Role of reading consultant in establishing an in-service training program for listening skills

Marian Carpenter

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ROLE OF READING CONSULTANT IN ESTABLISHING AN IN-SERVICE
TRAINING PROGRAM FOR LISTENING SKILLS

by

Sister Marian Carpenter, S.N.D. de N.

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

MILWAUKEE, WISCONSIN
1971
This research paper has been approved
for the Graduate Committee of the
Cardinal Stritch College by

Sister Marie Glatto, O.S.F.
(Advisor)

Date February 4, 1971
# TABLE OF CONTENTS

ACKNOWLEDGMENTS ....................................................... iii

Chapter

I. INTRODUCTION ....................................................... 1

   The Problem
   Statement of the Problem
   Limitation of the Problem
   Significance of the Problem

II. REVIEW OF LITERATURE IN LISTENING ......................... 4

   The Importance of Listening
   Relationship of Listening to Reading
   Factors Influencing Listening
   Physical Factors
   Psychological Factors
   Experiential Background

III. DESIGN OF THE IN-SERVICE PROGRAM ......................... 15

   Goals and Objectives of the Program
   Gaining Authoritative Support
   Teacher Involvement
   Activities of the Program

IV. EVALUATION OF THE PROGRAM ..................................... 23

   Number of Schools and Teachers Represented
   Responses of Teachers to the Day's Activities

V. SUMMARY AND CONCLUSIONS ........................................ 26

APPENDIX ........................................................................ 28

BIBLIOGRAPHY ............................................................. 37
Grateful acknowledgments are given to the members of my community for their interest, support and encouragement in the pursuit of this research paper. Gratitude is likewise extended to the members of the in-service day committee and to Sister Marie Colette, O.S.F. for their gracious assistance in this accomplishment.

The writer wishes to express her appreciation to the many publishers and their representatives who provided materials for demonstration at the in-service day.
CHAPTER I

INTRODUCTION

This is an era of change in which new and rapid adjustments are ever challenging education and educators. Without continuing in-service education, teacher knowledge and teacher performance soon become obsolete.¹

Harris says, "The in-service educational program is not only a tool of progress; it is also a symbol of faith in the improvability of the individual."²

Deep faith in teachers and in their improvement animates the Reading Consultant toward up-dating teachers of reading. In-service training will develop new ideas that will improve the skills and abilities of children.

Listening, a basic factor in reading, is rapidly becoming one of our newest and most intriguing educational frontiers.³ It is believed to have an important effect on the development of competency in reading, even though recent research is not in agree-


Before the invention of the printing press much information was obtained only from the spoken word. With the appearance of printed material, emphasis was placed upon reading, and listening was somewhat secondary. Listening has taken on new importance since the invention of radio and of television. It has always been an important factor in living, but never more important than today.¹

Statement of the Problem

The purpose of this paper was to design an in-service teacher education program in listening as a basic factor in reading.

Limitation of the Problem

This in-service program was limited to teachers of parochial elementary schools, grades one through eight, in the city of Hamilton, Ohio. A one-day program of activities with optional follow-up learning situations was planned to inspire teachers with new zeal in making the most of opportunities for improved teaching of listening skills.

Significance of the Problem

The Reading Consultant surveyed existing knowledge of listening as it pertains to reading instruction and provided ideas and suggested activities to strengthen the listening skills of pupils.
CHAPTER II

REVIEW OF LITERATURE IN LISTENING

The Importance of Listening

No generation since the invention of the printing press has so consistently depended upon the impetus of the spoken word for mass communication as the present one. With the advent of radio, a renewed interest in and need for listening skills was felt. The coming of motion pictures and television strengthened this interest and need until now millions of people daily watch and hear a continuous stream of programs.¹

Individuals listen to find out what to buy, where to buy, what entertainment to select, what is happening in the world, and who is saying what. People listen for vocational growth, better understanding of human relationships, and rely upon telephones, radios, and television for much of the news and most of the communication the world has ever known.²

As early as 1926, research had established that 70 per cent of the average adult's working day was spent in verbal communication, 45 per cent of which was spent in listening acts. Reading occupied only 16 per cent of the verbal communication time. In 1949, research showed that 57.5 per cent of the children's time spent in the elementary classroom was spent in listening. Recently, it

¹Gigous, Improving Listening Skills, p. 6.
²Ibid., p. 6.
has been estimated that about 90 per cent of class time in high
schools and colleges is spent in listening.¹

Not until the late nineteenth century was instruction in
listening attempted and this work was rudimentary. It was observ-
ed that the development of specific listening skills is prerequi-
site to children's later development of reading and writing skills.

