill as considerable transfer of training occurred. Thus both approaches should be implemented by the classroom teacher for such lessons.

#### Suggestions for Further Research

Based upon the research of this study and the review of the literature the following suggestions are made for further research:

Research should be conducted at the first grade level to determine which youngsters already have the ability to derive the implied main idea through listening and if this, at a later stage of their development, can be transferred to reading for implied main idea.

Similar studies might be made where instruction and testing is at other grade two levels as well as at other grade levels and in other content areas such as social studies where implied main idea is common.

It would be useful to use tests for listening at another level than the reading since listening at the earlier school ages appears to be more developed than the reading.

Since transfer of training appears to occur at the second grade level in relation to reading and listening for IMI, it is imperative that research into this phenomenon be conducted at all grade levels with students of different abilities in the various comprehension skills that are inherent in both listening and reading. Moreover, further research must be done to consider the question: Why training in one mode did not show significant results in tests repeating the use of that mode? Certainly a wider sample, or longer period of instruction, and more test items need to be considered in further research to answer this question in more depth.



## BIBLIOGRAPHY

- Abrams, Arnold G. "The Relation of Listening and Reading Comprehension to Skill in Message Structuralization," Journal of Communication, (June, 1966), 116-25.
- Austin, Martha Lou, Listening Comprehension, Auditory Discrimination, and First Grade Reading Achievement, Doctoral Dissertation, The University of Chicago, 1968.
- Barrett, Thomas, "Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension," Included in the chapter by T. Clymer in The Sixty-seventh Yearbook of the National Society for the Study of Education, Part 2. Chicago: University of Chicago Press, 1968.
- Bracken, Dorothy Kendall, "Listening Skills and Experiences Related to Reading." Reading Methods and Teacher Improvement. Edited by Nila Banton Smith. Newark, Delaware: International Reading Association, 1971.
- Canfield, Robert G. "How Useful Are Lessons on Listening?" Elementary School Journal, LXII (December, 1961), 147-51.
- Devine, Thomas G. "Listening." Review of Educational Research, Volume 37, Number 2 (April, 1967), 152-57.
- Duker, Sam, "Listening and Reading." Elementary School Journal, Vol. 65, No. 6 (March, 1965) 321-29.
- \_\_\_\_\_. Listening Bibliography, New York: The Scarecrow Press, Inc. 1964.
- \_\_\_\_\_. Listening Bibliography, Second Edition, Metuchen, N.J.: The Scarecrow Press, Inc. 1968.
- \_\_\_\_\_. Teaching Listening in the Elementary School: Readings, Metuchen, N.J.: The Scarecrow Press, 1971.
- Dumdie, Milton Frederick, "The Effects of a Listening Program and a Reading Program upon Listening and Reading Comprehension in a Fourth and Fifth Grade Class," Master's Thesis. Milwaukee, Wisconsin: University of Wisconsin, 1961.

- Fawcett, Annabel E. "Training in Listening." Elementary English, XLIII (May, 1966), 473-514.
- Glofka, Rita M. and Peter T. The Effects of Providing a Program of Listening Instruction to a First Grade Class. n.d. (Mimeographed.)
- Hill, Edwin S. "An Analysis of the Results of Special Training in Listening Compared to Special Training in Reading Skills," Doctoral Dissertation Bloomington, Ind.: Indiana University, 1961. Abstract: Dissertation Abstracts 22: 3093-94.
- Hill, Suzanne D., and Hecker, E. "Auditory and Visual Learning of a Paired-Associate Task by Second Grade Children." Perceptual and Motor Skills, 23 (1966) 814.
- Hollingsworth, Paul M. "A Study to Compare the Effect of Two Listening Programs on Reading Achievement and Listening Comprehension," Unpublished Doctoral Dissertation, Arizona State University, 1963.
- \_\_\_\_\_. "Can Training in Listening Improve Reading?" The Reading Teacher, Vol. 18, No. 2 (November, 1964) 121-23.
- \_\_\_\_\_. "Interrelating Listening and Reading." Reading and Realism. Edited by J. Allen Figurel. Newark, Delaware: International Reading Association, 1969.
- Kelty, Annette P. "An Experimental Study to Determine the Effect of Listening for Certain Purposes Upon Achievement in Reading for Those Purposes," Unpublished Doctoral Field Study No. 1, Colorado State College, 1953.
- Kirk, Samuel A. and Kirk, Winifred D. Psycholinguistic Learning Disabilities: Diagnosis and Remediation, Urbana: University of Illinois Press, 1971.
- Kraner, Robert E. "A Comparison of Two Methods of Listening Instruction in an Eighth-Grade Language Arts Program." Unpublished Ph.D. Thesis, University of Texas, 1963.

- Lewis, Maurice S. "The Effect of Training in Listening for Certain Purposes Upon Reading for Those Same Purposes." Unpublished Doctoral Field Study No.1, Colorado State College, 1951.
- Lubershane, Melvin, "Can Training in Listening Improve Reading Ability?" Chicago Schools Journal, XLVIII (March, 1962) 277-81.
- Lundsteen, Sara J. R. Teaching Abilities in Critical Listening in the Fifth and Sixth Grades. Doctoral Dissertation, University of California, 1964. Educ. Microfilm 220.
- McPherson, Irene, "The Effect of Direct Practice in Listening on Certain Reading Skills." Unpublished Master of Arts Thesis, Colorado State College of Education, Greeley Colorado, 1951.
- Madden, Theodore Martin, "The Effect of Instruction and Practice in Certain Skills Through the Media of Reading and Listening upon Various Aspects of Proficiency in Reading and Listening." Doctoral Dissertation. Tucson, Arizona: University of Arizona, 1959. Abstract: Dissertation Abstracts 20: 2178-79, 1959.
- Markert, Sandra J. "Relationships Between Listening Comprehension and Reading Comprehension Among Second-Graders." Master of Education Thesis, Rutgers University, May 1974, ED 095483.
- Marsden, Willis W. "A Study of the Value of Training in Listening to Achievement in Reading." Unpublished Doctoral Field Study, No. 1, Colorado State College, 1951.
- Perelle, Ira A. "Auditory and Written/Visual Stimuli as Factors in Learning and Retention." Reading Improvement, Vol. 12 (Spring 1975) 15-22.
- Pratt, Edward, "Experimental Evaluation of a Program for the Improvement of Listening," Elementary School Journal, Vol. 56, No. 6 (March, 1956) 315-20
- Rawson, Hildred I. "Piaget's Conception of Logical Development and its Relation to Comprehension in Reading." Unpublished Master's Thesis, University of Alberta, 1965.

- Reddin, Estoy, "Listening Instruction, Reading, and Critical Thinking." The Reading Teacher, XXI (April, 1967) 654-55.
- Ryans, David G. "An Experimental Study of the Transfer of Training with Special Attention to the Relation of Intelligence Test Performance." Journal of Educational Psychology, Vol. 27 (1936) 492-500.
- Spache, George D. Good Reading for Poor Readers. Garrard Publishing Co. 1962.
- \_\_\_\_\_, and Spache Evelyn B. Reading in the Elementary School, Boston: Allyn and Bacon, Inc., 1973.
- Stephens, J. M. "Transfer of Learning." in Transfer of Learning: An Enduring Problem in Psychology, Edited by Robert P. Grose and Robert C. Binney. Princeton, N.J.: Van Nostrand Company, Inc. 1963.
- Taba, Hilda, Curriculum Development, New York: Harcourt, Brace and World, 1962.
- Thomson, Robert, The Psychology of Thinking, Aylesbury, Bucks: Hazell Watson and Viney Ltd., 1959.
- Thorn, Elizabeth A. A Case For Listening Instruction, Toronto: W. J. Gage Ltd. (n.d.)
- \_\_\_\_\_. The Effect of Direct Instruction in Listening on the Listening and Reading Comprehension of First Grade Children, Doctoral Dissertation Abstract, University of Chicago.
- Trivette, Sue E. "The Effect of Training in Listening for Specific Purposes." Journal of Educational Research, LIV (March, 1961) 276-77.

