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An Integrated Listening Skills Program for the Kindergarten Class

Bonita Duggan Diamond

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An Integrated Listening Skills Program
for the Kindergarten Class

Bonita Duggan Diamond

Submitted to Dr. E. Shier
of the University of North Florida
in Partial Fulfillment of the Requirements
for the Course
EDU 6940
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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>3</td>
</tr>
<tr>
<td>Review of Related Literature</td>
<td>6</td>
</tr>
<tr>
<td>Levels of Listening Comprehension</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Responsibility as a Speaker</td>
<td>9</td>
</tr>
<tr>
<td>Measurements of Listening Ability</td>
<td>10</td>
</tr>
<tr>
<td>Listening Instruction</td>
<td>11</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>12</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>13</td>
</tr>
<tr>
<td>Methodology</td>
<td>14</td>
</tr>
<tr>
<td>Subjects</td>
<td>14</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>15</td>
</tr>
<tr>
<td>Design</td>
<td>16</td>
</tr>
<tr>
<td>Problems and Limitations</td>
<td>17</td>
</tr>
<tr>
<td>Procedure</td>
<td>18</td>
</tr>
<tr>
<td>Results</td>
<td>20</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>20</td>
</tr>
<tr>
<td>Conclusion</td>
<td>26</td>
</tr>
<tr>
<td>Suggestions for Further Research</td>
<td>27</td>
</tr>
<tr>
<td>Anecdotal Data</td>
<td>28</td>
</tr>
<tr>
<td>Summary</td>
<td>28</td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
</tr>
<tr>
<td>Integrated Listening Skills Program</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

Listening can be described as a way of showing interest, concern, or love, for another person. It is a courtesy and is the foundation of a relationship. To feel that other people or a particular person desires to listen to oneself is very important to the human ego, and to feel the reverse of that is damaging to the ego.

For the listener, the act of listening can be to receive something of interest, concern, or importance. In other words, listening can be a two-way street of receiving unto one's self as much as the person speaking receives from the listener. Listening requires giving one's thoughts, attention, and past experiences to what is being said. (Strickland, 1969)

This listening process is, of course, dependent on many factors. Among these are an immediate interest in what is being said, feelings toward the speaker, and the current physical and mental condition of the listener. It stands to reason that a person will listen more closely to something that is of personal significance than to a subject of little or no personal significance; a person will listen more compatibly to a friend than to an enemy; and an individual will listen more completely to someone when healthy than when ill.

The process of hearing needs to be differentiated from listening. Hearing is the registration of sound waves on the brain. Satisfactory hearing ability is dependent on the proper functioning of the ear, the auditory nerves, and the brain. (Landry, 1969)
The ears are continually subjected to sounds. In the home, one hears the refrigerator, air conditioner, and the heater; out-of-doors one hears car and truck motors; and in a business environment many machine produced sounds reach the auditory realm. These and other sounds may penetrate the body's auditory system. Sounds that do not demand an action or response and are of no consequence are, after a period of time, ignored by the brain. (Landry, 1969)

It appears that often people are too adept at not listening. They progress from not listening to inconsequential noises in their environment to not listening to the people in their environment. This belief seems to be supported by the vast number of articles written about lack of communication between husbands and wives, parents and children, and even executives and their employees. The relationship between two people is weakened when the foundation is not firm, and the foundation of a relationship can be said to be one of listening.

Caring enough to listen cannot be stressed too much. However, most of us need training and education in this skill in order to listen most effectively. (Landry, 1969; Logan, L., Logan, V., & Patterson, 1972) While teaching people how to listen may be necessary, teachers seem to agree that it is difficult to teach this skill. Some of the difficulty may be due to the age, maturity, interests, and the needs of the listener.

Need for the Study

Researchers have conducted studies in the area of listening in an attempt to identify specific listening skills and the correlation of
listening skills to speaking, writing, and reading skills. A study done by Fry (1968) led to the realization that the development of listening skills does indeed begin early in life, and that listening does affect achievement in other areas of learning. Fry states that talking to an infant increases his capacity for listening and that listening is a preparatory stage to learning language. Therefore, he encourages parents to talk to their infants during much of the day. Moreover, as the child begins to talk, being listened to by others aids him in developing feelings of self-worth.

It is believed that some parents do not provide their children with the listening time they need. Often the parents may be watching television, reading the newspaper, or otherwise involved in a mentally absorbing activity when the child is talking to them. In such situations, they are not giving their attention to what is of importance to that child. A teacher with a class of children confronts this same situation when some of the children want to talk, respond, or discuss an event, and the class schedule does not lend itself to attending to each of them adequately.

Other studies (Rankin, 1928; Wilt, 1950) indicate that an elementary school child spends approximately 50% of the school day listening. In 1975, Evanetchko supported earlier findings by Wilt; he went a step further by stating that even though children are expected to listen 57.5% of the time in the classroom, they were given no systematic listening instruction. (p. 839) He emphasized the importance of teaching listening skills in the classroom. If so much time is devoted to one activity, it would seem that instruction in that skill
would be available to enable a person to perform more proficiently in that area.