**Relationship of Listening to Reading**

Since listening and reading are both decoding and receptive
forms of communication, a high, positive correlation has been found
to exist between them.² Until recently, little attention has been
given to improving listening ability of children, assuming that this
is a natural talent. Listening does not mean just hearing. It
means empathizing with the speaker, which is not always easy to do.
The vocabulary and skills in language structure are first learned
through listening. Without these early listening experiences, a
child would rarely learn to read. The teacher of reading must take
advantage of the child's early listening experiences to associate
the visual symbols with the sounds previously learned.³

Success in listening can lead to success in reading. Cer-
tain kinds of practice in listening enhance the pupil's growth in

¹Stanford E. Taylor, *Listening* (Washington: National Educa-

²Sharon L. Rose, *Listening Programs Evaluation Manual* (Hunt-
ington, New York: Educational Developmental Laboratories, Inc.,

certain types of reading. Listening can be used as an aid in diagnosing reading difficulties. If a child does not understand a selection he reads, but does understand it when it is read to him; obviously his trouble lies within the so-called mechanics of reading. If he does not understand when it is read to him, his trouble probably lies in meaning difficulties which he has not yet learned to handle even in oral language.¹

McKee states it thus, "Available evidence shows that once the ability to recognize printed symbols readily has been acquired, intermediate-grade pupils who do not understand the meaning of a given selection which they attempt to read, understand that selection no better when it is read to them."² Further McKee says that it has been clearly proved that a pupil's ability to understand what he attempts to read can be improved by giving him certain kinds of practice in listening.³

Dechant lists four other considerations concerning the relationship of listening to reading:

1. Listening provides the vocabulary and the sentence structure that serve as a foundation for reading. Reading success depends upon the child's aural-oral experience with words. In a very real sense the child reads with his ears, mentally pronouncing the words to himself.

2. Ability to listen to and provide an ending for a story is a good indicator of potential progress in reading.

³Ibid., p. 3.
3. Words easily read are those that have been heard and spoken.

4. Listening ability (if scores on a listening comprehension test are higher than the scores on a reading comprehension test) is an indicator of the pupil's potential ceiling in reading ability.¹

Listening and reading differ primarily in the manner an individual receives and recognizes words; they are alike because the individual brings to both the same experience background and uses many of the same thinking skills in each. In the primary and intermediate grades, listening abilities are more advanced than reading skills for pupils of average abilities. Children in this age range prefer to listen because it is easier for them. Reading requires perception of words as well as the exercise of thinking skills. As a result, listening usually makes possible better comprehension and retention than does reading. Listening and reading reach equivalence in both word recognition rate and comprehension during the early part of sixth grade. Not until the latter part of grade six or seven, does reading become the preferred means of communication in many learning situations. As the child matures, he usually prefers reading difficult content to listening to it. In reading, the student paces himself, can double-check and reread, and can pause and reflect when necessary. Listening is paced by a speaker, who usually presents ideas in a steady, relatively uninterrupted manner without returning to repeat difficult content. With each passing year, reading proficiency increases, and the com-

¹Emerald Dechant, Diagnosis and Remediation of Reading Disability (West Nyack, New York: Parker Publishing Co., Inc., 1968), p. 60.
plicity of the material to be learned likewise increases. These factors encourage an ever greater preference for reading.¹

The effectiveness and quality of listening are determined by several factors. Some of these factors may be physical, others may be psychological and still others may be experiential.

Physical Conditions

"The physical conditions within the listener can be factors partially determining the quality of listening."² Examples of physical disabilities that cause the attention to be superficial or flighty, include loss of hearing malnutrition and fatigue.³

Teachers realize that it takes a strong force to hold the mind still. It is very difficult to hold the attention long enough to impart new ideas and information. Learning is impossible without attention and concentration of the pupil. Therefore, to shut out everything but the problem at hand is one aim of all educational methods. Voluntary attention and concentration can be learned through sincere interest, effort and training.