APPENDIX A

Letter written by researcher to  
The Psychological Corporation  
requesting permission to adapt  
the reading comprehension sec-  
tions of the Metropolitan Achieve-  
ment Tests B, C, F, and G, and  
their reply, granting the request.

Winnipeg, Man. R

April 12, 1976

Mr. Thomas P. Robinson, Jr.,  
Vice President and General Manager  
The Psychological Corporation  
757 Third Avenue  
New York, N.Y. 10017

Dear Mr. Robinson Jr.,

Referring to your letter of March 29, 1976, requesting specific information about my project for my Master's thesis, I would like to use parts of forms B,C,F, and G of the Metropolitan Achievement Test Primary II as pre- and post-tests as part of my research project which involves teaching children how to derive implied main idea.

In order to test the children I would have to add or substitute questions that ask for implied main idea in the reading comprehension (stories) section of the test. Also, in a few of the stories I would have to omit or change a statement because in some cases the main idea is directly stated in the story.

I will be working with two classes of second grade children. One class will be taught to derive implied main idea through a listening approach and the other through a reading approach. I am interested in discovering which approach is more effective. I would like to use the reading comprehension section of two forms of the Metropolitan Achievement Test as a listening test, (the stories would be read aloud) and the other two forms as a silent reading test.

I would be using about 60 copies of each form.

My advisor, Dr. O. S. Trosky, Faculty of Education, University of Manitoba, will add her signature to this letter to indicate her endorsement of this project.

I do hope this information is sufficient and that you will agree to my request to make use of the reading comprehension sections of the Metropolitan Achievement Tests, Primary II. I would be pleased to send you the results of my findings upon completion of my thesis and would, of course, make known your generosity under "Acknowledgements."

Yours sincerely,

(Miss) Lois C. Scott



# THE PSYCHOLOGICAL CORPORATION

757 THIRD AVENUE, NEW YORK, N.Y. 10017 (212) 754-3500 CABLE: HARBRACE

April 26, 1976

Miss Lois C. Scott

Winnipeg, Manitoba R.  
CANADA

Dear Miss Scott:

This is in reply to your letter of April 12 regarding your proposed use of the Metropolitan Achievement Tests, Primary Level II, Forms B, C, F, and G, Reading Comprehension section.

We will be happy to grant you permission to reproduce copies of the test, for research only, provided that your version is not used for commercial purposes and provided that each copy you reproduce carries the appropriate copyright notice shown below.

If you have any questions, please feel free to contact me.

Sincerely yours

Thomas P. Robinson, Jr.  
Vice President & General Manager

TPR:ML

Copyright Notice for Forms B and C:

Reproduced from the Metropolitan Achievement Tests,  
copyright © 1958, by Harcourt Brace Jovanovich, Inc.  
Reproduced by special permission from the publisher.

Copyright Notice for Forms F and G:

Reproduced from the Metropolitan Achievement Tests,  
copyright © 1970, by Harcourt Brace Jovanovich, Inc.  
Reproduced by special permission from the publisher.



APPENDIX B

Time Table for Pilot Study

Time Table for Research Design

## TIME TABLE FOR THE PILOT STUDY

	9:00-9:30 <u>Group Receiving Listening</u> <u>Instruction</u>	10:45-11:15 <u>Group Receiving Reading</u> <u>Instruction</u>
Day I:	Reading Pre-test	Reading Pre-test
Day II:	Listening Pre-test	Listening Pre-test
Day III:	Lesson I	Lesson I
Day IV:	Lesson II	Lesson II
Day V:	Lesson III	Lesson III
Day VI:	Lesson IV	Lesson IV
Day VII:	Lesson V	Lesson V
Day VIII:	Lesson VI	Lesson VI
Day IX:	Lesson VII	Lesson VII
Day X:	Lesson VIII	Lesson VIII
Day XI:	Lesson IX	Lesson IX
Day XII:	Lesson X	Lesson X
Day XIII:	Reading Post-test	Reading Post-test
Day XIV:	Listening Post-test	Listening Post-test

## TIME TABLE FOR THE RESEARCH DESIGN

<u>10:00-10:30 a.m.</u> <u>Group Receiving Listening</u> <u>Instruction</u>	<u>1:30-2:00 p.m.</u> <u>Group Receiving Reading</u> <u>Instruction</u>
Day I: Reading Pre-test	Reading Pre-test
Day II: Listening Pre-test ( $\frac{1}{2}$ class)	Listening Pre-test ( $\frac{1}{2}$ class)
Day III: Listening Pre-test ( $\frac{1}{2}$ class)	Listening Pre-test ( $\frac{1}{2}$ class)
Day IV: Lesson I	Lesson I
Day V: Lesson II	Lesson II
Day VI: Lesson III	Lesson III
Day VII: Lesson IV	--
Day VIII: --	Lesson IV
Day IX: Lesson V	Lesson V
Day X: Lesson VI	Lesson VI
Day XI: --	Lesson VII
Day XII: Lesson VII	--
Day XIII: Lesson VIII	Lesson VIII
Day XIV: Lesson IX	Lesson IX
Day XV: Lesson X	Lesson X
Day XVI: Reading Post-test	Reading Post-test
Day XVII: Listening Post-test ( $\frac{1}{2}$ class)	Listening Post-test ( $\frac{1}{2}$ class)
Day XVIII: Listening Post-test ( $\frac{1}{2}$ class)	Listening Post-test ( $\frac{1}{2}$ class)

APPENDIX C

Adapted forms of Tests  
B and C (Reading) and  
Tests F and G (Listening).

Talk, Polly.

You can talk, pretty bird.

Talk for the cooky.

*Farm B*

1. Polly is a--

bird

girl

cat

2. Polly can--

swim

dance

talk

Reproduced from the  
Metropolitan Achievement  
Tests, copyright  
© 1958, by Harcourt  
Brace Jovanovich, Inc.  
Reproduced by special  
permission from the  
publisher.

Bonnie is a spaniel dog.

She likes to go in the water.

She rolls in puddles and tries to get  
into the children's plastic wading pool.

At the beach she likes to have sticks  
thrown into the water.

Then she can run out and get them.

1. Bonnie tries to get into the--

pool

ocean

house

2. She rolls in--

pools

puddles

the ocean

3. The main idea of this story is--

Bonnie likes to get sticks

Bonnie likes to play with children

Bonnie likes to have fun in the water

Tim has a bicycle.  
He sells papers.  
He delivers papers on our street  
every morning.

2.

He carries the papers on his bicycle.  
He leaves a paper at the front door  
of each house.

1. What does Tim sell?
  - bicycles
  - candy
  - papers
2. How does Tim carry all the papers?
  - in his bag
  - on his bicycle
  - under his arm
3. The best title for this story is--
  - Getting the Paper in the Morning.
  - Tim's Bicycle Helps Him.
  - Tim, the Paper Boy.

3.

Aunt Helen went on a trip.  
She got presents for the children.  
Baby's present was a rattle.  
Ellen got a doll.  
Jim got a top.  
Aunt Helen always brings presents  
home.

1. Who brings presents?
  - Jim
  - Aunt Helen
  - Ellen
2. The main idea of this story is--
  - Aunt Helen always brings presents home.
  - After a trip Aunt Helen gives the children presents
  - The children went on a trip with Aunt Helen

4.

Aunt Sally said, "Let's braid a rug."  
She got some pieces of cloth for Polly  
and Mary.

Each girl had three pieces.

Aunt Sally showed them how to twist  
the pieces into a braid.

Next, they turned the braid into a  
circle that got bigger and bigger.

When the circle of braid was sewed  
in place, it made a little rug.

1. Who knew how to make a rug?
  - Mother
  - Aunt Sally
  - Jane
  
2. They twisted the pieces to make a--
  - braid
  - circle
  - bag
  
3. The best title for this story is--
  - Aunt Sally Makes a Little Rug.
  - Three Pieces of Cloth Make a Braid.
  - How to Make a Braided Rug.