Without trained listening skills a person has about 25% recall of auditory information. (Sterner, cited in Logan, L. & Logan, V., 1961) Through training, a person improves the ability to recall and evaluate what is heard. (Logan) People receive so much of their information auditorily that training to increase proficiency in this area would seem to be a necessity. It should not be left to chance.

A review of several doctoral dissertations (Gick, 1977; Spector, 1977; Steen, 1969) conducted in the area of listening research indicates that training programs do effect some improvement in listening ability. However, these programs are few and are usually of short duration. There is much in the area of listening training that needs to be accomplished.

This study will attempt to develop a Listening Skills Curriculum in the areas of auditory discrimination, auditory sequencing ability, and grammatic completion for the purpose of improving auditory comprehension. These three skills are components of auditory comprehension. Auditory discrimination and auditory sequencing ability have been chosen as two skills to develop in this program because past research indicates that improvement in these skills does correlate with improvement in auditory comprehension. Grammatic completion is a modified form of auditory closure in which the student completes the sentence with the grammatically preferred inflectional ending. It is expected that exercises in this skill will result in an improvement of the students' understanding of standard spoken English.
While it is realized that training in listening is needed in the school classroom, it is also true that the present school curriculum is already encumbered with the teaching of many academic, social, and moral topics. Most researchers (Hildreth, 1954; Lewis & Nichols, 1965) agree that a listening skills program should be based on the existing classroom curriculum in order to most effectively teach the listening skills. These skills must then be applied in the regular classroom situation to assure their development in the individual. Therefore, the integration of a listening training program into the existing classroom curriculum will be accomplished, in this study, by superimposing the listening skill activities into the current program.

One of the difficulties in this approach to teaching listening, as opposed to having a specified listening skill program time, is that it requires restructuring one's thinking pattern as to the results and behavior desired in a given lesson. In a listening program of this type the teacher needs to know specifically for what information the students are to listen, and the speaker should be very sure to give this information in the presentation. Also, it is important to allot time for the students to give oral feedback to the questions asked. Sample questions will be given in the Procedure Section of the paper and in the Listening Skills Curriculum.

**Review of Related Literature**

Four areas relevant to listening skills have been included in this review. First the levels of listening comprehension are delineated. Secondly, the topic of the speaker's responsibility to
the listener is reviewed. Next, insights into the difficulty of measuring the success of a listening training program are presented. Finally, emphasis is placed on listening instruction in the classroom.

Levels of Listening Comprehension

Levels of listening are identified in a variety of terms. This study refers to the levels of listening comprehension as they are defined by Larry Barker. It is hoped clarification of these terms will aid the teacher in choosing and evaluating listening measurements, and will be of benefit in the implementation of a listening skills training program.

Passive listening. Passive listening involves receiving the sound stimuli and letting it evoke conscious thoughts sporadically, but not consistently. This type of listening is barely more than hearing.

Active listening. Active listening involves listening with a purpose (e.g. to comprehend, evaluate, enjoy, etc.). Active listening is divided into two categories with further subheadings.

Social listening. Social listening most frequently occurs in an informal setting and is associated with conversation or entertainment.

Social listening is divided into these four classifications.

Appreciative listening. Appreciative listening is the type of listening in which the listener gleams satisfaction or gratification from active involvement in the listening process. This may include such activities as appreciating speaker's style, visualizing images or feeling from music, or listening to a play, a television program, or a poem.

Conversational listening. Conversational listening involves two-way communication. One must switch from the role of listener to the role of speaker and back again.

Courteous listening. Courteous listening is conversational settings in which one is primarily serving as the listener. These situations include counseling a friend, and serving as a sounding board for someone's ideas.

Listening to indicate love or respect. Listening to indicate love or respect involves showing or giving attention to someone for their sake. (Barker, 1971, pp. 9-13)
The other category of active listening is serious listening. In serious listening one may listen to the total communication and attempt to comprehend all of it, or one may listen on a previously designed basis for particular information. In some situations one type of serious listening is more appropriate than the other. The listener needs to be aware of the type of listening behavior to select for each activity. A listening training program can benefit a person by giving practice in choosing various listening behaviors for different listening activities.

Critical listening. Critical listening is one of two subcategories of serious listening and is defined as listening to analyse evidence, to make judgements about validity, and to evaluate the quality of statements presented. It involves detecting propaganda, recognizing bias, and separating fact from opinion.

Discriminative listening. Discriminative listening is listening to discern and retain information. It involves such skills as following procedures, understanding words in context, realizing the relevancy of details to the main idea, and being able to reiterate or interpret what has been heard. Four levels of discriminative listening are listed:

1. Attentive - "to pay attention"
2. Retentive - "to attempt to comprehend and remember message"
3. Reflective - "to comprehend, to retain information, and to evaluate and draw inferences from the message"
4. Reactive - includes the prior three levels of discriminative listening, plus the giving of "verbal or non-verbal feedback to the speaker" Refer to Figure 1.
Levels of Listening Comprehension

Listening Comprehension
  - passive
  - active
    - social
      - appreciative
      - conversational
      - courteous
      - listening to indicate love or respect
    - serious
      - Selective or Concentrated
      - critical
      - discriminative
        - attentive
        - retentive
        - reflective
        - reactive

Figure 1.
It is not to be assumed that in a particular setting only one type of listening may take place. Listening is a process that depends on the interests and needs of the listener. It is the listener who needs education in identifying the listening skills; and it is the listener who needs training in selecting and initiating the most suitable listening behavior for each circumstance.

