Compilation and critical analysis of commercial materials stressing listening as related to comprehension on the basis of recent research

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A Compilation and Critical Analysis of Commercial Materials
Stressing Listening as Related to Comprehension on the
Basis of Recent Research

by
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[Signature]
(Adviser)

Date [Handwritten date]
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TABLE OF CONTENTS

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

LIST OF TABLES ........................................ v

CHAPTER

I. INTRODUCTION ........................................ 1
   Statement of the Problem
   Source of Data
   Procedure

II. REVIEW OF THE LITERATURE ......................... 3
   Importance of Modality
   Other Factors to Consider
   Summary

III. EVALUATION OF MATERIAL .......................... 15
   Co-Basal Material
   Supplemental Material
   Remedial Material
   Enrichment Material
   Literary Material
   Summary

IV. SUMMARY AND CONCLUSIONS ......................... 42
   Procedure
   Findings of the Study
   Conclusions and Implications

BIBLIOGRAPHY ........................................... 45

APPENDIX ............................................... 51
<table>
<thead>
<tr>
<th>Table</th>
<th>Characteristics</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Characteristics of Co-Basal Multisensory Reading Materials</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Characteristics of Supplemental Multisensory Reading Materials</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Characteristics of Remedial Multisensory Reading Materials</td>
<td>27</td>
</tr>
<tr>
<td>4.</td>
<td>Characteristics of Enrichment Multisensory Reading Materials</td>
<td>29</td>
</tr>
<tr>
<td>5.</td>
<td>Characteristics of Literary Multisensory Reading Materials</td>
<td>35</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Is listening important in the area of reading? Would the development of one skill facilitate dexterity in the other? An initial examination would indicate this to be true. Both are receptive communicative skills of high social utility. Both involve the same basic perceptual and mental processes. The end product of each is the reception of ideas from others and it would seem that the obtaining of ideas and information through listening is the foundation stone of visual reading. But would dexterity in one necessarily help create dexterity in the other? Is it reasonable to think that the two processes are based on common skills and therefore casual in disposition?

Statement of the Problem

Do the commercial materials presently available for grades two through four reflect the findings resulting from a critical analysis of the professional literature on listening as related to reading? Specific inquiries to aid in answering this question are: (1) What current research has been done in this area in the past ten year period? (2) What is the present state of knowledge governing the
interrelationships between reading and listening? (3) Are materials available from commercial companies which provide for the development of both of these skills?

Source of Data

Two major sources of data were used in this study: (1) a review of the professional literature during the last decade; (2) a compilation of commercial materials as obtained from publishers and through a screening of materials advertised in professional and general publications. This naturally limits the scope of the study, but should serve to secure a fairly good sampling of materials to develop listening.

Procedure

In making this critical survey and evaluation of materials the following four steps were followed:

1. A review of literature of the last decade in an effort to determine the status-quo of listening and reading comprehension.
2. The drawing of conclusions from this reading.
3. A collection of materials from publishers.
CHAPTER II

REVIEW OF THE LITERATURE

Nature of Comprehension

In examining the current literature and materials relevant to reading and listening comprehension, the importance of comprehension itself becomes evident, for this relationship serves as a basis for the reading materials published and used today. Henderson says:

Before turning at last to the topic question, it is necessary to mention the vigorous research activity by all groups--behaviorist, new-behaviorist and cognitivist--that has addressed itself to critical thinking, problem solving, discovery learning, and the like during the past decade.¹

He goes on to define a curriculum derived from the stimulus-response theory of learning which affects a certain kind of reading behavior positively:

Further, it is evident that this approach has lent itself to the mass production of teaching materials--machines, kits, self-service devices of all sorts--which have met the demands of an educational system faced with a population explosion and an egalitarian revolution.²

²Ibid, p. 94.
It is suggested by Helen Wardaeborg that we do not yet have working models of the comprehension process and need models based on learning theory and other rationale as well.

Perhaps...comprehension is not limited to nor is it even specific to reading. Comprehension may develop as the mind develops whether via listening, reading, or any other communication media.¹

Among those doing research in developing such a theory is Jack Holmes. Through a statistical analysis of reading skills he developed a theory which contends that reading is an audio-visual verbal-processing of skills sustained by substrata factors. His analysis shows much over-lapping of abilities thus stressing the importance and dependence of one factor upon another in reading.²

In assessing neglected areas of reading research, Clymer includes the following point:

Emphasis upon the aspect of decoding with a corresponding neglect of research in comprehension, Piaget and Guilford receive little attention, for example, in contrast to phonological research in word recognition, in the long run the psychology of thinking and the contribution of linguistics to our understanding of comprehension may be more important than what we are learning about decoding.³

¹Helen L. Wardeberg, "Con-Challenger," Current Issues in Reading, p. 168.