5.

Jill and Judy went with Susan and Mary to pick blueberries.

They gave them to Susan's mother.

She made blueberry waffles for the children.

The next day the girls picked berries again.

This time they gave the berries to Jill and Judy's mother.

She made blueberry pie for them.

1. Who helped Jill and Judy pick berries?
  - Susan
  - Jill's mother
  - Susans's mother
  
2. Who made the blueberry pie?
  - Susan's mother
  - Grandmother
  - Jill's mother
  
3. The main idea of this story is--
  - Jill, Judy, Susan, and Mary picked berries on two days.
  - You can make waffles and pies with blueberries in them.
  - After the berries are picked the mothers make good things to eat.



6.  
Patricia's dog, Oggie, left the house one morning and ran for the open places near Muddy River.

He was playing near some bushes when a rusty trap snapped on one of his paws. Some people who were going by heard Oggie crying.

They opened the trap and set Oggie free.

Now Patricia is caring for Oggie's sore paw.

1. Patricia lives near a--
  - woods
  - playground
  - river
  
2. How did Oggie get hurt?
  - A trap snapped on his paw.
  - His tail got caught.
  - He cut his paw.
  
3. The main idea of this story is--
  - Patricia has a dog called Oggie.
  - Oggie is saved from a trap.
  - Oggie goes to Muddy River.

7.

Tom made a paper boat. His brother Sam made one too. Tom colored his boat red. Sam's boat was white. The boys filled the bathtub half full with water. What fun they had sailing their boats! Sometimes they stirred the water to make the boats go faster. Once Sam stirred the water very quickly. Both boats tipped over.

1. The boats were made of--
  - tin
  - paper
  - wood
  
2. The boys stirred the water to make the boats--
  - make noise
  - tip over
  - sail faster
  
3. The best title for this story is--
  - Red, White, and Blue Boats.
  - Sailing in the Bathtub.
  - A Bath for Tom and Sue.

8.

Company is expected. The boy Sali must prepare to welcome them. Sali lives in the warm South Sea Islands. His mother helps him to get ready. She paints his face and arms all over with bright red paint. Then she hangs pretty strings of beads around his arms and ankles. Next comes the most important thing. Sali's mother fastens strings of dogs' teeth around his neck and waist. The dogs' teeth show that Sali belongs to a wealthy family.

1. Sali's face is painted with--
  - blue paint
  - red paint
  - black paint
  
2. If Sali belonged to a poor family, he probably would not wear--
  - red paint
  - beads around his arms
  - dog's teeth
  
3. The main idea of this story is--
  - Sali dresses up
  - Putting on strings of beads.
  - Sali's family is wealthy.

Talk, Polly.

You can talk, pretty bird.

Talk for the cooky.

NAME \_\_\_\_\_

94

*Farm C*

1. Polly is a--

bird

girl

eat

2. Polly can--

swim

dance

talk

Reproduced from the  
Metropolitan Achieve-  
ment Tests, copyright  
© 1958, by Harcourt  
Brace Jovanovich, Inc.  
Reproduced by special  
permission from the  
publisher.

Jane helps Mother with the farm  
work.

They take care of the chickens.

Jane gets the chicken feed.

Mother pours warm milk over it.

They take this to the chickens in the  
barn.

Then they pick up the eggs.

Father sells these eggs in the city.

1. Jane and Mother care for the--

chickens

cows

farm

2. What does Mother pour over the feed?

warm milk

warm water

cold milk

3. The main idea of this story is--

Jane helps her parents look after the chickens

Jane likes to feed chickens with her mother

Chickens have warm milk with chicken feed

2.

Let's paint our faces.  
 We will wear funny clothes.  
 Tonight we will go outdoors.  
 We will knock on the doors and ring  
 the bells.  
 When people come, we will say, "Trick  
 or treat."

1. If the children do not get a treat they will play a--
  - game
  - song
  - trick
  
2. The main idea of this story is--
  - On Halloween you do a lot of funny things.
  - To get a treat you knock on doors.
  - We paint our faces and wear funny clothes.

3.

Not many children live near Keith.  
 So in summer he goes to day camp.  
 There are many boys at camp.  
 They play, learn to swim, and do  
 woodcraft.  
 Keith is a very good swimmer, but  
 he doesn't like woodcraft.

1. Keith goes to camp with--
  - other boys
  - his father
  - his brother
  
2. At camp Keith learns to--
  - swim
  - read
  - jump
  
3. The whole story is about--
  - Keith likes swimming at camp.
  - Keith does many things at day camp.
  - Keith doesn't like woodcraft.

4.  
Trot was a brown pony.  
He had just come to the farm.  
Ken's father bought him.  
Ken wanted to ride Trot.  
He wanted to care for him.  
Ponies like boys to care for them.  
Sometimes Trot will give Ken a ride.

1. Father bought Trot for--
  - the farm
  - himself
  - Ken
  
2. Sometimes Trot will give Ken
  - some food
  - care
  - a ride
  
3. The best title for this story is--
  - Ken Rides Trot.
  - Ken's Pet, Trot.
  - Ken Cares for Trot.

5.

Father and Mother Seal lived in the cold North.

They had a "puppy," as a baby seal is called.

The seal family lived on a big iceberg with cold water all around them.

Mother Seal went down into the water to catch fish.

Father Seal did not fish.

He lived on the fat under his skin.

Mother Seal taught her puppy to swim so he could catch his own food.

1. The seals made their home--
  - under the ice
  - on an iceberg
  - in the cold water
  
2. Why did Mother Seal go into the water?
  - to find Father
  - to get food
  - to have fun swimming
  
3. The best title for this story is--
  - How a Seal Family Lives.
  - Seal Puppies Like to Swim.
  - Seals Catch Fish and Eat Them.

6.

George lived on a farm.

His father drove a tractor on the farm.  
Sometimes Father let George steer the tractor.

One day George got on the tractor all by himself.

He pushed some buttons.

The tractor started to go forward.

George pushed hard with his feet.

The tractor stopped. George was afraid.

He could steer the tractor, but he did not want to drive it until he was older.

1. George's father was a--
  - farmer
  - truck driver
  - grocer
  
2. George's father let him--
  - drive the tractor
  - steer the tractor
  - pull the tractor
  
3. The whole story is about--
  - George lived on the farm with his father.
  - Sometimes Father let George steer the tractor.
  - Once George drove the tractor all by himself.



7.

Last spring Paul and his sister Sue planted a garden. The garden was in two boxes on the roof. Daddy bought some special dirt for the garden. Mother showed them how to put the seeds just under the top dirt. Paul and Sue watered their garden every day. They made newspaper tents to shade the young plants from the hot sunlight.

1. When Paul and Sue made a garden, Mother and Daddy--
  - were surprised
  - were unhappy
  - helped
  
2. The newspapers kept the plants from getting too--
  - hot
  - wet
  - cold
  
3. The main idea of this story is--
  - Paul and Sue get some special seeds.
  - Paul and Sue make a roof garden.
  - Paul and Sue grow some pretty flowers.

8.

As they fly through the night, bats almost never bump into anything. Nature takes care of these creatures who live in dark places. When a bat flies, it makes a high-pitched sound that people can not hear. The sound makes an echo which comes back to the bat. The bat can tell how close it is to any object by the echo. In this way a bat can guide its flight in total darkness.

1. People can not hear the noises bats make because the sounds are too--
  - weak
  - high
  - soft
  
2. When a loud echo comes back, the bat will probably--
  - change direction
  - quit making sounds
  - stop flying
  
3. The best title for this story is--
  - Listening to the Echo.
  - Bats Live in Dark Places.
  - How Bats Fly in the Dark.

1.

- 1. Jean is at the
  - beach
  - park
  - playground

- 2. Who is far out in the water?
  - Jean
  - Mother
  - Father

- 3. The main idea of this story is--
  - Father can not swim well.
  - Jean must not swim in deep water.
  - The waves are high where Mother is swimming.

2.