**Teacher Responsibility as a Speaker**

In order for good listening skills to be learned in the classroom, the teacher needs to follow good listening habits. The teacher needs to have a sincere desire to listen to the child, and should strive to interpret the meaning as well as the words. Teachers should be listeners as often as they are speakers. They should listen not only for specific elicited responses, but should listen as an interested person. (Phillips, 1970)

During the day the teacher needs to be aware of the total environment as it impinges on the students' desire and ability to listen. To the extent that it is within the control of the speaker, a quiet and relaxed setting for speaking and listening should be provided. Seating arrangements should be as close as possible to the speaker. (Blake, 1962) A conscientious speaker establishes eye contact with the audience.

The speaker also has certain responsibilities to encourage listening. Briefly, the curriculum must be interestingly presented in order to create a desire to listen. (Blake) The speaker should talk in a pleasant, clear voice. Ideas should be spaced, not too
compressed, in order to give the listener time to reflect on and evaluate the material presented. (Strickland, 1969)

The listener should be told the purpose for listening. For example, in different activities, the speaker should tell the students for what type of information they must listen. (Strickland)

To encourage discriminative listening, the teacher should make directions clear and concise. It is preferred that the listener know directions will be given only once by the speaker. In discussions, students, not the teacher, should be encouraged to paraphrase and react to another student's comments. (Blake, 1962)

Listening is not a synonym for being quiet. The speaker should encourage oral responses to verify auditory comprehension. (Patterson, 1976)

Measurements of Listening Abilities

Several measurements of auditory ability are on the market which purport to measure types of listening skills at various levels. Studies done by Petrie (1961) and Kelly (1962) tend to support criticism that many of the listening tests are, in fact, knowledge tests. This is a controversial issue between some test makers and educators.

One attitude of educators is that language should be judged according to its usefulness. In order to do that, the testing instrument should measure the degree of understanding that the listener receives from verbal language. Berry (1969) feels that the Illinois Test of Psycholinguistic Abilities does not test for the "child's comprehension or use of contextual language", because test items measure understanding of phonemes, and sequencing and discrimination of nonsense syllables.
M. A. Carrow has developed a test of the auditory comprehension of language structure in children. (1966) This test seems to accomplish the measuring of a child's comprehension of the linguistic structure of the language (i.e. morphemes, syntax, and standard grammar).

The Oral Vocabulary subtest of the Test of Language Development is designed to measure the child's ability to give oral definitions to common words. The Grammatic Understanding subtest of the Test of Language Development measures the child's ability to comprehend syntactic forms. (Newcomer & Hammill, 1977) These two subtests have been selected for this study to measure the affect a listening skills program has on listening comprehension. These two tests were chosen because one requires the child to verbally express comprehension, while the second test measures the child's comprehension in a non-verbal manner.

Listening Instruction

Much research has been done in the area of listening skills since the 1960's, but according to Duker (1964) there is little coordination on this research and many questions are still unanswered. In a doctoral dissertation, The Status of Listening Instruction in the Elementary School, by Ralph Barrey, it was revealed that the most frequently cited reason by educators for not teaching listening skills is an already overcrowded curriculum, and that in those areas where listening skills are being taught there is a great lack of continuity.

Listening skills, when taught, are usually combined into the language arts program. This in itself is an appropriate area, but
the current language arts program is so involved with the reading aspect of language arts that speaking, writing, and listening skills are virtually ignored. Evanechko, in the article "Reading is Only One of the Language Arts", states several times that teachers, publishers, and organizations are ignoring writing, speaking, and listening skills and are putting all their efforts on reading skills. (1975) Many educators feel that the curriculum has reached capacity. They truly do not perceive a way to offer training in yet another area, such as listening.

However, being able to listen with comprehension is an important prerequisite to speech; it is also an important foundation to reading and writing. (Strickland, 1969) "In both reading and listening, the unit of comprehension is either the phrase, the sentence, or the paragraph." (Anderson, 1961, p. 87) This statement supports the contention that good listening skills will aid reading comprehension. Therefore, it seems that listening skills need to be included in the language arts program, not only for the total program, but also as an important facet in the development of speaking, and as a prerequisite to success in reading.

Research Hypotheses Under Investigation

Two hypotheses will be investigated in this study. They are:

1. Students who participate in the Integrated Listening Skills Program will exhibit an increase in mean scores in auditory discrimination, auditory sequencing ability, and grammatic completion, as measured by the following subtests of the Test of Language Development:
Word Discrimination, Sentence Imitation, and Grammatic Completion.

2. Students who participate in the Integrated Listening Skills Program will exhibit an increase in mean scores in auditory comprehension, as measured by the Grammatic Understanding subtest of the Test of Language Development, and the Oral Vocabulary subtest of the Test of Language Development.