³Theodore Clymer, "How Good is Research in Reading," Current Issues in Reading, p. 4.
Root stresses the importance of all modalities in reading comprehension. He suggests that the skills of reading comprehension are dependent upon all the language arts and that we must provide time for listening, speaking, writing and reading instruction.¹

Importance of Modality

What type of modality is the most important in the process of reading? Is one more effective than another for learning or would the simultaneous use of two or more modalities be more effective? Balmuth examines this problem, particularly the auditory and visual modes. In tracing the literature from 1894 through the present time she concludes:

On the whole, examination of comparisons of single modalities among children indicates that the evidence leans somewhat in the direction of the greater effectiveness of the visual modality, although consensus has by no means been reached.²

Tinker agrees with her as to the importance of the auditory and visual modality but stresses the equal importance of both.

It is practically impossible to find any aspect of reading where either visual, auditory, or both kinds of perception are not involved to some degree. In other words, both are all important for the child learning to read and also for the adult in his reading. The


large number of research studies published each year on visual and auditory perception in reading emphasize the role of both vision and hearing. Also, an examination of the exhibits of reading materials at conventions will quickly show the importance of vision and hearing in the teaching of reading.

The nature of auditory and visual discrimination has been studied by Saith and Dechant. They feel that auditory and visual discrimination are closely related to initial success in learning to read and suggest that perceptual development appears a determinant of both skills. They further state:

Listening and reading involve the same mental process, both call for the reception of ideas from others; both are basic means of communication. Reading demands sight and comprehension; listening calls for hearing and comprehension. Essentially the spoken and the written word should result in the same meaning.

Durrell has found that by designing language comprehension tests which are the same for listening and by providing equated forms of the tests, it is possible to make direct raw score comparisons and to compute reading-listening ratios. Listening comprehension is superior to reading comprehension until sixth grade, when reading comprehension becomes superior to that of listening. He is in agreement with Tinker and McCullough who suggest that

1 Miles Tinker, Pro-Challenger, Ibid., p. 178.


listening comprehension tends to be superior to reading comprehension while children are mastering the mechanics of reading, but the sequence may be reversed as greater proficiency and maturity are reached.¹

Many studies such as the one by Dolan, conclude that the relationship between listening and reading is important. She conducted a three-year experiment in teaching reading with a basal system to a control group of 407 fourth grade children, and a modified linguistic system to an experimental group of 403 children. Three testing instruments were used: Large-Thorndike Non-Verbal Intelligence Test, Bond Clymer and Hoyt Silent Reading Diagnostic Tests, and the Gates Reading Survey. The conclusions were that boys and girls of the experimental group ranked higher in word recognition in isolation, in the use of context clues, in orientation abilities, and in greater word analysis skills and phonetic knowledge, than did the boys and girls of the control group.²

Fawcett studied the effectiveness of teaching listening skills to fourth, fifth, and sixth-grade students and at the same time investigated the relationship of such selected variables as reading, English, arithmetic, pupil


grades and mental ability to listening ability. This research encompassed a fourteen-week period following initial testing. It was found that direct instruction in listening significantly influenced the results of the post-test. It was also noted that listening ability was significantly related to other areas of the school, especially reading with the highest correlation between reading and listening.¹

A study was conducted by Lundsteen which involved twelve fifth and sixth grade classes randomly assigned to experimental and control groups. The purposes were to determine if children could be taught to listen critically and if the results of this teaching could be measured objectively. The experimental group received listening lessons extending over a period of nine weeks and the control group received the usual English curriculum. The end results were that (1) lessons were effective in improving listening abilities; (2) girls appeared to be better listeners than boys; and (3) critical listening scores of the sixth grade pupils surpassed significantly those of the fifth grade pupils. Two main implications of this study were the time needed for a more scientific and developmental approach to the teaching of critical listening, and the long-range

planning needed for extending instruction in listening through the elementary levels.¹

The concept that bimodal presentation and listening might facilitate information transfer and retention motivated a study by Orr among educable mentally retarded children. This research was part of a project by The American Institutes For Research. Subjects having recorded IQ's between 54 and 86, and a reading grade level of at least 2.0 with no major auditory or visual defects or known degenerative neurological diseases were randomly assigned to various treatment groups. The four groups consisted of: (1) a machine-audiovisual group which received a taped presentation and reading material; (2) a similar group which did not receive reading material; (3) a group receiving bimodal presentations with the audio portion supplied by the teacher reading; and (4) a control group.² He concluded:

Indeed, the persistent tendency for the means to favor the bimodal presentation groups, not only in the phase of the experimentation reported here, but in the instructional phases of this experiment not reported here, suggests strongly the need for further research with a less specialized and more generalizable population to determine the potential value of bimodal presentation for educational communication.³

²David B. Orr, "Retention in Educable Mentally Retarded Children of Material Presented by Simultaneous Reading and Listening", Korging Ahead in Reading, pp. 447-452.
³Ibid., p. 452
Other Factors to Consider

Although many studies conclude that listening and reading are important and a bimodal presentation would greatly facilitate the process of reading, there are current studies reflecting less enthusiasm and, in some cases, doubt as to the desirability of this concept. One such doubt was expressed by Devine in discussing the relationship of listening and reading:

It has long seemed apparent for many investigators that a relationship exists between listening and reading. These behaviors are related as each is concerned with the decoding half of the communication process and seem to be a complex of related skill components... However, recent studies did not completely support the assumption that listening and reading are related... correlations suggested that the tests may be measuring something else than, or in addition to, listening ability.1

An experiment to see if instruction in specific listening techniques would affect the development of reading skills and critical thinking was reported by Reddin. The three hundred eighty-one intermediate grade children were divided into experimental and control groups, the former receiving eight sets lessons in listening. The gains noted on the post-test indicated that instruction in listening skills were not effective in improving reading for main ideas and details with fourth-grade pupils but was effective in developing reading for details with sixth-grade students.