- 1. Who was the teacher?
  - Tom
  - Terry
  - Janice

- 2. Who made the best picture?
  - Terry
  - Janice
  - Baby

- 3. The best name for this story is--
  - Reading Stories at our school.
  - Children Playing School
  - Choosing the Best Picture

*Jane J.*

NAME \_\_\_\_\_

Reproduced from the  
 Metropolitan Achievement  
 Tests, copyright  
 © 1970, by Harcourt  
 Brace Jovanovich, Inc.  
 Reproduced by special  
 permission from the  
 publisher.

3.

1. At the museum there were--  
 paintings  
 books  
 dogs
2. Tom went to the museum with--  
 his father  
 his class  
 his aunt
3. The main idea of this story is--  
 An art museum has many beautiful paintings.  
 Tom likes the painting of the little girl in red.  
 Tom goes with his class to see paintings at the art museum.

4.

1. The horse was made of--  
 gold  
 silver  
 wood
2. Where did the soldiers hide?  
 behind a hill  
 inside the horse  
 inside the wall
3. The whole story is about--  
 How the soldiers gave a gift to a city.  
 How the soldiers played a trick on a city.  
 How the soldiers built a wooden horse.

5.

1. We have a special dinner--  
 every night  
 once a week  
 every other Saturday
2. Before she makes dinner, Mother--  
 reads a book  
 takes a nap  
 writes a letter

3. The main idea of this story is--  
 Mother cooks good meals on Sunday.  
 A cookbook helps Mother make good meals.  
 Mother's best friend is a cookbook.

6.

1. Hans' job was to--  
 protect sheep  
 watch children  
 deliver flowers
2. Whom would Hans call for help?  
 a policeman  
 the villagers  
 his mother

3. The main idea of this story is--  
 You should always try to protect sheep from wolves.  
 When you need help call out loud.  
 You cannot fool people too many times.

7.

1. The bicycle was--  
 a birthday present  
 a Christmas present  
 blue
2. Bill gave Mike lessons on a  
side street because--  
 there was no traffic  
 there were many children there  
 the bike was new
3. The main idea of this story is--  
 Mike quickly learns to ride his  
new bike.  
 Bill helps Mike learn to ride.  
 Mike got a new bicycle for his  
birthday.

8.

1. You talk out loud by using--  
 only your lips  
 the telephone  
 sound waves
2. You shape word sounds with your--  
 lips and tongue  
 vocal cords  
 listening ears
3. The best name for this story is--  
 Hearing Sound Waves  
 How We Speak  
 Using Your Vocal Chords.

1.

1. Skip is Bob's--

- name
- dog
- kite

2. What did Skip take in his mouth?

- the string
- the kite
- the ball

3. The main idea of this story is--

- Skip likes to play with string
- Skip was able to fly the kite
- Bob was flying his kite

2.

1. Baby is sitting in her--

- high chair
- wagon
- bed

2. Who throws the toys?

- sister
- baby
- brother

3. The best title for this story is--

- A Game for Baby
- Baby Sits in a Highchair
- Baby Picks up the Toys

NAME \_\_\_\_\_

*Jane D.*

Reproduced from the  
 Metropolitan Achievement  
 Tests, copyright  
 © 1970, by Harcourt  
 Brace Jovanovich, Inc.  
 Reproduced by special  
 permission from the  
 publisher.

3.

1. What is Sue doing?
  - writing a story
  - talking to Jim
  - minding her brother
2. What did Jim do?
  - read a book
  - visited the zoo
  - drew a picture

---

3. The best title for this story is--
  - Sue Draws Pictures
  - Sue Makes a Story Book
  - Jim Takes his Brother to the Zoo

4.

1. Who visited the bakery?
  - Miss Day's class
  - Miss Brown and her class
  - the bakeryman
2. What did the man at the door do?
  - welcomed them by shaking hands
  - showed them the bakery
  - handed each child a hat
3. The main idea of this story is--
  - A class finds out what happens at a big bakery.
  - Miss Day's class were bakers for a day.
  - Machines help make bread.



5.

1. The Chuckwalla eats--

- insects
- leaves
- beef

2. It sucks air until it looks like a--

- fly
- bud
- balloon

3. The main idea of this story is--

- Chuckwallas have no enemies.
- There are many animals that live in the desert.
- Chuckwallas are different from other lizards in two ways.

6.

1. What was Billy's dad carrying?

- fifty apples
- a paper bag
- a basket

2. Dad told Billy that he had--

- one piece of fruit
- many pieces of fruit
- ten pears

3. The main idea of this story is--

- A watermelon is very big.
- Billy's dad is funny.
- Dad surprises Billy.

7.

1. How often should you sleep?  
 every other day  
 day and night  
 every night
2. Exercise means to--  
 do lots of things  
 eat good food  
 sleep well
3. The whole story is about--  
 Ways of building a healthy body.  
 What we should do every day.  
 Sleep is important.

8.

1. Checkers tore--  
 Mother's dress  
 a slipper  
 Joe's coat
2. Before he took Checkers outdoors, Joe--  
 scolded Checkers  
 got a coat  
 went to sleep
3. The main idea of this story is--  
 Joe and Checkers like to play.  
 Checkers is a very lively little puppy.  
 How Checkers makes Mother angry.

#### APPENDIX D

1. Stories adapted for the lessons.
2. Range of grade levels and sources of stories.
3. Lesson plans: Listening and Reading.
4. Transcriptions of audio-tapes of Listening and Reading Lessons III and VIII.

## LESSON I

## Story:

It was time for Mr. Day to go to the office. His wife gave him a letter. She often gave him letters to mail.

"Please mail this on the way to the bus," she said.

"I won't forget," he answered. "I know I do forget sometimes. I have kept letters in my pocket for days. But I will be sure to mail this one."

Mrs. Day smiled. "I know you will," she said.

Mr. Day put the letter in his pocket. "Good-by" he said. "I'm glad it's such a warm spring morning. I have lots of time so I don't have to hurry.

Good-by," said Mrs. Day. She was still smiling as she closed the door.

Mr. Day walked slowly down the street towards the bus stop. Soon a man came up behind him and as he walked by, the man looked back and smiled.

"Don't forget to mail that letter!" he said.

Mr. Day wondered how the man knew that he had a letter to mail.

Then a girl walked by and passed him. She turned and smiled, too. "Now be sure to mail that letter!" she said.

"What is the matter with these people?" Mr. Day thought to himself. "Why are they smiling at me? And how do they know I have a letter to mail?"

At last he came to a mailbox and he put the letter in it and walked on. But once more a man spoke to him.

"Did you mail your letter?" he asked.

"Yes, I did," said Mr. Day. But by this time, he felt very cross.

"Then I can take this off," said the man. He took a large piece of paper from the back of Mr. Day's coat. It was a note in big writing! He showed Mr. Day the note. It said, "Ask him to mail a letter."

## Story:

When you wave at a train, the engineer always waves back. The men who work with him also wave back. Railroad men like to wave at people. Sometimes railroad men and people along the way become good friends.

The job of a railroad man is not all fun. The engineer and his men must think fast. And often they must be very brave.

One day there were three men in the cab of a train. The cab is the part of the train where the engineer and his helpers sit. The cab on the train was in front of the engine. This way the men could see ahead when the train went around curves.

The train rolled down a hill. Then it went around a curve. All at once, the men in the cab saw something.

There in the path of the train sat a little boy. He was playing with a sand pail. He didn't even look up.

When the men saw the little boy, they knew what they had to do. The engineer put on the brakes.

The fireman and the brakeman got ready to jump from the cab. Their feet hit the ground, and they began to run. They raced along right in front of the train.

The brakeman ran faster and faster. He put out his hands and pulled the boy off the track. The big wheels of the engine roared by. But the boy and the men were all right. Up ahead the train finally came to a stop.

The boy began to cry. Just then his mother came running up. She had been looking for her little boy when she heard the train. She took his hand, and the men climbed back on board. They were ready to move on.

Beside the track, the little boy watched. Slowly the engine started, and the boy waved. "Bye-bye, choo-choo," he called.

