Annotated bibliography of materials available on auditory perception to aid the classroom teacher in the teaching of reading

Grace Bottoni

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AN ANNOTATED BIBLIOGRAPHY OF MATERIALS AVAILABLE ON AUDITORY PERCEPTION TO AID THE CLASSROOM TEACHER IN THE TEACHING OF READING

by

Mrs. Grace Bottoni

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION (READING SPECIALIST) AT CARDINAL STRITCH COLLEGE

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This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

Sister Marie Collette O.S.F.
(Adviser)

Date May 7, 1970
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CHAPTER I

THE PROBLEM

Introduction

For many years parents and educators have been concerned with the problem of reading. It has been asked time and time again, why are our children failing in reading?

If a normal child is not proficient in reading it is difficult for him to perform many simple everyday tasks associated with reading. Therefore becoming frustrated.

Many factors contribute to becoming a proficient reader one of them being auditory perception. Bond and Tinker, among many authors, suggest that the ability to hear sounds well is essential for learning to read well.¹

Statement of the Problem

Reading teachers are often lacking in time and facility for obtaining materials at the primary level on the teaching of auditory perception. The problem of this research, therefore, was to compile for the primary teacher of reading a current evaluated bibliography of materials available,

Scope and Limitations

This research was limited to reading games, audio-visual materials, and workbooks that are independent of the basal readers, at the primary grade level. Materials published after 1965 were evaluated, except for some materials of special value published prior to this date. Economy and general teaching background without additional teacher training were taken into consideration in determination of feasible material. Although effort was made to cover all materials after 1965, it is possible that some materials have been omitted.

Plan of Search

The method used for this research was to analyze and evaluate auditory perception skills presented in materials at the primary grade level. Workbooks, reading games, and audio-visual aids were critically evaluated. These evaluations were summarized in bibliography form.
CHAPTER II

REVIEW OF RECENT LITERATURE

History

Interest in problems related to perception dates back to the early part of the century. Many reading specialists have argued that auditory perception skills are related to success in reading. Oftentimes the statement is made that for a child to profit from phonic instruction he must have the ability to discriminate the sounds that are heard.¹

To attempt to teach numerous phonic generalizations in the absence of auditory discrimination equal to the learning task is not only inadvisable from the standpoint of learning but is detrimental to the learner.²

Research has focused its attention in recent years at establishing a relationship between reading and perception. An underlying assumption of this research is that every individual possesses a perceptual mechanism that is functioning independently of intellectual ability. Therefore, perceptual difficulty could account for many learning and reading problems.³

²Ibid. p.1.
Perception has been classified by Travers who suggests:

1. Information contained in a perceptual field.
2. Information that is selected from a perceptual field and stored.
3. Information that is selected from a perceptual field and hooked up with previously stored information.4

**Perception**

Many studies are concerned with the child with a perception problem. It is often asked "What is perception?"

Strauss and Lehtinen define it as follows:

Perception can be considered an activity of the mind intermediate between sensation and thought. It is the mental process which gives particular meaning and significance to a given sensation and therefore acts as the preliminary to thinking. It is the means by which the individual organizes and comes to understand the phenomena which constantly impinge upon him.5

Perception defined by Cleland is as follows:

Perception in its most limited sense refers to an awareness of external objects, a situation, an event, a relationship, etc., as a result of sensory stimulation.6

Improving word perception involves at least three different acts. Cleland outlines these acts as follows:

1. Improving visual skills so that they can readily

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attend to and efficiently discern the visual signal.

2. Improving auditory skills so the child can attend to and efficiently discern the auditory signals.

3. Build a rich background of experiences (perceptual-conceptual development) so that appropriate percepts and concepts may be evoked and associated with these visual or auditory signals.7

It can be said about perception that it develops from the simple to the complicated. It is understandable that these powers differ from individual to individual. Therefore, no two people possess, obtain, or develop perceptual abilities at the same rate.8

Auditory Perception

Wiseman defines auditory reception as follows:

Auditory reception is the ability to understand the meaning of material or stimuli that is heard. This definition would include a great variety of abilities ranging from discriminating noises to comprehending or interpreting ideas presented at a high conceptual level.9

One strategy is the variation in intensity of the auditorially presented stimuli, such as in shouting or

7Ibid. p.1.


whispering. There are five sub-areas that make up auditory reception. The writer has covered three of these sub-areas.