To be learned, listening must be practiced. Good hearing ability does not insure good listening skills. No teacher who is unable to hold the attention of children can teach them to listen intelligently, because listening is a disciplined attention.⁴

¹Gigous, Improving Listening Skills, p. 9.
²Ibid., p. 9.
³Ibid., p. 9.
⁴Ibid., p. 8.
"At the same time the listener is attending, he is identifying and recognizing sounds. To do this, he will use auditory analysis, mental reorganization, meaning, or a combination of these."\(^1\)

Auditory discrimination is perhaps one of the most important factors of listening—the ability to hear sounds correctly that make up a word. When using auditory analysis, the listener is very conscious of the characteristics of the sound. He relies heavily on auditory discrimination when the spoken message is less meaningful or meaningless to him. He compares the sounds he hears with those that are familiar, usually noting likenesses and differences.\(^2\) A great deal of vocabulary skill and usage is gained through listening.

In using mental reorganization the listener uses a system that will aid retention. He may group words, recode them, or mentally rehearse a sound sequence to help him retain the material.

Words are also identified and recognized because of their meanings and uses. The extent to which meaning is associated is dependent first on the listener's experience and background and secondly on his ability to use aural context clues. "He must be able to 'listen between the words' and capitalize on the speaker's manner of delivery, noting his tone and the mood created, responding to his phrasing and emphasis on certain words, and realizing

\[^1\text{Taylor, Listening, p. 10.}\]
\[^2\text{Ibid., p. 10.}\]
the way in which the speaker organizes his ideas.\textsuperscript{1}

The physical conditions from without, or environmental conditions, can be responsible for creating a difficulty in listening. The teacher should be responsible for providing a classroom environment conducive to easy and uninterrupted listening, and in addition, help her pupils acquire a relaxed manner of working. When possible, the room temperature should be well-regulated. Distractions which may cause the mind to wander, noises in and out of the classroom, as well as voice tones, should be reasonably controlled by the teacher.\textsuperscript{2}

The alert teacher sees to it that children have visual as well as auditory contact with one another. He adjusts listening time to fit the child, since young children have short attention and memory spans. The teacher promotes the listening habit mostly by being a good listener himself and providing the proper psychological climate for listening. Duker gives four key principles which should guide classroom teachers:

A teacher must keep in mind that any listening activity in the classroom should be a pleasurable rather than a threatening experience. . . .

Secondly, daily class activities should be so planned that the amount of listening required of children is not overpoweringly and impossibly great. . . .

It is extremely important that listening in a classroom situation not be confined to listening by the children to the teacher. . . .

\textsuperscript{1}Ibid., p. 11.

\textsuperscript{2}Gigous, Improving Listening Skills, p. 9.
Lastly, classroom listening should be 'for' rather than 'at'.

"Good listening on the part of the teacher also begets good listening among the students."  

**Psychological Factors**

It is important for any teacher to have some understanding of the psychological factors in listening. It is through these factors that responsibilities in the teaching of listening are to be found.

The psychological listening factors involving attitudes and personality traits are difficult to handle. Gigous gives the following unfavorable traits that may adversely affect listening:

- Lack of sympathy for speaker, preoccupation with personal interests and problems, boredom, egocentricity, lack of interest in subject, narrow-mindedness, improper attitude toward the subject, toward the school, or toward the teacher.

On the other hand she also lists psychological factors that may be favorable to attentive listening:

- Previous experiences may have been pleasant, the subject may create a great curiosity simply by the way in which it is presented, there may be a great empathy between speaker and listener, or it may be just a 'good day' for everyone concerned.

---

The child's entire life is influenced by his ability to listen. Good listening habits make it possible for him to extend his knowledge, enjoy music, conversation and all of the fine arts. Discriminating listening makes it possible for him to select critically radio and television programs. Foundations for these listening skills must be fostered, if not laid, in the elementary schools.¹

Experiential Background

Another complicating factor in listening could be the experiential background. "Attitudes are the outgrowth of listening."² A lack of interest may be the result of meager experience or none at all in the area of reading. Unhappy experiences sometimes result in antagonistic attitudes, causing the experiential background to be a complicating psychological factor in listening.³

As the child's knowledge broadens through reading, his listening vocabulary tends to lay behind his needs. Hence, instruction is needed in elementary grades to build a large and meaningful vocabulary. "Continued unsatisfactory results in listening to and following directions can eventually lead to a psychological condition of 'nonlistening' attitudes brought about by unpleasant classroom experiences."⁴

¹Lucille Cypreansen, "Listening As a Skill," Childhood Education, XXXVII (February, 1961), 269.
²Gigous, Improving Listening Skills, p. 11.
³Ibid., p. 11.
⁴Ibid., p. 11.
However, successful carrying out of oral instructions, regardless of how simple, can help develop a healthy, positive attitude of classroom listening if there is proper rapport between the teacher and child. Even the smallest degree of success in carrying out directions can help overcome gloomy and fearful attitudes.¹