The railroad men waved back.

## LESSON III

Story:

One day, a frog jumped out of the water and sat up on a rock. Just then, a little ant came along. Right away, the frog began to tell the ant what a great jumper he was. He said that no one could jump as fast or as far as he.

Now ants can move quickly. Have you ever seen an ant-hill that has been pushed over? The ants fall over one another trying to get their eggs away. But ants cannot jump, and the frog knew this.

Soon the ant was so tired of hearing the frog talk that he started for home. This made the frog very angry. He cried out, "Ants are very slow. They can't jump. I am glad that I am not an ant."

This kind of talk made the ant angry, too. He cried, "An ant is just as good as a frog."

That was what the frog wanted him to say.



"Then let us have a race," he cried.

"The one who gets to the lake first wins."

With that, the frog set off down the hill toward the lake. He made such big jumps that he hardly touched the ground.

"Well," said the ant. "I might as well go home. That frog is too fast for me."

He started to leave but stopped when he saw a big green leaf go sailing down the river. "I know what I can do," cried Little Ant.

There was a flower growing out over the river. Little Ant ran out on the flower and waited. Soon another big green leaf came along. Down dropped the ant. Away went the ant on the leaf. Faster and faster it went. In no time it was at the lake.

The leaf went in to shore. Off stepped Little Ant. When the frog came jumping down, Little Ant was waiting for him.

## LESSON IV

Story:

It was warm and dark inside the nest under the old barn. But Mother Pack Rat was afraid. Her ears told her that an animal was near. From the scent, Mother Pack Rat knew that the animal was a bobcat.

She put her soft gray tail around her babies to hold them close to her. A few days ago, a weasel had taken one of her little ones. She didn't want anything to happen to the rest of her babies.

Mother Pack Rat had made a nest-pile from sticks, stones, and other odds and ends. It protected her inner nest. She heard the bobcat digging at the sticks of her nest-pile. The sound came closer and closer. Mother Pack Rat got ready to take her babies and run out of the nest.

All at once the digging stopped. Mother Pack Rat heard the bobcat leave her nest-pile. She waited and listened.

Then the digging sound began again. This time it came from the corner of the barn where the deer mice lived. Soon Mother Pack Rat heard the thin cries of baby mice. The bobcat had found her neighbor's nest!

At last everything grew quiet again. Mother Pack Rat made sure that the bobcat had gone. Then she crept outside to look at her nest-pile.

All of her beautiful things had been clawed apart. It would take a long time to pile them together again. She picked up a stick and went to work.

After a while she saw a bright piece of glass. She picked it up and started off with it. Then she stopped.

Her ears had caught a little crying sound. She rushed to the nest where the deer mice lived. Their nest had been clawed apart, too. Under a piece of the nest was a baby mouse that the bobcat had missed.

Mother Pack Rat dropped the glass. She picked up the little mouse and carried it into her nest. She put it down with her babies. Then Mother Pack Rat curled her tail around her family and went to sleep.

Story:

Once upon a time there was a poor man who lived near the sea. In summer, he fished for a living. In winter, he cut wood to sell.

One day, as he was working, his ax fell into the water.

"Help!" cried the man. I have lost my ax!"

To his surprise, an octopus came up. He was waving a gold ax in one of his long, black arms.

Is this the ax you lost?" asked the octopus.

"No," said the man. "My ax is made of wood."

The octopus went down again. This time, he brought up a silver ax.

"Is this the ax you lost?" asked the octopus,

"No," said the man again. "My ax is only wood."

Again the octopus went down. This time, he came up holding an ax of wood.

"Is this the ax you lost?" asked the octopus.

"Yes! That is it!" cried the man. "How can I ever thank you?"

The octopus just looked very pleased. Then he gave the lost ax to the man, and the gold and silver ones, too.

Then with a wave of his long, black arms, he went back to the bottom of the sea.

Story:

Mary wanted a garden for herself. So she took her pennies and went to the store. Mary got some flower seeds and some vegetable seeds.

That night, Mary's little sister, Jane, found the seeds. She opened the boxes and put all the seeds on the table. Then she put them all together. Jane thought she was making a cake.

Just then Mary and her mother came into the room. As soon as Mary saw the seeds, she cried.

"Oh, Mother!" she said, "Now how can I have a garden? How can I tell which seeds are flowers and which seeds are vegetables?"

"You will just have to plant them all and see what comes up," said her mother.

So Mary planted her seeds.

There was corn growing with the red flowers. There were carrots with the blue flowers. There were cabbages with the yellow flowers. And there were pumpkins all over the garden.

Story:

A mother jay and her baby were sitting in a tree. Along came a peacock with his tail feathers high.

"What a fine bird he is!" said the baby. "I wish I had feathers like that."

Just then, he saw some feathers fall from the peacock's tail. He watched as the peacock walked away. Then the baby jay flew down. He tied the peacock feathers to his tail.

Then he began to walk around. Up and down he went, showing off to his mother. "Look at me!" he cried. "What a fine bird I am now!"

The peacock heard the little jay and came flying back. "Those are my feathers!" said the peacock. And he started to pull them out.

"Stop! You are hurting me!" cried the little jay. But the peacock picked and pulled until all his feathers were out. Then he marched away with his beautiful tail held high.

"What a cross old thing that peacock is!" said the little jay.

"What about you?" said his mother. Do you think that wearing peacock feathers makes a fine bird out of you?"

Story:

Redbird was an Indian boy who liked the woods. One spring day, he went hunting by himself. The snow was still on the ground. The air was cold. It was such a good day for walking that he went far into the woods.

When night came, it was too late to try to go home. Redbird looked for some place to stay for the night. He saw a hole in the rocks that looked deep. Redbird crawled inside and found himself in a place that was as big as a room.

With his fire-stick, he made a good fire. He was hungry but there was no food to eat. All he could do was roll up like a ball and go to sleep. He did not even look all around him.

Next morning, Redbird got up and put more wood on the fire. This time he took a good look around. There was something big and round and black at the back of the room. What could it be?

Redbird went to take a better look. Then he stopped. The thing moved!

Redbird knew what it was then. He did not stay to see any more. In a second, he was out of that place, and on his way back home.

Story:

Long ago a king in India had a beautiful white elephant. He made sure that it had the best of care.

Every day a keeper took the elephant to a green field. There it could eat all the grass it wanted. He let it splash and play in the pond. And each day the keeper brought big dishes of rice to the elephant house.

One day the elephant was eating rice. Along came a little dog. He was hungry and began to eat the rice that fell from the dish. The dog liked to eat with the elephant. So he came back every day.

After they ate their rice, they played together. The dog would jump up and sit on the elephant's trunk. The elephant would swing him back and forth. They had fun playing this game.

One day a farmer saw the animals playing. He wanted the dog. He gave the keeper some money and took the dog home with him.



Soon the elephant wouldn't eat its rice or swim in the pond. Day after day went by. The elephant seemed to care for nothing at all. The elephant's keeper didn't know what to do. At last he told the king that the elephant was sick.

The king called in a very wise man. "Go, sir," said the king, "and find out what is wrong with my elephant."

The wise man looked the elephant over from head to foot.

"There is nothing wrong with the elephant's body," the wise man said. "The elephant is sad about something."

The keeper told the king about the dog. The king made the farmer bring the dog back to the elephant house.

As soon as the elephant saw the dog it put down its trunk and the dog jumped up. Then the elephant watched the dog eat rice, and it began eating again, too.

The wise man had found a way to help the sad elephant.

Story:

There was once a man who had a camel. One cold night, the man heard a noise inside his tent. There was the camel, looking down at him!

"Master," said the camel, "it is very cold out here. May I just hold my head inside your tent? You have a fire to keep you warm. I have not.

"You have a coat of hair to keep you warm," said the man. "I have not. But you may hold your head inside."

Soon the camel said, "Master, the rest of me is cold. May I bring my front legs inside?"

The man moved over to make room for the camel's front legs.

For a minute, all was quiet. Then, "Master," said the camel, "my back legs are cold. If you moved into the corner, I could get them inside."