The difference between the experimental and control groups was highly significant at the sixth-grade level, marginally significant at the fifth-grade level, but insignificant at the fourth-grade level. It was suggested that fourth grade children need a different type of instruction or different materials for instruction.¹

Evans summarised four recent studies in this area and concluded that impaired auditory acuity, especially for higher pitched sounds, appears to be somewhat associated with retardation in reading. He feels there is enough evidence to warrant attention to auditory functions in remedial classes but that correlations between skills and achievement do not indicate causal relationships.²

It is important to remember that the correlations reported between various auditory skills and reading achievement do not indicate causal relationships. Future research of an experimental rather than correlational nature, however, may demonstrate that training in auditory discrimination or auditory-visual integration leads to improved reading. If so, a causal relationship would then seem likely.³

A study involving the acquisition of knowledge by utilization of listening and reading was conducted by Horowitz. The subjects were asked to listen to or read


³Ibid., p. 629.
passages from which excerpts were taken and then encode by writing or speaking that which was listened to or read. The results indicated that listening was more prone to distortions, listeners produced fewer omissions of relevant portions, and listeners included more extraneous material than readers. She concluded that listening seems more closely related to speaking, and reading seems more closely allied to writing.1

A comparative study was made to determine the relative effectiveness of the Experience Approach with the Traditional Method. The Experience Approach involved the integration of listening, speaking, writing, and reading. Fifty-four first grade teachers in San Diego County participated in this study and children from forty-one elementary schools were the subjects. The relative effectiveness of the two approaches were determined by pre and post-test instruments and instructional procedures were controlled through in-service training sessions both before and during the course of the investigation. Analysis of the results revealed that ten of the sub-tests favored the Traditional Method group, while five favored the Experience Approach group. It was concluded that the two methods of instruction are different in their effectiveness and, while instructional

attributes of one approach appear to favor certain sub-
groups, the attributes of the other approach seem to
favor other sub-groups.¹

During the three years of the CRAFT Project, the
staff of Harris explored the use of a variety of audio-visual
procedures in beginning reading. He concluded:

Our results indicate that for the teachers who had good
training in how to utilize this kind of equipment,
large amounts of time spent with such procedures were
beneficial to reading skills. However, for teachers
who had not been carefully trained in audio-visual
teaching, the worse the reading test results.²

He cautions districts to provide supervision and training
in the use of these materials.

Dykstra examined the relationships between pre-
reading measures of auditory discrimination and reading
achievement at the end of first grade. He concluded that
girls are superior to boys in auditory skills measured,
that they are also superior to boys in reading achievement,
and that test instruments vary in measuring the same ability,
thereby casting doubt as to reliability and validity. He
feels that there is a need for more experimental studies and

¹William N. Kendrick and Clayton L. Bennett, "A
Comparative Study of Two First-Grade Language Arts Programs,"
Reading Research Quarterly, Vol. 1, No. 1, (Fall, 1966),

²Albert J. Harris, "Key Factors In A Successful
Reading Program," Elementary English, XXXVI, No. 1,
(January, 1969), pp. 60-76.
that there is a need for a factor analysis of auditory discrimination measures.\(^1\)

Blake and Amato recount that listening is one of the oldest of the language arts but from a research standpoint, the youngest. The majority of research has been done during the past few years. They further conclude:

First of all, we need to know more about what we already know. Or, to say this another way, much has been learned about listening that has not been adequately and widely disseminated. As to the next area of needed research, evidence during the past few years has shown that a subject can be better learned if its structure has been determined. Although we have considerable knowledge about listening, our present research does not show us its structure, particularly as it relates to elementary school children.\(^2\)

**SUMMARY**

Comparatively few studies have been conducted in the area of reading comprehension. Although some studies center around listening as a separate activity, there is a definite trend toward bi-modality. The importance of visual and auditory perception to help develop comprehension is being stressed. Experimental studies have given emphasis to listening and reading as a bi-modal approach to this area of learning.

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CHAPTER III

EVALUATION OF MATERIAL

An influx of listening-reading media has come upon the market during the past few years. Some of these materials are multi-media types and others feature a record or tape "play-read along" approach. The idea of a completely new instructional media designed with listening and reading as its prime criteria, characterizes some of these materials. Others are more familiar materials which have been revised and now include provision for an auditory modality as well as the visual. Some can be purchased in single or small quantities while others are a complete laboratory program.