The first lessons in listening should begin while the child is still in the cradle. Cypreansen describes the situation well:

Infants with normal hearing respond to sounds; they are startled at disturbingly loud noises. Later, they coo with pleasure when Mother sings a lullaby. Finally a language develops as they respond to the speech of others, as they listen and learn of wonders of the world.²

Further in her article Cypreansen suggests ways in which a good mother will start early to teach the child to enjoy listening. She says, "Families who do things well together listen well together."³

Good listening habits are taught through example of the parents, first and then of teachers. Adults who talk, talk, talk, and who never take time to listen are quite likely to find that children will conveniently "turn off their ears." "Children should not be made to listen, but they should be taught that listening can be a pleasure and a worthwhile activity."⁴

The teacher can help the child to overcome poor listening

¹Gigous, Improving Listening Skills, p. 11.
²Cypreansen, "Listening As a Skill," p. 268.
³Ibid., p. 268.
⁴Ibid., p. 269.
habits by teaching him, on his level of understanding, the art of listening.

Basically, the learning gleaned from listening is not so much a matter of information as it is of understanding, of empathy, and of identification with another's feelings and his world. "It means tuning in on another person's emotional wavelength."¹ Teachers who know and use the magic words, "Tell me," invite the child to bring out all his feelings about that which is important to him. Bringing out a matter helps the child to achieve a sense of mastery over it.

Caldwell gives us these words: "Only as teachers come to identify deeply with the child's emotional world— not just his intellectual or academic life— can they truly understand his behavior and capacities."²

²Ibid., p. 34.
CHAPTER III

DESIGN OF THE IN-SERVICE PROGRAM

Goals and Objectives of the Program

"Since the rise of the medieval university, society has assumed that competence in any field is directly related to the training of the practitioner in that field."¹ This questionable assumption found root in the professions, especially in the field of education.

Broadly speaking, in-service education includes all professional activities that teachers engage in during their service. In-service work is designed to contribute new ideas, improved attitudes, and the knowledge of various techniques and materials for improving the skills and abilities of their students.

Simply stated, in-service programs are to achieve and maintain an adequate supply of good teachers who are constantly growing professionally.²

To help teachers understand the importance of listening as a basic factor in reading and to appreciate and make use of the many opportunities open to them for improving listening, a one-day

²Ibid., p. 9.
in-service program was conducted on October 23, 1970 at St. Joseph School, Hamilton, Ohio.

Every in-service program must begin with clearly defined goals and objectives. Duker lists ten goals of teaching listening skills in the elementary schools which were kept in view while planning the program:

First, and foremost, a good listener is one who not only knows how to listen but who actually does listen. . . .

Then, a good listener must be selective in his choice as what to listen to. . . .

Thirdly, a good listener is a skillful one who can identify the main ideas in what he is listening to. He must also be able to identify details and determine whether they are illustrative, essential, or irrelevant. . . .

A good listener is a critical listener. He is concerned about the speaker's purposes and motives and is not misled by catch phrases and emotionally loaded words. . . .

Seventh, a good listener is a retentive one. He remembers what he has heard and adds it to knowledge previously acquired. . . .

A good listener is also a curious listener. He constantly asks questions of himself as he listens. . . .

A good listener must be a reacting listener. He is more than a mere human blotter soaking up words as he listens to them. . . .

Tenth, and last, a good listener is a reflective and creative listener. He brings to bear on his listening not only what he already knows of the subject; not only his best thinking; his standards of reasoning; and his critical powers; but also his philosophy, his feelings, and his very way of life.¹

The following objectives were decided upon for the program:

- To provide an effective program of teacher motivation and reinforcement
- To improve the ability to listen in a variety of listening situations
- To provide techniques and materials for more effective teaching of listening and reading study skills

Gaining Authoritative Support

Public and local support for the in-service program was sought and obtained at the outset of the program. Letters were sent to the Diocesan Superintendent, the Diocesan Supervisor, the Diocesan Language Arts Coordinator and the pastor of St. Joseph Parish. Assistance was applied for from publishers of current materials in the field of listening.