So the man moved, and the camel came in.

Now there was no room to turn. "Master," said the camel, "there is not room for us both. I am bigger than you. You should go outside.

"I should have guessed this would happen," said the man, as the camel pushed him out into the cold.

<u>Lesson</u>	<u>Reading Level</u>	<u>Source</u>
I	2.1	Heldt, Gerald. "The Letter." <u>Reader's Digest New Reading Skill Builder</u> , Level II, Part II, 1966, pp. 89-91.
II	2.8	Cole, Davis, "Boy on the Track!" <u>Reading Comprehension Laboratory Ic</u> Science Research Associates, 1961, #3, Blue Section.
III	2.7	Thomas, Mary E. <u>Developing Comprehension in Reading, -3</u> Toronto: J. M. Dent & Sons (Canada) Limited, 1955, pp. 169-71.
IV	2.7	Fisher, Aileen, "Mother Pack Rat's New Baby." <u>Reading Comprehension Laboratory Ic</u> . Science Research Associates, 1961, #4, Blue Section.
V	2.3	Stone, C.R., and Burton, A.E. "The Octopus and the Ax." <u>New Practice Readers Book A</u> . New York: Webster Division, McGraw-Hill Book Company, 1960, pp. 90-91.
VI	2.1	Thomas, Mary E. <u>Developing Comprehension in Reading, -3</u> Toronto: J. M. Dent & Sons (Canada) Limited, 1955, p.42.
VII	2.2	Stone, C.R., and Burton, A.E. "The Jay and the Peacock." <u>New Practice Readers Book A</u> . New York: Webster Division, McGraw-Hill Book Company, 1960, pp. 108-9.
VIII	2.4	Thomas, Mary E. <u>Developing Comprehension in Reading, -3</u> Toronto: J. M. Dent & Sons (Canada) Limited, 1955, pp. 160-61.
IX	2.4	Fahs, Sophia L. "The Two Friends." <u>Reading Comprehension Laboratory Ic</u> . Science Research Associates, 1961, #1. Blue Section.
X	2.1	Stone, C.R. and Burton, A.E. "The Man and His Camel." <u>New Practice Readers Book A</u> . New York: Webster Division, McGraw-Hill Book Company, 1960, pp. 72-73.

LESSON PLAN  
LISTENING LESSONS

An identical format was followed throughout the teaching of the ten listening lessons:

1. The children were told that a short story would be read to them. They were instructed to listen carefully because after the story was read they must be ready to talk about what they had heard.
2. The teacher then read the story to the class.
3. The teacher asked the children for important ideas they had remembered from the story. Each statement elicited was then written by the teacher on a clipsheet. The teacher would reread the statements frequently in order to help the children remember the ideas that had been elicited. After six or eight statements had been elicited the teacher once again reread each statement to the class.
4. The teacher would then ask the children to vote on the two or three statements that they felt were the most important. This was done by having the children raise their hands after each statement was read by the teacher.

5. When the voting was completed the three sentences voted the most important were reread to the class. The class was then asked one or more of the following questions: These sentences can give us a clue as to what the whole story is about, or what the main idea of the story is. Can you tell me what it is? . . .It does not say in the story, but after thinking about these sentences, these ideas, from the story, can you tell me what the whole story is about? . . . Think about these sentences and tell me what the story is all about, in your own words.

6. After several children replied the teacher would again explain that they had discovered what the whole story was about or what the main idea was, even though it was not really told to them in a sentence written in the story. The children were praised for finding the main idea themselves.

LESSON PLAN  
READING LESSONS

128

An identical format was followed throughout the teaching of the ten reading lessons:

1. Each child was given a printed copy of a short story to read. They were instructed to read the story carefully because after the story was read they must be ready to talk about what they had read.

2. Each child read the story silently.

3. The teacher asked the children for important ideas they had remembered from the story. Each statement elicited was then printed on the chalkboard by the teacher. After six or eight statements had been elicited the teacher called upon several children to reread the sentences which had been printed on the chalkboard.

4. The teacher would then ask the children to vote on the two or three statements that they felt were the most important. This was done by having the children raise their hands after each statement was read by the teacher.

5. When the voting was completed the three sentences voted the most important were reread to the class. The class was then asked one or more of the following questions: These sentences can give us a clue as to what the whole story is about, or what the main idea of the story is. Can you tell me what it is? . . . It does not say in the story, but after thinking about these sentences, these ideas from the story, can you tell me what the whole story is about? . . . Think about these sentences and tell me what the story is all about, in your own words.

6. After several children replied the teacher would again explain that they had discovered what the whole story was about or what the main idea was, even though it was not really told to them in a sentence written in the story. The children were praised for finding the main idea themselves.

T. Do you have some important ideas today, after hearing that story. One important thing you remember from the story? --Sherri?

P. (Unintelligible.)

T. Say it again, Sherri, a little louder, please.

P. (Unintelligible.)

T. The ant and the frog both were going to try to win the race. (Writes on clippingsheet.)

Alright, that's one. --Pam?

P. (Unintelligible.)

T. The ant said "I might as well go home." OK --Neal.

P. The ant won the race because (Unintelligible.)

T. Say it again please, Neal, so I can get it down.

P. The frog can go faster than the ant but, so...

T. You said it better the first time. I just didn't hear all the words the first time. Say it the way you said it the first time. You've forgotten it, I bet! Think about it and I'll come back to you. That was good the first time. I just didn't get the end of it.

--Kenneth?

P. (Unintelligible.)

T. The frog said the ant was slow. He was teasing him wasn't he? Now... --Jim?

P. (Unintelligible.)

T. Sorry, I didn't hear, Jim.

P. (Unintelligible.)

T. The frog can jump, and the ant can't. Good.

OK. I'm going to read what we've got so far:

I want only a couple more and I don't want to get too many so I'll tell you what we have so far so you will remember: Number one: The ant and the frog both were going to try to win the race. That's an important idea.

The ant said, "I might as well go home." That's another important idea. That's where he just about gave up, wasn't it? And the third one: The frog said the ant was slow. That's an important idea, because that teasing made the ant decide to race, didn't it? And the fourth one; the frog can jump and the ant can't. That's important because



that's why the frog thought he could win the race.

Alright, another important idea from the story? --Lisa.

P. The ant beat the frog.

T. The ant beat the frog. He sure did. (Writes on clipsheet. )  
One more?

P. I got it.

T. Ward?

P. (Unintelligible.)

T. We had that. That's a good one, but we've got it.  
--Leah?

P. The ant said he could race as well as the frog.

T. The ant said he could race as well as the frog. (Writes on clipsheet.) That's when he got cross wasn't it?...when he got angry. Alright, I think we have enough. Today...put your hands down...I'm going to read them all to you and then I'll get you to vote on the ones you think are the most important. Alright? Here's the first one. Don't vote now, because I want you to hear them all one more time. (Teacher rereads the sentences.) You got those important ideas quickly today.

(Teacher rereads the sentences and the children raise their hands to vote for the most important ones.)

We have two then that you think are the most important:

The frog said the ant was slow.

and: The frog could jump and the ant couldn't.

I think you need one more in there. I'll read the ones that are left, and let's vote on a third one. I think you need one more. We've got number one and two. Alright, I want you to vote for the third one. (Teacher reads remaining sentences and children vote.) Alright now we have:

"The ant beat the frog." as the third one. Now let's see what this looks like. We have...this is just fine now.

I will read the three we have. Ready?

The frog said the ant was slow.

The frog could jump and the ant couldn't.

The ant beat the frog.

Now listen, I want you to think about those three sentences

and this is what I want you to do: Now listen carefully.  
There is an idea...

P. The main idea of the story is...

T. Just a minute please. Alright. There is an idea here that I haven't read in the story that tells a whole lot about the story. Now I'll read you those three sentence again: ( Rereads the sentences.)

Now, what is really there in the story, the whole main idea about the story but it didn't tell you in the story. It didn't say it in words in the story. Alright. --Karen?