The following criteria were used by the writer in evaluating these materials:

1. Grade level
2. Subject area
3. Utility and possible uses of the materials
4. Type of material and included supplementary material
5. Comprehension skill stressed

In assembling this information into a concise and meaningful compilation, the writer found it helpful to categorize these materials into the following major divisions:

1. Co-basics materials including texts and workbooks.
2. Supplemental material to be used with a basal program.
3. Remedial types featuring high-interest and low-vocabulary literature.
4. Reading enrichment programs including incentive materials, choral-speaking types, listening and reading skills, and problem-solving stories.
5. Reading and listening materials of a literary nature designed for reading and the language arts program.

Co-Basal Materials

The first classification, co-basal materials and special characteristics, are listed in Table 1. These materials would provide for a systematic, series-type approach to reading and would be used in conjunction with a basal reader.

Among these publications is the, Invitation to Adventure Series,¹ published by Benefic Press. This features a linguistic-approach and could be used in a remedial reading situation as well due to its high-interest, low vocabulary nature. The reading level ranges from pre-primer through sixth grade, while the interest level ranges up through eighth grade. The stories are true to life and involve multi-ethnic groups. It includes a text, activity workbooks, involvement cards, and records.

Another publication, The Rheem Califone Audio Reader,² differs from the format of a reading series as it has complete reading level kits for first grade through sixth grade. It features tape reels with one lesson recorded in both directions to eliminate re-winding. There are story-cards and each lesson contains a vocabulary drill, oral reading drills, and comprehension quizzes. This company

¹Invitation to Adventure Series, Benefic Press, 1970.
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<th>Grade Level</th>
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<th>Film-Strip</th>
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also has a remedial reading program at grade levels one through eight arranged in kit form by specific reading levels and self contained within the levels specified. It contains tapes, textbooks, workbooks, teacher's manual and placement charts.

A well-known publisher produces *Stories of Today and Tales of Long Ago*¹ which is called a co-basal reading series although it extends from primer through book three and the inclusion of a workbook is not indicated. A high quality magnetic tape is available to accompany the primary books which is on a standard seven inch reel with a total playing time of one hour.

The sequential development of vocabulary and skills, typical of a basal series, combined with the qualities of individualized reading techniques, characterizes the materials of the *Listen-Look-Learn*² program, commonly called, "EDL Tapes". This is a systems approach to reading with interlocking, interdependent elements relating to the functioning of other parts of the program. It is self-pacing and uses a wide variety of material so that each child can use the learning modality most suitable for his own learning.

**Supplemental Material**

The second classification, supplementary materials

¹ *Stories of Today and Tales of Long Ago*, Laidlaw Brothers, 1968.

and special characteristics, are listed in Table 2. Materials which would extend and add to a basal program are included in this category.

Audio Reading Progress Laboratory\(^1\) is designed as a developmental reading program for grades one through eight with an audio approach which could be used as a supplement to and/or correlated with basal reading programs. It has four strands or common threads; phonetic and structural word analysis, comprehension, vocabulary, and study skills. Each laboratory includes audio instruction on tapes or cassettes, reading progress books in which children read passages and record their work with the passages and with the audio-diagnostic tests; evaluation tests, and a teacher's guide.

Among the companies which offer supplemental material to be used in conjunction with an established reading program is Benefic Press. Animal Adventure Series\(^2\), with a grade level ranging from pre-primer through grade two and an interest level ranging from grades one through four, offers enrichment for the gifted or stimulus to a child experiencing difficulty. It's theme would be of interest to most children. There are six books in the series plus a record narrated on two sides. The Burtnornut Bill Series,\(^3\) covers a similar interest and reading range and also has six books in a series with an

\(^1\)Audio Reading Progress, Audio Reading Progress Laboratory, 1969, Catalogue.


\(^3\)Burtnornut Bill Series, Benefic Press, 1969, Catalogue.
Table 2. Characteristics of Supplemental Multisensory Reading Materials

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<tr>
<td></td>
<td></td>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Vocabulary</td>
</tr>
<tr>
<td>Science Research</td>
<td>Reading Laboratory</td>
<td>1-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Increase Speed</td>
</tr>
<tr>
<td>Associates, Inc.</td>
<td>Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Word Attack Skills</td>
</tr>
<tr>
<td>Science Research</td>
<td>Reading Skill Program</td>
<td>4-6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Self-Facing</td>
</tr>
<tr>
<td>Associates, Inc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Basic Skills</td>
</tr>
</tbody>
</table>
accompanying record. This might have special appeal for boys as does their *Dan Frontier Series*.\(^1\) Social studies could be used with this and it includes five readers with a companion recording for each title. The reading level range of pre-primer through four, and interest level of pre-primer-two through seven lends it more utility.

The revised edition (1968) of *Reading Caravan*,\(^2\) a supplementary reading series, features a record for each of the books in that series ranging from primer through grade six. A series designed to motivate and enrich reading experience, develop listening skills and add to the appreciation of literature, also includes teaching suggestions with each record.