Definition of Terms

Many writers of the subject identify the same listening levels and skills, but the terminology is so varied that assistance is needed to identify which terms are comparable and thus may be in agreement. For the purpose of clarifying the content of this project the following definitions will apply:

Listening: Listening is a mental process which involves giving interpretation, thought, and attention to the sounds in order to gain meaning. Listening includes relating these messages and sounds to our experiences. (Landry, 1969) Listening begins with the desire to understand. (Bell, cited in Strickland, 1969)

The Integrated Listening Skills Program will involve training in three auditory skills.

Auditory discrimination: This is the ability to recognize and respond appropriately to similarities and differences in sounds and words. (Heasley, 1974)

Auditory sequencing ability: This is defined by Heasley as the ability to identify or repeat a series of sounds in correct, respective order.
Grammatic completion: This refers to the ability of the listener to fill in words at the end of the sentence.

Listening comprehension: This is the ability to understand the speaker's intended meaning, by correct interpretation of the words, tone, and action of the speaker.

Improvement of listening skills: Improvement will be determined by an increase in mean scores on the aforementioned subtests of the Test of Language Development.

Methodology

The methodology section discusses the procedures to be followed in this study. This section is divided into the following areas: subjects, instrumentation, design, procedures.

The study was based on a pre-experimental design using one group of students. These students were protested, exposed to a treatment, and posttested.

Subjects

The subjects of this study were 26 kindergarten students, all members of the same class, and ranging in age from 5 years 3 months, to 6 years 2 months. These were Caucasian children from low to middle income families. They live in a rural environment.

These children are assumed to represent a cross-section of a typical kindergarten class. Two of these children have diagnosed hearing loss, but do not wear a hearing aid; two children are cross-eyed, and two children have severe problems with word articulation. One child is being raised by the grandmother; ten of these children have
working mothers; three of these mothers are on shift work so the child does not see the mother everyday. Fathers of seven of these students have jobs which require their being gone from town or away from home much of the time. One child from this sample is an only child and 25 have one or more siblings.

**Instrumentation**

The basic concern was to measure the child's auditory ability as it related to comprehension of speech. Pretests and posttests were administered to the students using the following subtests from the Test of Language Development: Word Discrimination, Sentence Imitation, Grammatic Completion. This was done to determine and measure ability in specific listening skill areas. To determine improvement in auditory comprehension the Oral Vocabulary subtest, and the Grammatic Understanding subtest of the Test of Language Development were administered.

The Test of Language Development has been developed to aid in the identification of children's language deficiencies. The authors of this test state that it measures the actual spoken language rather than variables related to language. Each subtest was developed to evaluate linguistic ability by measuring the students' understanding and use of spoken English. These tests are not designed to identify the specific skill deficiency, but a poor performance of a particular subtest does indicate a general deficit in that area.

The scaled scores of the subtests of each child were used in determining areas of auditory skill deficiency. These scores obtained
from the pretest were the basis of grouping for the individualized instruction. Scaled scores are a type of T-score which transforms raw scores to establish a common mean score and standard diviation.

(Seamler & Hamill, 1977)

The reliability coefficients and Standard Error of Measurement (SEM) associated with each subtest are as follows:

<table>
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<tr>
<th>Reliability Coefficient</th>
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<tr>
<td></td>
<td>Raw score</td>
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<tr>
<td>Sentence Imitation</td>
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<td>Grammatic Completion</td>
<td>.87</td>
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<tr>
<td>Word Discrimination</td>
<td>.94</td>
</tr>
<tr>
<td>Oral Vocabulary</td>
<td>.93</td>
</tr>
<tr>
<td>Grammatic Understanding</td>
<td>.87</td>
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</table>

These tests were normed on racially and geographically balanced group of 1014 English speaking children, ages 4 through 8. The reliability and SEM formulas were performed on a random sample of 50 children from each age level.

Design

The program in listening skills was integrated into the total class curriculum which included two commercial programs, "Alpha Time", a program of recognizing letters and their phonetic sound, and "Kindergarten Keys", a social studies and science curriculum. The areas of music, literature, mathematics, art, and physical education were teacher designed curriculum. (see Appendix A for complete derivation)

The program was completely oral and consisted of the child
receiving information auditorily. The child then responded, either orally or physically, as requested by the teacher to give evidence of auditory ability. When the child did not possess satisfactory ability in a listening skill, personalized instruction was given to the child designed to improve these deficiencies. Student needs or areas of listening skill deficiencies were determined by teacher observation and a review of the pretest scores. The program was individualized at this point by systematically and purposefully directing the appropriate questions to the children who were identified as being weak in that area.

Problems and Limitations

In the training program problems occurred in giving each student time to participate without other children giving the answer while they waited their turn. This could be rectified by working with smaller groups and alternating the day each group would receive the listening training program. If the program were extended through the entire school year it is believed this would be an effective variation.

In order for the tests results to have equal reliability for each student, it was necessary to administer the tests in a brief time span. Since these are administered individually to each student in 25 minute sessions test fatigue on the part of the teacher occurred.

The effects of the Integrated Listening Skills Program on auditory comprehension could be statistically more meaningful had the program been implemented over an extended period of time. If this program were repeated a pretest-posttest control group design
would be used for the purpose of better substantiating evidence of success.