1. Auditory Discrimination of Gross Sounds: the ability to differentiate and identify sounds that are not words, such as a train whistle. Remedial activities for this sub-area include:
   a. identifying whether two sounds are the same or different (keys jingle and door slam)
   b. recognizing gross sounds (raise your hand when you hear a door slam)
   c. labeling sounds ("What makes that sound?" then jingle keys)
   d. contrasting gross sounds (distance: e.g., footsteps near and far; volume: singing loud and soft)

2. Auditory Discrimination of Vocal Sounds: the ability to differentiate and identify words and specific sounds in words. Remedial activities for this sub-area include:
   a. discriminating paired words on the basis of same and different (graduated difficulty: pin-cat; pin-pat; pin-pen)
   b. discriminating rhymed words (tell which one of four words doesn't rhyme: mop, top, fun, hop)
   c. discriminating words by initial sounds (one of four words doesn't begin like the others: e.g., boy, sit, bear, bed)
   d. recognizing specific sounds in words (does this word start with the "b" sound: boy? mat? bad? bear? man?)
   e. identifying initial sounds of words (what sound does this word start with: sit? mat? sing? man?)

3. Auditory Discrimination of Emotional Tone: the ability to determine the emotional content underlying spoken material.
   a. determining emotion from the English language (Hears story read on tape and must identify emotion. Stories convey happiness, sadness, anger, or fear, sadness, dog dies).¹⁰

Skills included in auditory perception are: auditory acuity or keenness of hearing and auditory discrimination or

¹⁰Ibid. p.2.
the ability to make fine discriminations between sounds of
close frequency or different quality. Auditory perception
itself refers to an awareness that certain sounds are similar.
Auditory memory span is the ability of the individual to
reproduce a series of sounds. Auditory organization refers
to the ability to organize oral signals into meaningful
patterns.\textsuperscript{11}

**Auditory Perception and Reading**

As early as 1922, Gary and others recognized the effects
of auditory limitations on reading. They concluded that some
children are unable to hear, so they must be taught by
methods that would be suitable for deaf children. Children
who hear indistinctly often fail in reading because they
are not correctly seated so as to hear words clearly. Some
children lack auditory acuity whereby they are unable to
hear sounds; others may hear well but are unable to distin-
guish between sounds which are similar. These are said
to have difficulty in auditory discrimination. Others can
hear well and have no difficulty discriminating between
sounds but fail to remember the sounds. These children

\textsuperscript{11}D.L. Cleland, *Improving Word Perception*, Paper presented
at The National Council of Teachers of English Meeting
are said to have short auditory memory spans for sound.\textsuperscript{12}

Bond, quoted by Robinson, made audiomeric studies and found that the mean hearing loss of the good reader was 7.1 percent and the mean loss of the poor reader was 10.6 percent. The critical ratio of 2.6 indicated that the difference was significant.\textsuperscript{13} Gates considered hearing a major contribution to reading difficulties, and showed in studies that the teacher was often unaware of serious hearing deficiencies.\textsuperscript{14}

The role of auditory perception, in particular the two functions of auditory discrimination and auditory memory, is important to the success or failure in reading of children in a normal classroom.

Auditory training for children with slowly developing auditory discrimination and auditory memory, and sequencing along that modality has produced good results in some children and has failed to produce results in others. It was found that children with poor auditory discrimination who showed causally-related speech articulatory inaccuracy failed to improve in auditory discrimination with directed training. On the other hand children with inadequate auditory discrimination who had difficulty learning to read, with supposed

\textsuperscript{13} \textit{Ibid.}, p. 50.
\textsuperscript{14} \textit{Ibid.}, p. 50.
causal relationship, did improve in discrimination with training.\textsuperscript{15}

This auditory perceptual function is the ability to differentiate each sound of the language at its grossest level, for example, the ability to separate vowels from consonants, then vowels from other vowels, and finally, consonants from other consonants.\textsuperscript{16}

Vowel discrimination is accomplished by most children by the end of third-grade according to Charcot's concept of learning. The child with good intelligence but slow in the development of auditory discrimination would be thought of as a 'visile' child or 'tactile' in his learning.\textsuperscript{17}

Reading, like writing or speech or spelling, can not be considered the product of any single modality but rather a confluence of them all. The teacher and therapist whose unlikely task is to make every child literate must be ingenious enough to provide the materials necessary for such teaching. While teachers speak of education in the 'mass' sense, it is the individual child who must learn.\textsuperscript{18}


\textsuperscript{17}\textit{Ibid.} p.13.