Another well known series, the *New Reading Skilltext Series*\(^3\) by Charles E. Merrill, offers the additional dimension of audio through the medium of tapes. This is a developmental reading skills program used as a part of a regular reading program. It ranges from kindergarten through grade six. A complete pupil's text and special comprehension test are included. The skills developed in this program include recall and reading, understanding ideas, organizing ideas, making judgments, and studying words. This company also publishes a

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series stressing phonics, *New Phonics Skilltext Series,* which also includes skill tapes.

The *Reading Laboratory Series,* referred to as "SRA," is a multilevel structure designed for grades one through twelve. This series includes power builders and listening skill-builders which steer comprehension, recall and a sense of time sequence, at the primary level. Up to this point the student listens as the teacher reads a story to them. The *Reading Skills Program,* grades four through six, is a series of twenty-four recordings designed to help develop and strengthen children's listening abilities. There is a recorded pre-test and post-test and the recordings are available in three formats; tape cassettes, open-reel tapes, and records.

A listening center approach has been utilized by Doubleday's, *Prime-O-Tex.* Designed for the kindergarten and primary child, as many as eight children can listen and read along at the same time using headphones connected by means of a standard junction box to either a record player or tape recorder. Three different self-contained units containing seventy-two books, a teacher's manual, nine tapes and nine records with two readings of a story interpretation is included.

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Imperial Primary Reading Program\(^1\) has a tape-centered supplemental program at both the primary and intermediate grade levels. It is designed for the individual or small group situation. Each lesson consists of a tape, student response book, and story cards at the more advanced grade levels. It is aimed at study skills, word attack skills and comprehension skills.

Listening materials are being developed by Reader’s Digest in their *New Reading Skill Builder Kits*,\(^2\) a series featuring a range of books designed to reinforce and extend basic reading skills. Tapes or records are available for level four, parts one and two.

A multimedia type material with the added dimension of movement is *Teaching Through Creative Movement*,\(^3\) It utilizes a learning sequence which is defined as audio, movement, and audio-visual. Two records, thirty-two reading books consisting of four sets with eight books in a set, a teacher’s manual, and class summary observation sheet, are included. The youngsters first listen to the record for thoughts and feelings expressed in the story. Following this, they engage in movement experiences to help them understand the printed page and actual events.

\(^1\)Imperial Primary Reading Program, Imperial International Learning Association, 1969, Catalogue.


Remedial Material

The third classification, remedial materials and
special characteristics are listed in Table 3. This material
would be designed to help prevent and to correct reading
disabilities.

Included in this category are materials stressing
books of low vocabulary and high interest which also include
the concept of auditory reinforcement. Among these are The
Checkerod Flap Series by Field Educational Publications, Inc.
These eight stories, with a reading level varying from grades
two through grade four and an interest level including grades
six through twelve, have a special appeal for boys as they
deal with a different variety of vehicle presented in a
different kind of competitive situation.

Inco, Incorporated, publishes an Eva Opener Series, which includes materials for students in grades six through
nine, who are reading below fourth grade level. Three read-
ing units containing ten exercises, an audio filmstrip, a
comprehension check sheet and story card, complete with tape
or record are included in this series.

In conjunction with Merrill's Mainstream Books the
company now includes a program with cassettes. Fine paper-

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1 The Checkerod Flap Series, Field Educational

2 Eva Opener Series, Inco Publishers, Inc., 1970,
    Catalogue.

3 Merrill's Mainstream Books, Charles E. Merrill, 1970,
    Catalogue.
Table 3. Characteristics of Remedial Multisensory Reading Materials

<table>
<thead>
<tr>
<th>Publisher or Supplier</th>
<th>Title</th>
<th>Grade Level</th>
<th>Tape or Record</th>
<th>Books</th>
<th>Filmstrip</th>
<th>Other Media</th>
<th>Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Educational Publications Inc.</td>
<td>The Checkered Flag Series</td>
<td>2-4, 6-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Low Vocabulary High Interest</td>
</tr>
<tr>
<td>Field Educational Publications Inc.</td>
<td>The Time Machine Series</td>
<td>K-3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Low Vocabulary High Interest</td>
</tr>
<tr>
<td>Imco, Incorporated Spoken Arts</td>
<td>Eye Opener Series D-5, D-6, D-7</td>
<td>4-9</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Low Vocabulary High Interest</td>
</tr>
<tr>
<td>Lerner, Inc.</td>
<td>Mr. Bumba</td>
<td>K-3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>Easy to Read</td>
</tr>
<tr>
<td>Charles E. Merrill</td>
<td>Mainstream Books and Cassettes</td>
<td>4-7</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>For Reluctant Reader</td>
</tr>
</tbody>
</table>


back anthologies which do not look like textbooks, cover a reading level extending from grades four through grade seven, with an interest range including grades seven through twelve. There are forty-eight sets of student response sheets which are used in conjunction with the tapes. Comprehension skills, vocabulary-building, writing practice, and literature appreciation are included in the series.

The Time Machine Series,\(^1\) by Field Educational Publications, and Mr. Bumba,\(^2\) by Lerner, Inc., appeal to a kindergarten through third grade student. Both are easy to read and are of a multi-media type which include books, records, and an additional visual aid.