Father Kenning, the superintendent of parochial schools, promptly sent his approval and blessing, provided that the Diocesan Supervisor and the Diocesan Language Arts Coordinator approved. Closely following Father Kenning's letter came letters of approval and support from Sister Estherine, C.P.P.S., the Diocesan Supervisor and Sister Mary Josephine D'Amico, S.N.D. de N., the Diocesan Language Arts Coordinator. Courteous, interested assistance was promised and given by most publishers contacted. The publishers contacted were Eye Gate, Inc.; International Reading Association; Holt, Rinehart and Winston; The Macmillan Company; Laidlaw

1Appendix A, p. 28.
2Appendix B, p. 29.
Teacher Involvement

Early in September, a flier announcing the in-service day was sent to all nine parochial schools in Hamilton, Ohio. Through this announcement, involvement of teachers from every school was sought. This resulted in a planning committee of eight members from four schools. A meeting was held on Wednesday, September 30th at 3:00 P.M. at St. Joseph School to discuss the program. The schedule for the day, the program itself, the lunch menu, and materials to be demonstrated were discussed and decided upon. Volunteers from the group offered their services for typing, making posters, signs, and the program cover, as well as hostessing for the day itself. The spirit was one of high interest and enthusiasm.

After the meeting, a final announcement, giving the schedule for the day and lunch reservation information was forwarded to all schools concerned.

About a week before the in-service day, the local newspaper published an article announcing the day and who was planning to attend.

1Appendix C, p. 30.
2Appendix D, p. 31.
3Appendix E, p. 32.
Activities of the Program

Besides the planning committee, six eighth grade girls from St. Joseph School welcomed the teachers to the in-service day on October 23rd. As teachers registered, a package of materials including the program was given to each.\footnote{Appendix F, p. 33.}

The first activity on the program was a lecture (with the aid of overhead transparencies) entitled "Listening Skills - A Basic Factor in Reading" given by this writer. The material contained in Chapter II of this paper formed the basis for the lecture. Besides the material here given, practical ideas for establishing standards and methods of developing listening skills were discussed as seen through the pages of IMPROVING LISTENING SKILLS by Gigous.\footnote{Gigous, Improving Listening Skills, pp. 13-30.}

The second major item of the day was a training program in listening for all present. The "Better Listening - Better Pay Off" (Miller Group Training Program in Listening) was given in its entirety, lasting about one hour. This program has been designed for junior high level and above. It is used in business, industry and in all professions. The purpose of the program is to improve listening efficiency. The program is built around a twenty-minute tape cassette which interestingly points out the need for improved listening efficiency, why we are poor listeners, and what we can do
to become better listeners. The program includes a thirty-one question test and answers, wallet cards which contain listening facts and a listening check list. Listening discussion cards with starters for discussion are also included. This program was researched, written and produced by Lucien Cohen and Associates, consulting psychologists, and The Behavioral Science Division of the Miller Group, Incorporated.

The afternoon was devoted to a demonstration and examination of materials currently available emphasizing listening skills. Materials were loaned for the day from the various companies. Following the general presentation, the teachers went to the interest group of their choice, Primary, Intermediate, Junior High, or Administration. Here the materials were examined more closely at their levels of interest and an exchange of ideas among teachers of reading concluded the day. Each teacher in attendance was asked to fill out an evaluation sheet before entering her discussion group.

The materials demonstrated were the following:

1. **Decoding for Reading**, self-teaching records for the under-achiever in Grades 4 - up. The Macmillan Company.

2. **Listening Progress Laboratory**, tapes for teaching listening skills, Grades 4 - up. Educational Progress Corporation.


4. **Think, Listen and Say**, records and filmstrips for Primary grades. Eye Gate, Incorporated.


Suggestion starters for the discussion period were available in each discussion room.

The package of materials given to each participant included the following reprints:

from Houghton Mifflin Company:

- "50 Ways to Raise Bookworms"
  - *Teaching Children to Read in the Intermediate Grades*, by Paul McKee
  - *Teaching Critical Reading in the Intermediate Grades*, by William K. Durr
  - *A Primer for Parents*, by Paul McKee
  - "Timely Topics in Reading - Listening" by Paul McKee
  - "Timely Topics in Reading - Teaching Pupils to Organize Reading Material in Outline Form" by Paul McKee
  - "Timely Topics in Reading - The Teaching of Reading in the Intermediate Grades" by Paul McKee
  - "Timely Topics in Reading - Effective Oral Reading in the Intermediate Grades" by Paul McKee
  - "Timely Topics in Reading - Visualizing" by Paul McKee

from Scott, Foresman and Company:

- *Meet a Dozen Demons - How many can you spell?*

1 Appendix G, p. 34.
The Five L's of Learning to Spell

- Ideas that help you freshen your classroom reading routine, and reinforce reading skills.