Procedure

This program emphasized the development of auditory discrimination, auditory sequencing ability, and grammatic completion. However, the specific goal of this study was to determine if a training program in selected listening skills would produce an improvement in listening comprehension.

The entire class was used in this study. Pretests and posttests were administered using subtests from the Test of Language Development. Upon completion of the pretesting, a program of auditory training was initiated.

Auditory skill questions from a math concept lesson are given to illustrate the structure of the auditory training program. The information the children are to listen for is given at the beginning of the lesson. Listening skill related question are given following the oral presentation.

The teacher says, "Listen to learn who is taller than Bill. Bill, Johnny and Bob are friends. When they stand together, Bill can look over Bob's head, but he cannot look over Johnny's head. Bill is taller than Bob, but not as tall as Johnny."

To reinforce sequencing ability call on a child to repeat the sentence, "Bill is taller than Bob, but not as tall as Johnny."
To reinforce grammatic completion have a child complete a sentence such as, "Bob is tall, but Bill is (taller). Johnny is the (tallest)."
To reinforce word discrimination give word pairs which are exactly alike or similar, such as, tall - ball, taller - taller, taller - tallest. Have the child physically demonstrate the difference between taller and tallest.

The third phase of the program was the administration of the posttests to the students. The same tests used in pretesting were readministered. It was assumed that because of the children's age, the span of time from pretesting to posttesting, and the auditory framework of the test that the memory factor would not be a contaminate to test results. Care was used in administering the tests not to reinforce a student by indicating if the answer given was either right or wrong.

Data obtained from the test scores was organized and analyzed by determining a difference in the mean of the pretests and posttests of each subtest given. The three tests administered to identify specific areas of listening skill deficiency were readministered. This was done to give evidence to the investigator of the auditory skills that needed to be emphasized more strongly in the program, and to indicate which skills are more likely to show improvement through an auditory training program. The two tests given to determine improvement in auditory comprehension were scored and the difference in mean scores was used to indicate results of the auditory training program.

The means were computed and t-tests performed to test the following null hypotheses:
Pretest mean of students who participate in the Integrated Listening Skills Program = posttest mean, as measured on the Word Discrimination Subtest. (α<.05)

Pretest mean of students who participate in the Integrated Listening Skills Program = posttest mean, as measured on the Sentence Imitation Subtest. (α<.05)

Pretest mean of students who participate in the Integrated Listening Skills Program = posttest mean, as measured on the Grammatic Completion Subtest. (α<.05)

Pretest mean of students who participate in the Integrated Listening Skills Program = posttest mean, as measured on the Grammatic Understanding Subtest. (α<.05)

Pretest mean of students who participate in the Integrated Listening Skills Program = posttest mean, as measured on the Oral Vocabulary Subtest. (α<.05)

Results

Data Analysis

Since the obtained \( t \) falls within the critical region; (that is, 5.4318 > \( t \) 0.05), \( H_01 \) is rejected at the .05 level of significance (see Table 1).

Since the obtained \( t \) falls within the critical region, (that is, 8.7845 > \( t \) 0.05), \( H_02 \) is rejected at the .05 level of significance (see Table 2).

Since the obtained \( t \) falls within the critical region, (that is, 10.6401 > \( t \) 0.05), \( H_03 \) is rejected at the .05 level of significance (see Table 3).

Since the obtained \( t \) falls within the critical region, (that is, 5.5404 > \( t \) 0.05), \( H_04 \) is rejected at the .05 level of significance (see Table 4).
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\bar{X} = 11.9166 \quad \bar{X} = 16.0416 \quad \text{Critical region:}
\]

\[
\text{SD} = 5.9169 \quad \text{SD} = 3.2744 \quad t_{0.05} \geq 2.069
\]

\[
\text{SEM} = 1.2337 \quad \text{SEM} = 0.6277 \quad 5.4318 > 2.069
\]

\[
t = 5.4318
\]
### Table 2

Raw Scores and Statistical Data from pretests and posttests of Sentence Imitation

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\[ \bar{x} = 9.625 \quad \bar{x} = 15.371 \quad \text{Critical region: } \begin{array}{c} +0.05 \geq 2.069 \\ \text{or } 8.7845 \geq 2.069 \end{array} \]

\[ SD = 5.4261 \quad SD = 5.9220 \]

\[ SEM = 1.1324 \quad SEM = 1.3296 \]

\[ t = 8.7845 \]
### Table 2

**Raw Scores and Statistical Data from pretests and posttests of Grammatic Completion**

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\[
\bar{X}_{\text{pre}} = 12.3333 \quad \bar{X}_{\text{post}} = 18.6666
\]

\[
\text{SD}_{\text{pre}} = 5.8357 \quad \text{SD}_{\text{post}} = 5.2095
\]

\[
\text{SEM}_{\text{pre}} = 1.2168 \quad \text{SEM}_{\text{post}} = 1.0562
\]

\[
t = 10.640 \quad t_{0.05} \geq 2.069\]

Critical region:

\[
10.640 > 2.069
\]
Table 4

Raw Scores and Statistical Data from pretests and posttests of Grammatic Understanding

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$\bar{x} = 12.625 \quad \bar{x} = 16.666 \quad \text{Critical region:}$