**Enrichment Materials**

The fourth classification, reading enrichment materials, are listed in Table 4. Media aimed at providing an incentive to read and designed to interest the reader by providing a change of pace, are included in this category.

Various reading enrichment programs are available to further expand the reading program. Many companies are publishing reading incentive-type programs or those designed for enlarging on the child's background of experience. Two companies producing such multi-media materials are Filmstrip


\(^2\)Mr. Bumba, Lerner, Inc., 1969, Catalogue.
<table>
<thead>
<tr>
<th>Publisher or Supplier</th>
<th>Title</th>
<th>Grade Level</th>
<th>Tape or Record</th>
<th>Book</th>
<th>Flip-Strip</th>
<th>Other Media</th>
<th>Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowmar Reading Incentive Programs</td>
<td>Early Childhood Series</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>Reading Incentive Program</td>
</tr>
<tr>
<td>Bowmar Reading Incentive Program</td>
<td>Multi-media Reading Kits</td>
<td>3-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>High Interest Low Vocabulary</td>
</tr>
<tr>
<td>Coronet Films</td>
<td>Reading for Beginners Series</td>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Reading Incentive Program</td>
</tr>
<tr>
<td>Disney Films Inc.</td>
<td>Reading Readiness Communications</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Reading Incentive Program Skills kit</td>
</tr>
<tr>
<td>Education Activities Company</td>
<td>Teaching Children Values Through Unfinished Stories</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Cause and Effect Inference</td>
</tr>
<tr>
<td>Publisher or Supplier</td>
<td>Title</td>
<td>Grade Level</td>
<td>Tape or Record</td>
<td>Books</td>
<td>Filmstrip</td>
<td>Other Media</td>
<td>Utility</td>
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</tr>
<tr>
<td>Filmstrip House</td>
<td>Headstart in Reading</td>
<td>K-2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Reading Incentive</td>
</tr>
<tr>
<td>Lerner Books</td>
<td>Choral Speaking for Primary Grades</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Reading Incentive Series</td>
</tr>
<tr>
<td>Lerner Books</td>
<td>Medical Books for Children</td>
<td>2-9</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Reading Incentive Series</td>
</tr>
<tr>
<td>New Dimensions in Education</td>
<td>Dimensions 99</td>
<td>3-6</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Multi-media Science Based Approach to Reading</td>
</tr>
<tr>
<td>New Dimensions in Education</td>
<td>Breaking the Code</td>
<td>K-3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Decoding and Spelling Through Sound Clues</td>
</tr>
<tr>
<td>Publisher or Supplier</td>
<td>Title</td>
<td>Grade Level</td>
<td>Tape or Record</td>
<td>Books</td>
<td>Filmstrip</td>
<td>Other Media</td>
<td>Utility</td>
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</tr>
<tr>
<td>Scholastic Magazines</td>
<td>Scholastic Magazines</td>
<td>1-6</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Planned Sequence of Classroom Periodicals</td>
</tr>
<tr>
<td>Scholastic Magazines</td>
<td>Scholastic Record and Book Companion Series</td>
<td>1-3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Beginning Reading, Listening &amp; Reading Skills</td>
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<tr>
<td>Scott Foresman</td>
<td>Scott Foresman Talking Storybook Books</td>
<td>1-3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Collection of Storybooks - Recordings</td>
</tr>
</tbody>
</table>
House and Bowmar. The latter has two different series; an
Early Childhood Series\(^1\) and a series aimed at third grade
reading levels but with an elementary through high school
interest level. The former, Headstart in Reading,\(^2\) geared
for kindergarten through second grade children, stresses
phonics and comprehension. They include stripfilms, records,
and student participation materials.

Coronet Films has a Reading for Beginner's Series,\(^3\)
employing sound motion pictures and color filmlstrips. The
use of context clues is stressed.

Scott-Foresman publishes a collection of storybooks
each with its own recording to further stimulate and en-
courage youngsters in first through second grade. Entitled,
Talking Storybook Romes,\(^4\) the product stresses correspondence
between the spoken and written word. Aimed at the same grade
level, Disney has come out with the Reading Readiness/
Communications Skills Kit,\(^5\) which also features sight, sound
and print. It includes storybooks, records and filmlstrips.

\(^1\)Early Childhood Series, Bowmar Filmastr House,
1969, Catalogue.

\(^2\)Headstart in Reading, Filmastr House, 1969, Catalogue.

\(^3\)Reading for Beginner's Series, Coronet Films, 1969,
Catalogue.

\(^4\)Talking Storybook Romes, Scott-Foresman and Co.,

\(^5\)Reading Readiness/Communications Skills Kit, Disney
Scholastic Magazines offer a planned sequence of classroom periodicals for grades one through six coordinated with multi-media teaching aids. Wall charts, transparency master, and enrichment records are offered for use with the records. They also have the Scholastic Record and Book Companion Series,¹ which is for readers at a first through beginning third grade level. It stresses listening and reading skills through the utilization of recordings and their own paperback books.