Literature describing the materials demonstrated from The Miller Group, Incorporated, Science Research Associates, Educational Progress Corporation, and Follett Corporation were also included in each package.

The Teachers' College Press gave written permission to reprint listening aids from their publication entitled Listening Aids Through the Grades.¹ Each teacher was given a copy of the reprint.

The Hamilton Journal News sent a photographer to the in-service program. A picture of the group and a short write-up of the program appeared in the local newspaper a few days later.²


²Appendix H, p. 35.
CHAPTER IV

EVALUATION OF THE PROGRAM

No in-service program is complete without provision for the constant evaluation of its effectiveness, and that effectiveness is determined by the changes that occur in teaching and learning. The area of in-service education is one of the most elusive insofar as having specific evidence of the efficiency and effectiveness of the program is concerned.  

Following is the formal evaluation of the in-service day on "Listening - a Basic Factor in Reading," held on October 23, 1970. Seventy-one teachers, grades one through eight, six administrators, and one Diocesan Supervisor attended the program. Teachers represented the following eight schools: St. Ann, St. Francis de Sales (Lebanon), St. Joseph, St. Mary, St. Peter in Chains, Queen of Peace, Sacred Heart (Fairfield), and St. Stephen. Sixty teachers completed the Evaluation. The results are tabulated below in Table 1.

The greatest number of "excellent" ratings was earned by statements 1 and 7, which dealt with the overall plan of the program and the interest-level of the program. Nearly as many respondents rated the organizational plan of the day as excellent. Statements 4 and 8, concerning practicality of the program and predictions for classroom outcomes

1Ira E. Aaron, Byron Callaway, and Arthur V. Olson, Conducting In-Service Programs in Reading, an IRA Service Bulletin (Newark, Delaware: International Reading Association, 1965), p. 20.

2Appendix I, p. 36.
# TABLE 1

**EVALUATION OF IN-SERVICE PROGRAM**

<table>
<thead>
<tr>
<th>Statements on Evaluation Sheet</th>
<th>Number of teachers rating each statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>1. Topic for the day was of interest to me.</td>
<td>22</td>
</tr>
<tr>
<td>2. Topic was valuable to my level of work.</td>
<td>12</td>
</tr>
<tr>
<td>3. Topic discussed was an urgent need in my work.</td>
<td>12</td>
</tr>
<tr>
<td>4. Practical ideas were discussed and suggestions for classroom application were offered.</td>
<td>9</td>
</tr>
<tr>
<td>5. Organizational plan of day was appropriate.</td>
<td>21</td>
</tr>
<tr>
<td>6. A variety of resources was made available for use in the program.</td>
<td>18</td>
</tr>
<tr>
<td>7. The overall plan of the program was defined clearly and was understood by participants.</td>
<td>22</td>
</tr>
<tr>
<td>8. Predictions for favorable outcomes in classroom instruction as a result of this in-service program are...</td>
<td>7</td>
</tr>
</tbody>
</table>
were rated excellent the least number of times. Teachers seemed to view favorable outcomes to coincide with the practicality of suggestions offered.

The greatest number of "poor" evaluations was given to statement 3, concerning the urgency of the topic. Approximately sixteen per cent of the respondents did not consider listening instruction to be a matter of prime concern. Five teachers did not respond to statement 3 at all. All this indicates a lack of awareness of teachers to the value of good listening and emphasizes the need for further teacher education in this field.

Forty-six of the sixty respondents rated item 6 excellent or very good. Hence the effort to familiarize teachers with current ideas and materials was termed successful.

Thirty-eight teachers concluded their evaluation with personal remarks. Seventeen were expressions of appreciation and gratitude. Ten remarks were criticisms regarding organizational details - length of day, writing facilities, need for variety of subject matter, and a desire for more group discussions. Four teachers considered in-service days a wasted time; seven gave further amplifications of their evaluations. The four who considered the day a wasted day were probably there because they were required to be--in fulfillment of in-service education day requirement of the school system.
The importance of good listening skills receives more and more attention these days. Research for the past thirty years has shown that children spend more time listening than in any other language arts activity. Research indicates that the need for listening increases as the child proceeds through school, and that specific training is highly desirable in developing good listening habits. Reading and listening are related language skills in that both are receptive skills, concerned with the intake or impression of ideas conveyed through language. The ability to listen has an important effect on the development of competency in reading. Readily recognizable reasons for poor listening fall into the categories of physical, psychological and experiential factors. Children living with many people in a small area, or being constantly bombarded with radio, television, or other noises, would become sonic wrecks if they did not develop the skill of masking out noises. The listening skill must be consciously fostered in the school. The alert teacher provides adequate listening environment as well as activities that will foster good listening.