$SD = 4.0498 \quad SD = 2.8674 \quad t_{0.05} \geq 2.069$

$SEM = .84445 \quad SEM = .5979 \quad 5.5404 > 2.069$

$t = 5.5404$
### Table 5

**Raw Scores and Statistical Data**
from proctor's and residents of
Oral Vocabulary

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\[ \bar{X} = 7.0157 \]
\[ SD = 4.7711 \]
\[ SEP = .0006 \]

\[ \bar{Y} = 10.625 \]
\[ SD = 4.7077 \]
\[ SEP = .0006 \]

Critical regions:
\[ 0.05 \geq 2.060 \]
\[ 0.025 > 2.050 \]
Since the obtained $t$ falls within the critical region, (that is, $6.8251 > t_{0.05}$), $H_0$ is rejected at the .05 level of significance (see Table 5).

Conclusion

Training in auditory discrimination is beneficial for most students. The smaller standard deviation score on the Word Discrimination posttest indicates that the class is more homogeneous in this skill than they were prior to the auditory training program. These findings are consistent with those of Gick (1977) involving auditory discrimination.

The increase in mean scores on Sentence Imitation shows that practice in recall and recitation of specific information does aid the student in developing the ability to listen at the discriminative level of comprehension. The area of auditory sequencing ability showed less improvement than the other two skill areas of auditory discrimination and grammatic completion. However, it should be realized that it is more difficult to repeat or perform a statement in exact order, than it is to decide if two words are alike. By the very nature of the Word Discrimination Subtest the student has a greater likely-hood of getting the answer correct. By the same token, it is usually easier to complete one word in a sentence than it is to repeat an entire sentence.

According to posttest scores exercises in oral grammatic completion were helpful in improving the students' understanding and use of standard spoken English. It seems that through the auditory and oral practice the students' were better able to apply the rules of morphemic and syntactic structure of language.
A significant increase in mean scores on the posttests for auditory comprehension supports the original hypothesis that training in auditory discrimination, auditory sequencing ability, and grammatic completion will result in improvement of auditory comprehension. Test results showed that although students improved on both the Oral Vocabulary and Grammatic Understanding Subtests, there was a greater improvement in the Grammatic Understanding Subtest.

Suggestions for Further Research

The greater gain in Grammatic Understanding is attributed to student preference for a non-verbal testing device. Students appear to be less fearful of committing error when their response is dependent on pointing to the correct picture. Limited vocabulary and inexperience in mentally recalling and verbally presenting knowledge could be factors related to the small improvement in mean scores on the Oral Vocabulary Subtest. A study correlating verbal versus non-verbal measurements with actual auditory comprehension could be helpful in preparing better testing measurements.

Research in correlating listening skills to the other receptive skill of reading, and the expressive skills of speaking and writing has been done by other educators. That is not to say, however, that research in these areas is complete. A study correlating proficiency in listening skills to proficiency in verbal expression, or the effect of a listening skills program on writing skills could have significant impact on current educational curriculums.

This auditory training program was implemented over a 5½ week period.
The effects of a program conducted through an entire school year would be very interesting, and truer results of the effects of training in auditory skills would probably be obtained.

Anecdotal Data

It was noted during testing that the bashful children in the class tended to score lower. This personality factor was a variable which could not be controlled. During the training program, however, as these children were called on to answer questions they began to be more verbal and would occasionally contribute to a discussion on their own initiative.

Summary

The purpose of this study was to develop an auditory skills training program and to evaluate its effect on the auditory comprehension of a class of kindergarten children. Using a pretest - posttest one group design and applying t-test for non-independent samples, it was found that the group showed a significant improvement in mean scores in auditory comprehension. The tests administered were from the Test of Language Development. It was concluded that the Integrated Listening Skills Program was effective.
References


Evanescho, F. O. Reading is only one of the language arts. Elementary English, September, 1975, pp. 839-840.


Integrated Listening Skills Program

The following is an outline of the instruction used by the investigator.

I. Introduction to Listening
   A. Taking care of our ears is important.
      1. Foreign objects should never be put in the ear.
      2. Hearing can be impaired by a physical blow to the ear.
   B. We listen with our ears, eyes, and mind.
      1. Give attention to the person speaking.
      2. When possible look at the person speaking.
      3. Think about what the speaker is saying.

II. Auditory Skills
   A. Auditory Sequencing Ability
      1. Repeat in sequence series of words given auditorily.
      2. Repeat in sequence a sentence given auditorily.
      3. Repeat or perform in sequence a series of directions given auditorily.
   B. Grammatic Completion
      1. Finish last word in a sentence.
      2. Fill in the most grammatically proper word in a sentence.
      3. Fill in the action verb missing in a sentence.
         Any word that is grammatically, syntactically, and semantically correct should be accepted.
C. Auditory Discrimination

1. Words that begin with the same phonetic sound
2. Words that rhyme
3. Words that sound very similar

Suggestions for Integrating Listening Skills

As a lesson is previewed for presentation to the class a few sentences may be underlined to check sequencing ability. During the presentation the class should be told just prior to that sentence to listen carefully. Then a child can be called on to repeat that sentence.