A choral speaking type of enrichment program is being offered by Lerner, at both the primary and intermediate levels. Each unit has a book containing over 150 poems, and a record or tape set.²

Open-end or unfinished stories are now being offered through a media other than the textbook. A series entitled Teaching Children Values Through Unfinished Stories,³ features this problem solving technique. Included in the series are stories designed to teach values, safety, manners, and behavior. A cause and effect type comprehension skill is stressed. Albums may be selected with a record or as a tape set.

Enrichment-type reading materials are being marketed with a science connotation. Lerner Books have a series

¹Scholastic Record and Book Companion Series, Scholastic Supplementary Learning Materials for Elementary Schools K-8, 1969, Catalogue.
³Teaching Children Values Through Unfinished Stories, Education Activities Co., Inc., 1969, Catalogue.
entitled, *Medical Books for Children,*\(^1\) at a primary level. It is multi-media in character as is another science based approach to reading entitled *Dimension 99.*\(^2\) A supplementary program of large proportions, it features learner logs, story cards, wall murals, a puppet show, four records, and ten stories. A listen and read album contains eight additional stories to be used for remediation purposes. This also includes three filmstrips, project cards and a machine for programmed learning. This company offers a companion series called *Breaking the Code,*\(^3\) which is phonetically oriented.

**Literary Material**

The fifth classification, materials of a literary nature and special characteristics, are listed in Table 5. This would include well known literature and stories characterized by literary merit which could be used to embrace the entire language arts program.

One of these is, *Classic Fairy Tales,*\(^4\) offered by Encyclopedia Britannica Corporation. A sound filmstrip series which includes ten color filmstrips, ten records

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Table 5. Characteristics of Literary Multisensory Reading Materials

<table>
<thead>
<tr>
<th>Publisher or Supplier</th>
<th>Title</th>
<th>Grade Level</th>
<th>Tape or Record</th>
<th>Books</th>
<th>Filmstrip</th>
<th>Other Media</th>
<th>Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Educational Materials</td>
<td>Our Children's Heritage</td>
<td>K-5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Stories Grouped In Series of 6</td>
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<tr>
<td>Bailey Film Associates</td>
<td>Literature for Listening and Reading</td>
<td>1-6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Literature Well Known</td>
</tr>
<tr>
<td>Cooper Films and Records, Inc.</td>
<td>Children's Heritage Library</td>
<td>K-3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Paperbacks Traditional Stories</td>
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<tr>
<td>Educational Reading Service Inc.</td>
<td>Favorite Stories To Read and Hear</td>
<td>K-4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Good Literature</td>
</tr>
<tr>
<td>Encyclopedia Britannica</td>
<td>Classic Fairy Tales</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Integrated with Classroom Reader Series</td>
</tr>
<tr>
<td></td>
<td>Fairy Tales Magic Stories</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher or Supplier</td>
<td>Title</td>
<td>Grade Level</td>
<td>Tape or Record</td>
<td>Books</td>
<td>Film-Strip</td>
<td>Other Media</td>
<td>Utility</td>
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</tr>
<tr>
<td>Harper &amp; Row</td>
<td>The Creative Reading Program</td>
<td>K-3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Four Levels Well Known Authors</td>
</tr>
<tr>
<td>Lacie Spoken Arts</td>
<td>Recorded Treasures for The Young</td>
<td>3-8</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Audio-Book</td>
</tr>
<tr>
<td>Learning Arts</td>
<td>Golden Story Teller Series</td>
<td>Primary</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Good Literature</td>
</tr>
<tr>
<td>Lymburn Institute</td>
<td>The L. L. Reading Kit</td>
<td>K-6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Silent and Oral Types Imaginative</td>
</tr>
<tr>
<td>Troll Associates</td>
<td>Reading and Listening Adventures</td>
<td>K-4</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Good Literature</td>
</tr>
<tr>
<td>Publisher or Supplier</td>
<td>Title</td>
<td>Grade Level</td>
<td>Tape or Record</td>
<td>Books</td>
<td>Film-Strip</td>
<td>Other Media</td>
<td>Utility</td>
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</tr>
<tr>
<td>Troll Associates</td>
<td>A Treasury Of Classroom Poetry</td>
<td>K-6</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Anthology Of Poetry</td>
</tr>
</tbody>
</table>
with synchronized narration in a master field kit, it is integrated with their, Classroom Reader Series.¹ This series contains ten storybook readers of six copies each, thirty-five work-book type notebooks, and a teacher's guide. This company also produces, Fairy Tale Classic Stories,² which is similar in feeling. The accompanying classroom reading series is presently being prepared and will complete the integrated unit.

Favorite Stories to Read and Hear,³ is similar in its multi-media format. Designed for kindergarten through fourth grade, the complete unit contains eighteen books, thirty-eight records, four sound and six captioned filmstrips. It can be ordered as a complete unit, or ordered by five separate reading levels.