\textsuperscript{18}\textit{Ibid.} p.15.
Studies of auditory discrimination indicate that there is a maturational factor related to the development of this ability. Myklebust suggests: that the full maturity of auditory ability occurs about seven years of age.¹⁹

Neville and Bucke reviewed several studies and reported the following:

1. Schiefelbusch and Linsay found second-grade children superior to first-grade children in discriminating initial sounds, rhymes, and final sounds.

2. Gradford concluded that the ability to discriminate speech sounds is a developmental process.

3. Wepman also finds that the discrimination process is a developmental skill.

4. Christine and Christine found that faulty auditory discrimination is a causative factor in both reading retardation and functional articulatory problems among children in the primary grades.

5. Using the Wepman Auditory Discrimination Test, Wilson concluded that brighter and older children are better in auditory discrimination than duller and younger children.

6. Clark and Richard suggest that preschool economically disadvantaged children exhibit significant deficiencies

¹⁹ Ibid., p. 15.
in auditory discrimination ability when compared to non-disadvantaged group.

7. Hutton and Weaver found that the meaning of a word as seen in familiarity, does affect recognition as well as auditory discrimination.

8. Budoff and Quinlan concluded that word pairs presented orally were learned sooner and more easily than the visually presented pairs.

The following conclusions were drawn from the forgoing studies and other studies examined by Neville and Bucke:

1. Lack of auditory ability may impede progress in reading and be a causative factor in reading disability.

2. Faulty auditory discrimination is a causative factor in functional articulatory problems among children in the primary grades.

3. Auditory abilities of sounds in various parts of a word are more related to spelling than recognition of sounds of whole words.

4. There is a correlation between auditory discrimination and intelligence with brighter children being better in auditory discrimination than duller children.

5. There is a developmental or maturational factor related to auditory discrimination skills.

6. There are no statistically significant differences in the sound discrimination ability of boys and girls.

7. Economically disadvantaged children exhibit more deficiencies in auditory discrimination ability than non-disadvantaged children.

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8. The meaning of a word does affect recognition as well as auditory discrimination.\textsuperscript{21}

**Wepman Auditory Discrimination Test**

A test used for discovering children with auditory difficulties is the Wepman Auditory Discrimination Test. This test consists of forty word pairs, equated for length and sound, they are selected and man-matched for familiarity from the Lorge Thorndike Teacher’s Workbok of 30,000 Words (1944). Only the ability to discriminate accurately between word pairs, some of which are the "same" and some of which are "different", are measured. A test-retest reliability of +.91 (N=109) was reported in the manual.\textsuperscript{22}

**Conclusion**

Studies done since the early 1930's have revealed that auditory perceptual abilities are related to success in beginning reading. The following conclusions can be stated about auditory perception:

1. Sound discrimination ability increases with age.
2. The rate of development of auditory discrimination and auditory memory vary in children.

\textsuperscript{21}Ibid. p.5.
\textsuperscript{22}Ibid. p.6.
3. Fruition in the development of auditory discrimination and auditory memory is not reached by some children until nine years.

4. Auditory measures are not in themselves predictors of success or failure in reading.

In addition to these conclusions Wepman found that whether children have a speech defect or not, those who have inadequate auditory discrimination are more likely to be poor readers than the total group.23

In view of these conclusions the writer of this paper considered auditory perception an important aspect of learning to read. Therefore, the writer of this paper has compiled a bibliography of material on auditory perception available for the classroom teacher to aid in the teaching of reading.

CHAPTER III

ANNOTATED BIBLIOGRAPHY

Introductory Statement

The objective of the present study was to compile for the classroom teacher to aid in the teaching of reading, an annotated bibliography of reading games, workbooks, worksheets, teacher materials and audio-visual aids that presented auditory perception skills.