Training in grammatic completion is accomplished by having the student complete the last word of a sentence. New vocabulary words are defined and later given with other words to reinforce auditory discrimination.

The person in charge of the program should give immediate correction or reinforcement to the student, as this is a listening program, not a testing situation.

The students may be asked to physically demonstrate their skill in sequencing ability by acting out what they receive auditorily, such as, a portion of a story, a rhyme, or a direction. Skill in grammatic completion can be demonstrated by acting out the last word that would be in a sentence given by the instructor, and training in auditory discrimination can be achieved by having the student act out two or more words that are auditorily similar.

Art

* Sequencing ability - Have one child give a sentence about the
color he is using, or the shape, or the picture he is drawing. Then have another child repeat the sentence.

* Grammatic completion - Describe objects in a picture and have the child supply the last word, such as, "The dog is large, but the horse is (larger.)"

* Auditory discrimination - Holding up a paint brush, the teacher says, "Today we are going to paint or faint." After the answer is given the teacher may have a child demonstrate (act out) the actions "to paint" "to faint".

Physical Education

* Sequencing ability - Have a student repeat simple instructions for an activity, such as, "Take four steps up and two steps back."

* Grammatic completion - Have a student complete a sentence explaining someone's prior action, such as, "Billy ran and then he (stopped.)"

* Auditory discrimination - Act out words that rhyme, such as, bop - hop - flop; wave and fly - wave goodbye.

Mathematics

* Sequencing ability - Have one child say his phone number, address, or a math sentence, such as, Two cookies and one more cookie are three cookies." Then call on another child to repeat the sentence.

* Grammatic completion - Give a child incomplete sentences, such as "The number that comes before seven is (six.)"

* Auditory discrimination - Mathematical terms and numbers are given with auditorily similar words to reinforce this skill. three - tree line - combine
Literature and Music

* Sequencing ability - Call on a student to repeat a phrase or sentence that he has just been given, such as, "... and he went step over step out of the well." Have a student act out a phrase that is given auditorily, such as, "Jack jumped over the candle stick."

* Grammatic completion - Call on a student to complete the last word of a rhyme, song phrase, or story line.

* Auditory discrimination - Similar words, rhyming words and words that begin the same are paired for auditory discrimination.

Science

The Kindergarten Keys Unit in progress is Insects and Spiders.

* Sequencing ability - Skill in auditory sequencing ability is reinforced by having a student repeat factual sentences.

1. Most insects hatch from eggs.

2. An insect has no bones, but its body is protected by a hard covering.

3. Insects have six legs, two antenna, and some of them have wings.

* Grammatic completion - These sentences are paraphrased from the story lessons in Kindergarten Keys Unit Insects and Spiders.

1. The queen ant waited a long time for the eggs to hatch. She was very busy feeding the babies when at last they (hatched.)

2. The little bee grew very fast. Her mother said, "Suzy Bee, how you have (grown.)
3. With one big push the little bee took off from the beehive. 
   Up she (flew, rose, or went.)

4. The ladybug was looking for a place to land. On the leaf 
   she (landed.)

5. The cicada’s egg cracked and out it (came or crawled.)

* Auditory discrimination - These words are given:

- water - wasp
- march - monarch
- hives - hides
- lonely - alone
- lived - live
- colonies - coloring
- pollen - Paul
- grasshopper - grandfather
- larva - larger
- nectar - necktie

**Alphabet**

The phonetic sounds of letters P, S, P, V, and Z are introduced 
through the use of the Alpha Time Program.

**Letter B:**

* Sequencing ability - One player is chosen to begin the game. 

   He says, "I am Mr. B, and I like __________." (naming one, 
   two or three things that begin with B, such as, birds; balloons, 
   balls, butter, boats, bikes, bees.) A second player is then 
   called on to repeat what the first player said. The game continues 
   by having the second player name things he likes as Mr. B and 
   call on someone to repeat his sentence.

* Grammatical completion - Choosing the correct tense of verbs was 
   stressed in this lesson.

1. Mr. B went to the store to buy some buttons. These are the
buttons that Mr. B (bought.)

2. Mr. B is going to make some homemade bread. This is the
dough he will (bake.)

3. Mr. B heard a terrible storm. The thunder boomed and the
wind (blew.)

4. When the boys threw the ball through the window, Mr. B.
saw that the window was (broken.)

5. Mr. B said, "If you throw the ball on the concrete, it
will (bounce.)"

6. Mr. B cut his finger yesterday and it (bled.)

7. Mr. B's dog is very loud. He is barking. Last night he (barked.)

8. Mr. B says "If you touch a hot stove, you will get (burned.)"

9. Mr. B say "If you drop the glass it may (break.)"

* Auditory discrimination - This is emphasized by having the child
determine if these words are alike or different. Foils,
the same word paired, are interspersed in the lesson.

button - bottom  ball - bon
box - bon       hat - bake
bake - bacon    being - beginning
boys - busy     book - brook
barge - porridge  blane - plane

Letter S:

* Sequencing ability - A child is chosen to be Mr. S. This game is
played as form of tar. The person Mr. S catches is called the
"sneaky susicious suspect". In order to go free, the person
must repeat the sentence Mr. S says.