P. The frog bragged about how fast he could go.

T. Yes. The frog bragged about how fast he could go. Yes, I guess that's not exactly in the story. He teased him, didn't he? ...and he bragged. But what happened? The frog lost the race to the ant. Now how come he lost the race to the ant? Now tell me what happened in your own words.

PP. I know. I know.

T. Kevin.

P. The ant cheated.

T. The ant cheated didn't he? The ant cheated to win the race. He used his...

PP. head!

T. head...didn't he? Did it say that in the story?

PP. No!

T. No. It didn't say that he was a pretty smart little ant, and he used his head to win that race. As the matter of fact you could call it cheating couldn't you!

Alright, now that is what the whole story is about...

P. The main idea.

T. the main idea, and it didn't even say that in the story. Some stories...they tell you at the end... "Because the ant was smart and he cheated, he won the race." They didn't tell you that in the story. You had to figure that out yourselves, didn't you? You got it! That's very good!

End of lesson.

T. I want you to tell me something important you remember from the story. Hands up. --Tom?

P. They were arguing that the frog could jump farther than the ant.

T. They are arguing that the frog could jump farther than the ant. Let's just leave it like that. That's a good one. --Ronald?

P. (Unintelligible.)

T. They were going to have a race, to see who gets there first. Is that what you said?

P. Yes.

(Teacher writes on chalkboard.) Let's just write: They are going to have a race. That makes it shorter. That's an important idea, too. --Dwayne?

P. (Unintelligible.)

T. Say that again, Dwayne.

P. (Unintelligible.)

T. The ant won. Let's just leave it there, alright? or I'll say: The ant won the race. It's about the same size as the other sentences. That's one idea. One important idea. --OK, Mark?

P. (Unintelligible.)

T. The ant was floating on a leaf. I won't say anymore. I'll just leave it that way. OK --Aline?

P. The ant cheated because he floated on a leaf.

T. Let's leave that for a minute. I'll tell you why later. --Jamie?

P. Ants are just as good as frogs.

T. Ants are just as good... let's say...at racing as frogs! Just a minute, before we put this down, we had better be careful that I am not putting something down that we want to put down at the end, you know, that is not really said in the story. Keep that one, too. OK? Keep it in your mind, Jamie.

P. (Unintelligible.)

T. The frog was a show off. Was he ever! He was a tease and a show off, wasn't he? (Writes on the chalkboard.)

T. Alright now. --Randy?

(Unintelligible reply.)

That's just part of an important idea, because he used the flower to get on that leaf. --Jennifer?

P. (Unintelligible.)

T. That's the part about him showing off, and teasing? We'll leave that one. Somebody else. I have room for one more. Sheldon, I have already asked you. Haven't I asked you today? I'm sorry. --Alright?

P. (Unintelligible.)

T. The frog was very mean to the ant.

(Teacher re-reads sentences from the board.)

Those are all important ideas. The top one, the first one is important because the argument made them have the race, didn't it?

P. Yes.

T. And, of course the second one, the race, is an important idea, too. And the third one is an important idea, too, because the ant won the race. That's an important one, and the ant won by floating on a leaf so that's important, and of course the frog being a show off is important because he's the one that teased the ant to make him race, wasn't it? And the frog was very mean to the ant. Well--

P. If the frog hadn't been a show off there wouldn't have been a race.

T. No. The ant wouldn't have raced at all. Alright, now.

P. The frog would just have eaten the ant!

T. Now, I want us to take a look at them right now. Read them all to yourselves and I'll ask you to vote on them. Just read all six first, will you please.

PP. (Various comments.)

T. Just don't say anything. Read them!

P. (Unintelligible.)

T. Not yet, I'm waiting until everybody's finished reading.

P. We've read them already.

T. Wait till everybody has.

P. Everybody has.

P. No!

P. I can't read a word. That one on the bottom.

T. "there" My writing isn't very good.

T. OK? Are we ready to vote? You may vote twice, for your first choice and your second choice...

P. Put your hand down.

T. I haven't started yet!

(Teacher reads sentences from chalkboard and children vote.)

T. Alright. Just a minute! I don't know if you have voted for all the important ones or not. How about the third one down?

PP. Yes!

T. Look, this is kind of important you know and only three people voted on it.

Let's put this one in, alright? Because "The ant won the race." is quite important in the story.

P. The ant cheated.

P. He cheated.

T. Now, we're going to rub the other ones off...Just be quiet...Alright now we have these three left. Remember yesterday I asked you to read the sentences and decide what important idea came into your mind that tells about the story but isn't actually written in the story. After you read those three sentences I think you might have an idea. (Teacher re-reads sentences aloud, again.) You can read these first and that will be the last one. --Kevin?

P. The frog (unintelligible) ... the little ant.

T. He certainly was. That ant... were you going to say anything else? Don't forget I'm asking you... what is happening here that really doesn't say in the story? I bet you Aline is going to tell us now! Alright? That's why I didn't want you to say it before. Say it now!

P. The ant cheated because he was floating on a leaf.

T. And what happened when he cheated?

P. He won the race!

T. He won the race by using his...?

PP. Head!

T. And actually he cheated, didn't he?

PP. Yes!

T. Because he was on that leaf!

PP. Yes.

T. Does it say that in the story?

PP. No!

T. Isn't that what the whole story is about?

PP. Yes!

T. Look, some stories don't have a main idea said right in them. You've got to use your heads to figure it out!

P. No, they were cheating!

T. Listen, some stories say at the end: The ant cheated and that's how he won the race. Or something like that. Just listen.

P. The cheater.

T. Just a minute Bradley. Wait till I finish talking. They sometimes say it right in the story. --Kevin. Sometimes you have to figure it out yourselves. That's what you did today!

End of lesson.

Story read to children.

T. Now, remember some important ideas from the story that are actually in the story, first. Remember? --Janet?

P. (Unintelligible.)

T. Redbird went into the woods and went hunting by himself. (Writes on clipsheet.)

Alright, somebody from this table? --Ross?

P. It was snowing.

T. Oh, I think it just said that snow was still on the ground.

P. That's what I mean.

T. Yes, I think it wasn't actually coming down. It had snowed. Could I put it that way?

P. Yes.

T. OK, so it wouldn't be that warm, yet. --Jim?

P. (Unintelligible.)

T. Yes, can you make that shorter and say he looked around and saw a black thing? OK. He looked around and saw a black thing. I'd better say in the morning, because he didn't look at night. He was too tired, wasn't he?

(Writes on clipsheet.)

Alright, somebody from this table. Andrea?

P. He made a fire in the cave.

T. He made a fire in the cave. (Writes on clipsheet.)

--Anna?

P. It was too dark to go home.

T. Yes, at the beginning of the story it was too dark to go home. (Writes on clipsheet.) It was too dark for Redbird to go home. --Sherri?

P. (Unintelligible.)

T. Redbird found a place to stay for the night. (Writes on clipsheet.) Alright, Kent?

P. (Unintelligible.)

T. When he saw the black thing he ran out of the cave.

OK, Leah, one more.

P. Redbird found a hole in the rock.

T. Yes, that's from near the beginning, isn't it?  
 (Writes on clipsheet.) Alright we are ready to vote. I have eight sentences, so I think we'll quit now. I'll read all the sentences to you before I ask you to vote.

P. How many votes can we have?

T. I have eight sentences; I'll let you vote twice. With three I get too many hands. Well...I guess we can have three! So you be thinking while I read them first which three you are going to vote on. Here we go. Don't vote this time.

Redbird went into the woods and went hunting by himself.  
 Redbird found a hole in the woods.

It had snowed.

In the morning Redbird looked around and saw a black thing.  
 He made a fire in the cave.

It was too dark for Redbird to go home.

Redbird found a place to stay for the night.

When he saw the black thing he ran out of the cave.

(Children vote while teacher reads the sentences again.)

Alright we have three. Listen. Here are the three.  
 You voted on these. You did well today. These are good ones!

In the morning he looked around and saw a black thing.