The chapter is divided into three major headings: Reading Games, Workbooks and Worksheets, Teacher Materials and Audio-visual Aids.

Reading Games

All of the following Milton Bradley games have the same bibliography entry as the first game listed.


This is a readiness game. Each card in this game has a picture and picture-word with one or two letters missing. The missing part is either a consonant or consonant blend. The child has to supply the missing letters. Price $3.00.

Giant Consonant Poster Cards.

This is a readiness game that consists of thirty large cards showing consonants and consonant blends and words that include the consonant. Price $3.00.
Beginning Sounds.
This is a readiness game to be used with the flannel board. This game provides oral practice in recognizing similar beginning sounds. Price $2.50.

Giant Vowel Poster Cards.
A readiness game consisting of thirty large cards with familiar objects. The cards show vowels with the name of objects illustrated plus other words that contain that vowel. Price $3.00.

Phonetic Drill Cards.
This game consists of phonograms on cards. The card sections are hinged with combinations forming 15 words each. Price $2.00.

Phonetic Word Analyzer.
This is a drill device using interchangeable cardboard discs to build words phonetically. Price $2.25.

Phonetic Word Builder.
This game consists of common single consonants, consonant blends, speech consonants, vowel blends, double vowels and short and long vowel endings. No price given.

Phonetic Word Wheel.
A word building device that builds different words as it turns to combine initial sounds and word endings. Price $1.00.

Phonetic Quizmo.
This game develops the students phonetic capabilities. It is very good for group work. Price $2.00.

Pictures That Rhyme.
This is a game that is used with the flannel board. It develops the ability in recognizing rhyming words and in identifying objects. There are twenty-one sets of pictures with three pictures per set. Price $2.50.

Vowel-Links Poster Cards.
A readiness game that gives practice in identification of vowel sounds. The missing letters are either single or double vowels. The pupil must identify the missing part to pronounce the word correctly. Price $3.00.
All of the following Dolch games have the same bibliography entry as the first game listed.

Dolch, E.W. Ph.D. Consonant Lotto. Chicago, Illinois: CCM School Materials, Inc., 1969. This game teaches the first step in sounding, and learning to hear the consonants that begin most words. It can be used in grade one and up. Price $1.98.

Group Size Consonant Cards. This game consists of two cards for every consonant and digraph, one card for each blend. The cards cover the first three steps in the Dolch phonics program. Price $2.00.

Group Size Vowel Cards. There are two cards for all short and long vowels, digraphs, diphthongs, and other vowel combinations with consonants in this game. Price $2.00.

Group Sounding Game. This game provides an excellent complete course in phonics. Used for grades 3-8. Price $2.50.

Vowel Lotto. In this game children learn to think the vowel sounds. They must think and match sounds, for words are not given. Price $1.98.


All of the following Ideal games have the same bibliography entry as the first game listed.

Ideal. Objects That Rhyme. Appleton, Wisconsin: Valley School Suppliers, Inc., 1969-70. This is a readiness game that consists of twenty toy models of everyday objects that rhyme. Price $2.50.
Rhyming Pictures For Peg Board.
A readiness game consisting of thirty cards. The pupils select pictures that have rhyming names and objects and slip them on the peg set in the pegboard. Price $1.60.

Rhyming Puzzles.
This is a readiness game. There are three combinations to match: (1) picture to picture (2) word to picture (3) word to word. Price $1.60.

All of the following games by Kenworthy have the same bibliography entry as the first game listed.

This set contains twelve games. On the face of each card is 35 word endings and rules for pronunciation. For each card there are 84 assorted consonants and consonant blends with which to build words. Price $1.50.

Junior Phonic Rummy.
This is a matching game featuring 110 most frequently occurring short vowel words from widely-used first grade books. Price $1.50.

Phonics For Reading.
This is a kit combining the "Doghouse Game", "Phonetic Word Drill Cards", Set A and the Know-How Booklet", and "Teaching Phonics in the Home and in the Classroom" A description of the games can be found under their respectful title in the Kenworthy games. Price $3.75.

Phonic Rummy-5 Sets.
This consists of five excellent games of matching sounds of vowels and digraphs. Used for grades 1-5. Price $1.50 per set.