Our Children's Heritage,⁴ is based on a series ranging from kindergarten through fifth grade. It is designed to be used with, Read as You Listen,⁵ and contains forty-eight stories, grouped in series of six filmstrips, records, and a teacher's guide. A new program

¹Classroom Reading Series, Encyclopedia Britannica, 1969, Catalogue.
⁵Read as You Listen, Associated Educational Materials, 1969, Catalogue.
created to stimulate interest in reading and to familiarize children with a variety of books and stories, is being published by Harper and Row. Entitled, The Creative Reading Program, it is written on four grade levels, embracing kindergarten through grade four. Each level contains a total of forty-eight books, eight copies of six different books, by well known authors of children's books. Six full color filmstrips with two records of commentary are included.

Included in the anthology type of reading is, Reading and Listening Adventures, with an interest range of kindergarten through fourth grade. The stories are all time favorites. Another publication by the same company, A Treasury of Classroom Poetry, includes the works of famous authors. Both series use cassette tapes. Other literature packages planned for use in the classroom, library and listening centers with well known books and matching story records or tapes are, The Golden Story Teller Series and Literature for Listening and Reading.

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1 The Creative Reading Program, Harper and Row, Catalogue.
5 Literature for Listening and Reading, Bailey Film Association, 1969-70, Catalogue.
A reading or language arts enrichment medium with a different approach is the L J Reading Kit,\(^1\) by Lymburn Institute. It features background music and effects on a record which go along with a script to be read by children. All kits include a record book, and a teacher’s guide and script. The emphasis is upon listening skills coupled with reading and oral communication. It is designed for grade levels kindergarten through grade six.

**Summary**

There are many types of reading materials available today but they all share a common purpose. That purpose, is to use an avenue of communication best suited to the child’s learning needs and abilities. Acknowledgement is made that children do not all learn the same way and that they do not all learn best through the same modality. Hence, materials featuring a multi-media arrangement with provision for multi-sensory ways of learning, are becoming important.

There is increased emphasis upon the use of tapes and records to facilitate learning through an auditory mode. This is integrated with filstrips, books, and other types of printed material to provide for a visual approach to learning. Some of these materials are of a short term design finding their greatest utility within a given grade according to the goals of the teacher.

Others, are all over general systems extending to various grade levels and insuring sequential growth and development. But the end product of all is to better meet the needs of the individual child.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Procedure

This study was undertaken to determine the present state of knowledge governing the interrelationships between listening and reading comprehension and to determine whether the commercial materials presently available for grades two through four reflect these findings. In order to accomplish this purpose a review of the professional literature of the last decade was made by the writer and a compilation was made of commercial materials featuring a bi-modal or multi-sensory approach.

Findings of the Study

Numerous studies have been conducted in the area of listening and reading during the past ten year period. While some of the findings suggested that a bi-modal presentation would greater facilitate the process of reading, others reflected less enthusiasm and in some cases doubt as to the added value of this procedure. Some of the resulting deficiencies suggest a need for: (1) a factor analysis of auditory discrimination measures and a determination of its structure, (2) adequate and better
dissemination of what we already know, (3) supervision and training in the utilization of audio-visual equipment.

Little research has been done in the area of comprehension and it has been assessed as a neglected area of reading. Models of the comprehension process based on learning theory and structural elements of language have received attention.

An increasing amount of multisensory materials in reading are now being published. Some of these materials are of a laboratory type complete in themselves, while others find utility as an aid or enrichment to a program of a more traditional nature. These instructional aids may include other areas of the curriculum. Tapes, records, filmstrips, pictures, manipulative materials, asserted machines, art materials, progress records, and a wide range of reading materials are being utilized by publishing companies.

Conclusions and Implications

Much attention has been focused upon the needs of the individual child and the subsequent problem of how he learns best. Based upon the premise that there is a difference between hearing and listening, great activity has centered upon that theme with a resulting surge of curiosity and research exploring the nature and relationship of listening and reading. As comprehension is more
difficult to define, its complex nature has resisted the probing of investigators. Unresolved problems remain in both areas and these issues should encourage further research and study.

Favorable experimental results and spiraling enthusiasm in the area of listening and reading, have prompted and encouraged companies to design and publish materials in accord with this philosophy. As more materials are made available, there will be a greater need for knowledge in the use of audio-visual equipment, discrimination in the selection of materials, and diagnostic ability in identifying the needs of the child.
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Articles and Periodicals - Continued


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APPENDIX
Gentlemen:

A survey of materials which could be used to teach and reinforce listening skills is being undertaken by a teacher in the Brown Deer school system. Special concentration is being centered around materials suited to children in third grade. The materials will be computed as to type, utility, and publisher. The list could be made available not only to students at Cardinal Stritch College and the teachers in the School District of Brown Deer, but also to teachers in general.

This study, being done as a research paper leading to a Master of Arts degree, has special usefulness to all teachers. With the increasing emphasis on listening as a means of communication in life, there is a need for greater stress in this aspect of the language arts curriculum and in the school curriculum. Therefore, this should be of service to all teachers and, also, to you as materials become known to teachers.

We would greatly appreciate receiving copies of any materials you may publish which would be related directly or indirectly to the development of listening ability at this level. Since third grade children vary in ability, it would be possible to utilize material of second to fourth grade level.

Thank you for your cooperation. We will be glad to send you a compilation when completed if you desire this.

Sincerely,

Kenneth Delap, Principal