Oh... first of all I had better put these in proper order.

In order as they happened in the story.

The first one that you voted for was this one:

Redbird found a place to stay for the night.

That's a good one because that's when all the adventure started, didn't it, when he found that cave.

The second one that you voted for:

In the morning he looked around and saw a black thing.

And the third one you voted for:

When he saw the black thing he ran out of the cave.

PP. (Several comments.)

T. Can you figure out for me--in a short sentence--what the main idea of the story is?



T. Kevin?

P. A bear!

T. Yes, but I want you to tell me what the main idea is. That is right; it is a bear! But let's have a good main idea. --Cam?

P. (Unintelligible.)

T. Yes, that is what Kevin said. It was a bear. I know, we figured out it was the bear. Right? Now make up your main idea using bear. --Karen?

P. Redbird stayed in the cave all night and he didn't know there was a bear there until the morning.

T. You are really getting the main idea. It's the main idea and tells what the whole story is about.

PP. That's the main idea!

T. And, you did that in fifteen minutes!

End of lesson.

(Teacher asks children for important ideas.)

P. (Unintelligible.)

T. The boy made fire for himself?

P. The boy made fire (unintelligible.)

T. Right. The Indian boy went too far and didn't have time to get home. (Writes on chalkboard.) That is an important idea.

PP. (Various comments.)

T. Would you be quiet, please. --Gregory?

P. You should never go in a place...

P. You copied off me, Greg!

T. Quiet!

P. You should never go in a place that might have some... (unintelligible.)

PP. (Several comments about the moral of the story.)

T. Wait, that's the moral of the story, you know, a lesson learned from the story.

P. You copied off me!

T. --Pamela?

P. (Unintelligible.)

T. Right. Don't say anything further! There was a black thing in the hole. They called it a hole in the story, didn't they? It's a cave. I'll put "cave", shall I?

PP. Yes.

T. Because that's what they mean. There was a black thing in the cave. --Ronald?

P. (Unintelligible.)

T. It's the same as that one on the chalkboard. --Tony?

P. (No response.)

T. I thought you had your hand up. --Mark?

P. Redbird liked the woods.

T. (Teacher writes on chalkboard.) He liked walking in the woods, didn't he?

P. (Several comments from children.)

T. Did you? That's a funny name isn't it. He's an Indian boy. That's why he had that name, Right?

P. (Several comments from children.)

T. Are you going to give us the moral of the story; something you learned from the story? ...OK, carry on.

P. (Unintelligible.)

T. Just be quiet for a minute. Listen! The moral of the story is something that you figure out from it but it's a lesson you learn from the story, not the main idea.

PP. (Several comments.)

P. (Unintelligible.)

T. I can't hear. Alright, Glen, please?

P. It was cold in the woods.

T. It was cold in the woods. Yes, that's why he had to make a fire, wasn't it? (Writes on chalkboard.) Alright we have the black thing in the cave. Oh, I know. There is something else you haven't mentioned that happened in the story. --Bradley? One more thing.

P. Redbird found a hole in the cave.

T. Yes, we could put that down, but we've already got that he's in the cave up here. Let's leave that.

PP. (Several comments.)

T. Just be quiet for a second. --Jennifer?

P. Redbird had no food to eat.

T. That's the one. That's part of what I was thinking of. Redbird had

P. That's a funny name.

T. Redbird was an Indian boy. That's why he had that name. Redbird had no food to eat. --Somebody else now. Alright, Paul.

P.(Unintelligible.)

T. Yes that's the one. It's kind of important, too. He didn't have any food, but at least he was warm. Say it again.

P. Redbird found a cave...(unintelligible.)

T. Well, let's just say that he lit the fire because I think we've already said that he was in the cave. OK?

Just: Redbird lit the fire. Redbird lit a fire.

P. I have one more.

T. I think I could put in one more, yes?

T. --Lori?

P. Redbird has (unintelligible.)

T. Pardon?

P. Redbird had no clothes to wear.

T. No other clothes to wear. Yes, well, that's ...

PP. (Several comments)

T. OK, let's hear!

P. (Unintelligible.)

T. I think that would be covered in number one about him going too far into the woods.

That's enough, now.

PP. (Several comments.)

T. Alright, what have you got?

P. There's a bear in the cave!

T. That's what we come to later. Hang on to that!

OK. Now I want three important ones. I don't know if we need to vote or not. I know for sure...I can tell you right now that this one is important. I mean if we are going to figure out the main idea, we've got to have number two, don't we?

P. Who thought of that one?

T. Now look at those sentences. Which are the ones that you think are important?

P. I know!

T. Hands up. ...To get the main idea. --Wendy? No?

I thought you had your hand up. --Kevin?

P. Redbird had no food to eat.

T. That's an important one. And there is one more I think that's important. --Jamie?

P. Redbird made a fire.

PP. No, it's not important!

T. Well, these two: What he did in the cave: He did not eat, but at least he lit a fire and he was warm while he spent the night in the cave, right?

Maybe we should put this one in. What do you think?

Because that shows that he had to stay all night, right?

How about this one?

PP. (Several comments.)

T. Listen, you people, number four goes with number six. Don't you think? Michael, will you read number one for us please.

P. (Unintelligible.)

T. Right. Tony, read number two.

P. There was a black thing in the cave.

T. Right, number three, Paul.

P. (Unintelligible.)

T. Number four, Susan.

P. It was cold in the woods.

T. Number five, Aline.

P. (Unintelligible.)

T. And number six, Bruce.

P. (Unintelligible.)

T. Right. OK, now we'll vote. Number one?

( Children vote on the sentences.)

From the sentences that we have chosen to be the most important can you tell me what the main idea of the story is and, two things to remember: It's got to be a short one, one sentence, and the second thing to remember is ...it's about the story, but it's not exactly said in the story...what the main idea is.

P. I know!

T. Don't call out, because then I'm not likely to ask you. What is the main idea?

I know you people with your hands up probably have it. I'm just waiting for the others to think for a bit. What is the main idea? This is more like it! Come on, think--the rest of you! Is the main idea that he went for a walk in the woods?

PP. (Several comments.)

T. Is the main idea: The boy went home the next morning? What is the main idea?

PP. I know!

T. Quiet please, I am going to call on someone.

I am waiting still for others. --Kevin? --Tom?

P. (Unintelligible.)

T. Lori?

P. Redbird had no clothes and he was cold.

T. That's not the main idea, Lori. That's part of it, not all of it. --Ronald?

P. (Unintelligible.)

T. My, that's a long sentence! I said I wanted a short one. --Randy?

P. (Unintelligible.)

PP. That's the moral!

T. That's telling the lesson to be learned from the story. --Wendy?

P. (Unintelligible.)

T. OK, (to another child) you tell me yours before we go any further.

P. Redbird saw a gorilla in the cave!

PP. (Several comments.)

T. Redbird stayed in the cave overnight with a ...what?

PP. A bear!

T. OK, it didn't say it in the story, did it?

PP. No.

T. Alright, Randy said...Listen, this is something you have to figure out from the story. Now he said that he stayed in the cave with a gorilla which is something you could figure out but why isn't it right?

PP. I know.

T. Hands up. There are other things in the story that tell you it is a bear and not a gorilla. --Paul?

P. Because gorillas don't live in the forest.

T. Right! It was a cave and bears usually stay in caves, eh? You've got to put that together. Redbird stayed overnight in a cave with a bear. That was a good main idea!

End of lesson.

APPENDIX E

Item Analysis of Listening and  
Reading Pre- and Post-tests.

ITEM DIFFICULTY OF LISTENING AND  
READING PRE- AND POST-TESTS

Percent of Questions Correct (Total:54)	Form B (Reading)	Form C (Reading)	Form F (Lis- tening)	Form G (Lis- tening)
Question 1	78%	54%	56%	26%
Question 2	63	52	52	74
Question 3	39	43	37	65
Question 4	50	37	74	56
Question 5	35	76	46	82
Question 6	54	39	76	56
Question 7	67	52	19	69
Question 8	22	59	41	32