* Grammatical completion - These incomplete sentences are given orally.
1. Mr. S says that when he hears music he likes to (sing.)
2. Mr. S. has a special chair where he likes to (sit.)
3. One day, I saw Mr. S in the chair. I said, "Mr. S, how long have you been (sitting.)"
4. He said, "For a very long time I have (sat) here.
5. Then he said, "I am looking with my eyes and what do you think I (see?)"

* Auditory discrimination -
  - see - seed
  - sing - sting
  - sent - spent
  - sofa - soapy
  - sour - shower
  - saw - salt
  - sand - sandy
  - soup - Sue
  - stove - stole
  - some - sun

Letter P:

* Sequencing ability - The teacher will say a sentence and then call on a child to repeat the sentence. The child who repeats the sentence correctly receives a pointy patch. At the end of the game the children may paste their pointy patches on a copy of Mr. P, or draw their own Mr. P to cover with patches.

* Grammatical completion - These incomplete sentences are given orally.
1. On his farm Mr. P has a pen. In his pen he will put a (pig.)
2. On his farm Mr. P has a stable. In his stable he will feed two (horses.)
3. On his farm Mr. P has a coop. In the coop he will keep lots of (chickens.)

4. On his ... a fold. In the fold he puts his little black (sheep.)

5. On his ... a kennel. In the kennel he keeps his three (dogs.)

* Auditory discrimination -

- pants - prance
- pole - pour
- peep - Pete
- pay - play
- pain - paint
- plow - power
- pie - pipe
- puppy - puffy
- peas - please
- pan - ban

Letter V:

* Sequencing ability - A sentence is given to a child to repeat.

If the sentence is repeated correctly, the child receives a picture of the item mentioned in the sentence.

1. "Violins are played with a bow."
2. "Violets bloom in the spring."
3. "The vase has violets in it."
4. "The van has a very loud motor."
5. "The valentine came from Victor."

* Grammatical completion - These incomplete sentences are given orally.

1. When the vests disappeared, the police said they (vanished.)
2. Beans, corn, and squash are all types of (vegetables.)
3. When you talk people hear your (voice.)
4. On election day Mr. V (voted.)
5. A house that is empty is (vacant.)
6. A bird that eats dead animals is a (vulture.)

7. A doctor who takes care of animals is a (veterinarian.)

* Auditory discrimination -

  fail - vale                      feign - vein
  volume - column                 volley - volume
  dishes - vicious                vagrant - fragrant
  vents - fence                   vibrate - vibrant
  vulture - culture               finger - vinegar

Letter Z:

* Sequencing ability - A sentence is given for a child to repeat.

  The child who repeats the sentence correctly receives a

  "zillion dollar bill". At the end of the game each bill can

  be redeemed for a prize.

1. Zero is a number that means one.

2. A striped animal that looks like a horse is a zebra.

3. Mork is a zany comedian.

4. The scissors cut a zig-zag line.

5. 132 animals live at the zoo.

6. Zwieback is a very hard piece of toast.

* Grammatic completion - These incomplete sentences are given orally.

1. The caterpillar has fuzz all over him. He is very (fuzzy.)

2. This caterpillar has the most fuzz. He is the (fuzziest.)

3. Spinning made Larry and Zeke dizzy. Zeke spun more and more. He was (dizzier.)

4. I hear the bee buzz. Now the bee is (buzzing.)
4. We put water in the freezer yesterday. Now it is *(frozen.)*

*Auditory discrimination -*

- zipper - slipper
- raise - razor
- lazy - laser
- dries - size
- zeal - seal
- sip - zip
- zone - home

- sizing - slicing
- seining - zany
- sizzling - drizzling
- wizard - gizzard
- zinc - sink
- sing - zing

*astericks identify the auditory skills that are integrated into the learning program.*
Appendix A.

Alphabet

A. Text


Social Studies and Science

A. Text


B. Materials

insect specimens, picture cards, ant farm, and an insect box for live insects.

Music

A. Text


B. Records

American Folk Songs for Children, Sung by Pete Seegar. Folkways Records & Service Corp., N.Y.

Our Dinosaur Friends for "the Early Years". Educational Materials Unlimited.

Do the Hokey Pokey & the Bunny Hop. Peter Pan Records.


Cock A Doodle Doo And Mother Goose Too. Telecast Marketing,

Minneapolis, Minn.
C. Instruments

rhythm instruments, autoharp, kalinya and recorder.

Literature

A. Books

The Emperor's New Clothes, Hans C. Anderson
Gregory, Robert Wright
Benjamin Budge and Parnaby Ball, E. P. Heide
Mother Goose, A Treasury of Best-Loved Rhymes, Illus. Tim and
Greg Hildebrandt
Too Much Noise. A. McGovern
Old MacDonald Had a Farm. pictures by Abner Grabhoff
Journey Cake Hol. Ruth Sawyer
Caps for Sale. Esphyr Slobodkina
Harry by the Sea. Gene Zion

Mathematics

A. Materials

Development of Number Readiness ages 4, 5, 6. Milton Bradley
geometric templates, kinesthetic numerals, and counters.

Art

A. Materials

construction paper, scissors, paste, crayons, paints, clay and chalk.