To help today's teachers become more aware of the role of good listening in their own lives and its place in the classroom curriculum, an in-
service day on Listening was planned. This day was given on October 23, 1970 at St. Joseph School in Hamilton, Ohio. The Diocesan Superintendent and Supervisors gave their permission and support to the undertaking. Teachers of nine parochial schools were invited to participate in the program. Eight faculties accepted the invitation. Seventy-one persons attended the in-service day, entitled, "Listening - a Basic Factor in Reading." A lecture was given on the importance and place of listening in the curriculum; an in-service training program in listening for teachers was conducted through the courtesy of The Miller Group, Inc.; and a demonstration and discussion of current materials available concluded the day.

Sixty teachers responded to the evaluation. Results from the evaluation sheet showed interest in the topic of Listening and the need for its inclusion in the daily curriculum. Responses indicated a weakness in the practicality of ideas and suggestions for classroom application.

Conclusion

The main purpose of the day was to acquaint the teachers with the necessity of teaching listening and to make them aware of its relationship to the teaching of reading. Teachers became acquainted with current materials and ideas available to implement their teaching of listening. As a follow-up of this program, another in-service day, planned to make these ideas and materials really practical in the classroom would be well-accepted and pertinent. The next session would be more profitable if interest-level teachers would meet together for the day and discuss their particular problems. Hopefully, the teachers who attended the first in-service day would expand the ideas gleaned there at their own school faculty meetings.
June 30, 1970.

Dear

In partial fulfillment of the requirements for a Master's Degree in the field of Reading, I am doing a research paper in Listening as it pertains to Reading. An in-service training program for teachers is being planned in Listening as a basic factor in Reading.

I would like to invite all the teachers from the Hamilton Parochial Schools for the in-service day that I am planning. We would have it, with your approval on October 23, 1970, the day set aside on our calendar as an in-service day. I have not spoken to Father Schriever, our pastor, as yet, but I feel that he will permit it to be held in St. Joseph School.

Upon my return from Graduate study at Cardinal Stritch College in Milwaukee, I should like to talk further with you regarding my plans for the day. I will contact you in late August regarding an appointment. For now, I would just like your approval of the planned in-service day.

Hopefully and gratefully yours,

(signed)
Sister Marian Carpenter, S.N.D.deN.
Principal of St. Joseph School

P.S. Please send your reply to my summer address:

Cardinal Stritch College - Box 24
6801 N. Yates Rd.
Milwaukee, Wisconsin 53217
APPENDIX B

Letter Sent to Publishers

June 28, 1970.

Dear Sir:

In partial fulfillment of the requirements for a Master's Degree in the field of Reading, I am doing a research paper in Listening as it pertains to Reading. An in-service training program for teachers is being planned in Listening as a basic factor in Reading.

Do you have free or moderately priced materials on Listening or In-service Education in Reading that I could have? I am also interested in materials that can be suggested to teachers for use in the classroom. These will be demonstrated during an in-service day we hope to have in October, 1970.

Please send this information to my summer address: (This is the college at which I am doing my Graduate work.)

Sister Marian Carpenter, S.N.D.
Cardinal Stritch College - Box 24
6801 N. Yates Rd.
Milwaukee, Wisconsin 53217

Hopefully and gratefully yours,

(signed)
Sister Marian Carpenter, S.N.D.
Principal-St. Joseph School
Preliminary Announcement

ANNOUNCING AN IN-SERVICE DAY FOR ELEMENTARY TEACHERS

Friday, October 23, 1970

**Topic:** "Listening - a Basic Factor in Reading"

**Under the direction of:** Sister Marian Carpenter, S.N.D., Principal of St. Joseph School and graduate student of Cardinal Stritch College, Milwaukee, in the field of Reading

**To be held at:** St. Joseph School, Hamilton, Ohio 45011

**Who are invited:** All elementary teachers of the Hamilton Parochial Schools, with the approval of each principal

**Approved by:** The Archdiocesan School Office

**Committee needed:** One or more teachers from each school to help plan the in-service day, so that all faculties will be involved in this and in possible continuing days in each school. Committee will meet only once or twice before the in-service day. Please come! Your interest is needed.