Phonic Word Blend Flip Charts.
A kit containing three sets of Phonetic Word Drill Cards. There are a total of thirty flip charts showing sixty different word families, and blending more than 800 words. Price $6.95.
Phonetic Word Drill Cards.
This game consists of three sets. Each set has ten basic chart cards, with a different word-ending on each side, making twenty word families per set. Price $2.50.

Picture-Phonic Cards.
This game illustrates the sound of every letter of the alphabet and also twelve digraphs. Price $2.75.

Say The Sound.
This game contains vowel, consonant, and regular digraphs, diphthongs and initial consonant blends. It is a good game for supplementing any auditory word-attack program. Price $1.60.

Word Blends.
This game has cards that present 144 words to stimulate interest and learning of blends. Price $.75.

Workbooks and Worksheets

Bishop, Margaret M. Phonics With Write and See. Appleton-Century-Crofts/New York: Meredith Corporation., 1968. There are three books in this series (A, B, C,) to supply the teacher with self-correcting supplementary exercise materials for the reading program in the classroom. These books can be used as a refresher unit on phonics, or for remediation with individual pupils. This series lets the child know immediately whether he is performing correctly or incorrectly.

Brake, Rachel G. Phonics Skilltext. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964. This is presented in a series of four books (A, B, C, D,) which give a complete, balanced program that trains pupils to recognize to pronounce, and to understand new words as they meet them. Book A emphasizes the consonant sounds. Book B reviews the content of Book A, then consonant blends, long and short vowel sounds, vowel sounds influenced by r and l. Diphthongs, and selected vowel digraphs are developed. Book C reviews books A and B then variant vowel sounds and dictionary skills are introduced. Book D recapitulates all principles developed in earlier books and develops them to greater depth.
This is a systematic and carefully structured program. It introduces basic word study skills at a faster pace than most traditional programs. It is characterized by massed practice on new skills, reinforcement, review, and diagnosis. The materials include pupil's text and an accompanying teacher's manual for each of seven levels. Also a series of recordings for each level which provide instruction for many lessons enabling the pupil to proceed without teacher guidance is included.

This is a series of five books that can be used with any basic reader program. Phonetic practice is maintained in a context of interest rather than by drill on isolated words.

Harris, Theodore L; Creekmore, Mildred; and Greenman, Margaret. *Phonetic Keys To Reading*. Oklahoma City: The Economy Company, 1967.  
This is an excellent primary reading series which builds skills, understandings, and attitudes necessary for early success and continued progress in reading development.

This is a very good workbook for the child in developing sound discrimination. It can be used for the Spirit or Liquid Duplicator. Price $3.50.

These are reprinted duplicating masters emphasizing ear and speech training. All most common sounds are introduced and lessons are based on nursery rhymes.

These are preprinted duplicating masters that introduce the most commonly used consonants.
Reprinted duplicating masters that contain initial and final consonants, short vowels, and one and two vowel rules.

A preprinted duplicating master that contains one and two vowel rules, vowel combinations, and soft and hard sounds of c and g.

This is a set of three workbooks used with the text­book Reading With Phonics. The activities are directed toward the matching of sound and sight for twenty-three of the forty-four elementary speech sounds, short vowels, consonant sounds, and consonant-vowel blends.

Teacher Materials and Audio-visual Aids

These are reading transparencies. There are twelve animated wheel transparencies with 72 illustrations. The students check the picture being projected and choose the word represented by the initial consonant, two or three letter blends, or long or short vowels. The teacher's manual is included. Price $60.00.

These are a series of colored filmstrips providing drill and review in the mechanics of reading and phonics.

This is a colored filmstrip that provides drill in word beginning clues. No price indicated.

These are a series of eight filmstrips to help the pupils develop a greater awareness of similar word endings and to help encourage better speech and language patterns.
All of the following Ideal entries have the same bibliography as the first one listed.

There are five charts to help the student relate sounds of consonant blends and digraphs to their symbols. The teachers manual is included. Price $2.50.

**Blends and Digraph Tapes.**
These include five dual track tapes with ten lessons in all. There are duplicator worksheets for each lesson. Price $30.00. Duplicator Workbook price $2.50.