**Schedule:** Schedule, length of the day, lunch, etc. will be decided upon by the committee and further information will be sent to you.

**Principals:** Please phone or write to Sister Marian Carpenter on or before September 17th, giving the name(s) of volunteer(s) who will help on the committee. School phone is 893-8151; Home phone is 892-2349.
APPENDIX D

Final Announcement

October 2, 1970.

Dear Principal and Teachers,

Final plans are here enclosed for the In-Service Day for all teachers of our elementary Parochial Schools of the Hamilton area. Teacher-aides and other interested persons are also welcome. The date is October 23, 1970. The schedule is as follows:

9:15 - 9:30  Registration
9:30 - 10:30  Lecture "Importance and Place of Listening Skills"
10:30 - 10:45  Coffee break
10:45 - 11:45  "Better Listening - Better Pay Off"
             (Miller Group Training Program in Listening)
12:00 - 1:00  Luncheon
1:00 - 2:30  Demonstration and examination of materials emphasizing Listening Skills
             Exchange of ideas among teachers of various levels
2:30  Evaluation and dismissal

Luncheon will be served in St. Joseph School Cafeteria. The price is $1.00 per person. Please send in or phone in your luncheon reservations not later than October 15th, 893-8151. Thank you. Make checks payable to Sister Marian Carpenter, S.N.D.

(signed)

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Luncheon reservation

Please reserve of places for the luncheon on October 23rd.
             (number)

School____________________________________Principal____________________________________
Teacher Workshop Set At St. Joseph

An in-service workshop, "Listening Skills — A Basic Factor in Reading," will be held for 78 Hamilton parochial school teachers from 9:15 a.m. until 2:30 p.m. Friday, at St. Joseph School, according to Sister Marian Carpenter, principal.

Schools to be represented include St. Joseph, St. Stephen-Queen of Peace, St. Mary, St. Peter, St. Ann, St. Francis de-Salles, Sacred Heart of Fairfield, and St. Peter and Paul, Reading.

Sister Estherine, diocese supervisor of elementary education, will be a guest at the workshop.

Registrations will begin at 9:15 a.m., and Sister Marian will give a lecture at 9:30 o'clock. A training program will be held at 10:45 o'clock, and lunch will be served in the St. Joseph School cafeteria at noon.

The afternoon will include demonstrations and exhibits of materials used in listening skills, and group discussions.
Program

IN-SERVICE DAY

9:15 - 9:30 Registration
9:30 - 9:40 Welcome and Introductions
9:40 - 10:30 "Listening Skills - A Basic Factor in Reading" - Sr. Marian Carpenter
10:30 - 10:45 Coffee Break
10:45 - 11:45 "Better Listening - Better Pay Off" (Miller Group Training Program in Listening)
12:00 - 1:00 Luncheon
1:00 - 2:30 Demonstration and examination of materials emphasizing listening skills
2:30 Evaluation and dismissal
Does anyone wish to hear, see, or examine more closely any materials just presented? Individually or in groups?

What series of readers are you using?

Do you like them? Why or why not?

Are you using a new or innovative approach to teaching reading? Share your experiences with it.

How are you meeting individual needs within your classroom?

What would you like future in-service days to deal with?
Sister Marian Carpenter, principal of St. Joseph School, is shown above addressing the 78 teachers from area Catholic schools, during a reading workshop held Friday at St. Joseph School. The teachers represented faculties of St. Ann, St. Stephen, St. Peter, Queen of Peace, St. Joseph, Fairfield Sacred Heart, St. Francis de Sales, Lebanon, St. Peter and St. Paul, Reading, Hamilton County.
APPENDIX I

Evaluation

(Please circle 1, 2, 3, or 4 for each item below and place in the box provided in the meeting room before you leave today.)

1 = excellent  
2 = very good  
3 = fair  
4 = poor

1. Topic for the day was of interest to me.  
2. Topic was valuable to my level of work.  
3. Topic discussed was an urgent need in my work.  
4. Practical ideas were discussed and suggestions for classroom application were offered.  
5. Organizational plan of the day was appropriate.  
6. A variety of resources was made available for use in the program.  
7. The overall plan of the program was defined clearly and was understood by participants.  
8. Predictions for favorable outcomes in classroom instruction as a result of this in-service program are...  

Personal comments about the in-service day:  

_________________________________________________________________________  

_________________________________________________________________________  

_________________________________________________________________________
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