**Blends and Digraphs Transparencies.**
These are the same as the charts listed above. It includes three transparencies. Price $9.00.

**Initial and Final Consonant Tapes.**
Included in this are ten dual track tapes with twenty lessons in all. There are duplicator worksheets for each lesson. Price $60.00. Duplicator workbook price $40.00.

**Initial and Final Consonant Transparencies.**
These include eleven initial consonant charts and four final consonant charts. The teachers manual is included. Price $9.00.

**Syllable Rule and Accent Clue Charts.**
These are made up of sixteen charts describing phonic and structural analysis skills. The manual is included. Price $9.00.

**Syllable Rule and Accent Clue Tapes.**
This includes eight dual track tapes with sixteen lessons in all. There are duplicator worksheets for each lesson. Price $48.00.

**Syllable Rule and Accent Clue Transparencies.**
These are the same as the charts listed above. It includes eight transparencies. Price $24.00. Duplicator workbook price $4.00.

**Vowel Charts.**
This is a set of ten vowel charts showing vowel pictures, symbols, and rules. The manual is included. Price $6.00. Duplicator workbook price $4.00.
Vowel Tapes.
These include ten dual track tapes of twenty lessons in all. There is a duplicator worksheet for each lesson. Price $60.00. Duplicator workbook price $4.00.

Vowel Transparencies.
These are the same as the charts listed above. There are five transparencies with a manual included. Price $15.00.

The student hears only the correct sounds clearly enunciated while watching the chart of phonic symbols. The student learns to break down words and how to build them up. The course consists of textbook, three long-play records, and a classroom chart containing the phonetic sounds. This is a step-by-step approach to teaching basic reading.

These are nine transparencies that cover all of the vowel rules. Price $47.00.

McAuliffe, Garth L. Decoding For Reading. New York: The Macmillan Co.
This is a record that is an effective, efficient remedial reading program that uses the student's audio-lingual ability to improve his reading ability. No price given.

Each card in this set has a large illustration of a letter on the front and inside the letter a phantom character which affixes the proper pronunciation. The back carries a story to be told by the teacher. Price $1.25.

This is a filmstrip dealing with hearing sounds for beginning reading. No price included.
Reading Readiness, Differences. Jamaica, New York: Eye Gate House, Inc., 1970. This is a filmstrip on differences in sounds. No price is included.


All of the following audio-visual aids by Rice have the same bibliography entry as the first one listed. The number of transparencies included in each set was not given.


Phonics Transparencies Grade 1. These transparencies cover beginning sounds. Price $5.00.

Phonics Transparencies Grade 2. The short a, i, and long e, and o, are covered in these transparencies. Price $5.00.

Phonics Transparencies Grade 3. Vowel rules, prefixes, suffixes, and plurals are covered in these transparencies. Price $5.00.
Phonics Transparencies Grade 4.
These transparencies cover the sounds of c, variant vowels, syllables, and accent. Price $5.00.

Phonics Transparencies Grade 5.
These transparencies contain consonant blends, word endings, syllabication, accent, prefixes, and suffixes. Price $5.00.

There are a total of 69 transparencies, and 23 overlays included. It is a two volume set. Price $90.00.

This is a systematic audio-visual program. There are six charts, three 10" records, and a teachers manual included. Topics include vowel sounds, digraphs, and diphthongs, beginning and ending consonants, consonant blends, and digraphs. Price $17.50.

There are two record albums with accompanying books, which consists of simplified phonics set to music. Album #1 includes songs and jingles for 15 consonant sounds plus "g", "w", and "y". Album costs $5.95. The book is $2.50. Album #2 has songs and jingles for "ch", "sh", "th", "wh", hard and soft "c" and "g" and long and short vowels. The album costs $5.95, and the book $2.50.

There are over 150 game situations to stimulate interest and concentration in reading development in this spiral bound book. Price $2.25.

Conclusion

Auditory perception is a vital part of reading. Through different media such as reading games, workbooks and worksheets,
teacher materials and audio-visual aids the classroom teacher can better aid the student expressing difficulty in auditory perception. There are a great variety of materials available for teaching auditory perception. It is hoped that this research was helpful to the classroom teacher in aiding her in the teaching of reading.
SELECTED BIBLIOGRAPHY


