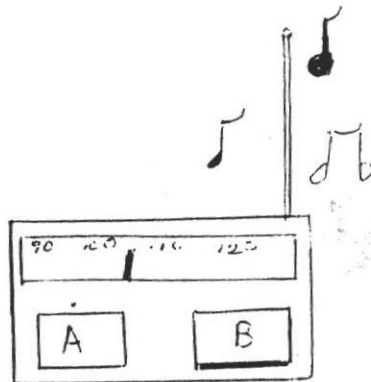


A six-week program using selected songs as a means of developing good listening skills with a group of ten Infant II pupils at Saint Joseph Primary School, Belize City



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Dedicated to my parents  
Mrs. Lucy Antunez and Mr. Victoriano Antunez

### Acknowledgement

I would like to express my appreciation to Mr. Leroy Green who advised me throughout the research process. Without his input this study would not have been possible. Thanks to all the other lecturers at Belize Teachers Training College who helped me in one way or the other.

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CHAPTER I  
INTRODUCTION

**Background of the study**

Considering listening as a subject or a skill that can and should be taught is a fairly recent development in education. Listening is of utmost importance since it plays an important role in the communication process. It serves as the medium that pulls and initiates the communication between individuals.

Listening is necessary both for classroom instruction and for effective communication among students and adults. Only through listening we are able to understand the meaning of spoken language and in return express thought.

Authorities who maintain that listening is a skill deserving to be taught, point out that listening is the major language art utilized by both children and adults. Paul Rankin (1926) stated "children spent 45% of their out-of-school time listening, compared to 30% in speaking." In contrast to what Paul Rankin stated in (1926), recent research points out that elementary school children spend over 50% of their classroom time listening rather than speaking or reading. They also stress that children do not

automatically learn the varied listening skills necessary for comprehension listening. This is showing that as the years pass, the percentage of time used for listening is increasing more than speaking. Children need to develop their listening skills from the very first day they start school. Children are deficient when it comes to listening and following instructions and as a result this affects their learning.

In Belize, there are some primary schools especially the infant classes, where teachers take for granted that children should learn the skill of listening by themselves. They think it is a waste of time to teach a lesson on such a skill. Those teachers who do teach it as a lesson to develop children's listening skills, do not teach it in a motivational manner like using selected songs, etc. They teach it rather just for the sake of teaching it because it is on their timetable. Since listening plays an important role in comprehension, they first have to develop children's listening skill.

The researcher strongly believes that action needs to be taken from now if teachers want the children to develop their listening skill fully, so as to better prepare them for Belize Junior Achievement Test (BJAT) exam and Belize National Selection Examination (BNSE) exams. They will be

able to give information, follow instructions and even follow directions in an accurate manner. In return teachers need to praise children for their effort and encourage children to be attentive listeners at school and at home.

Belizean teachers are faced with the task of imparting to children skills necessary to listen, which would lead them to comprehend. This however, is like the sinking of "Titanic" for teachers do not consider it important to train students in listening skills involved in attentive listening, directed, and reactive; but rather sink down the ship and forget it ever existed.

In attentive listening the children listen to specific information while in reactive listening the children listens to follow instructions. In directed listening children listens to comprehend.

Last year, the researcher's nephew was in Infant I and he was 5 years old going onto 6. Whenever the teacher tells him to tell his mother that she wants to speak to her, he would forget to tell his mother. This was constantly happening. One day the researcher decided to test him in his listening skills by reading a short story to him. But while doing so, the researcher noticed that he

was watching but not listening. The researcher waved her hand in front of him and he did not even blink his eyes. The researcher concluded that his listening skills must have not been developed fully. His mind seemed far away.

A similar situation occurred in class with a nine years old girl. She was following in her reading book but actually not listening. Her mind was far away. One day the parent of this child came at school to talk to the teacher, who was the researcher, and commented that the child is an idler and has a short time span in listening.

The researcher strongly believes that by using selected songs, children will be motivated in wanting to develop their listening skills which will help them later in their comprehension skills and for life.

#### **Identification of the Problem**

After conducting a survey of some teachers at three primary schools in Corozal Town, Orange Walk Town and Belize City to lend validity to what was stated in the background, this researcher realized that since the population of schools are increasing year after year teachers have more children in their classroom and cannot cope with all of them at the same time. The Infant



Division in Belize City, especially, is a good example of having classes with as much as (40) children in a class and even more. Listening skills are not fully developed due to overcrowdedness of the classrooms. In addition to this, in the northern districts they have Spanish as their mother tongue especially in the villages.

Teachers with no teaching experience are teaching Infant I. They have no idea about developing children's listening skills as part of their timetable or lesson. At San Pedro Government School in the Corozal District where this researcher taught for the past 4 years, children do not know how to follow instructions, give directions, information and especially when given dictation. In most cases children get frustrated when they cannot hear a word or move and give up easily by stop writing. This shows that children in that school especially at the lower level are not good listeners. There are even some Standard VI students that are very weak when it comes to listening and then actually writing what they heard on News Report. They are weak in following instructions when doing Learning Potential lessons or activities.

The teacher told the researcher last year that some of his students are weak in following instructions because their listening skills was probably not fully developed

when they were in the Infant Division or other classes. In Orange Walk Town and Belize City teachers concern was the same.

The researcher then decided to plan, implement and evaluate a six week program which has its goal to develop listening skills in a motivational way which is by using selected songs that children can enjoy and appreciate.

#### **Purpose of the study**

The purpose of this study is to design, implement and evaluate a six week program to improve children's listening skills with a group of Infant II pupils at Saint Joseph School in Belize City using selected songs. It is hoped that through this program the following goals will be achieved:

- (1) Develop good listening skills enabling children to complete given tasks.
- (2) Improve all subject areas when it comes to following instructions, giving information and giving directions.
- (3) Enabling children to become active listeners and participate actively in group work or in a holistic way.

### **Significance of the study**

With the implementation of this program, the researcher hopes that this research can be of great use by:

- (1) Teachers in the different primary schools in the country of Belize who face a similar problem in their classroom and by the entire educational system. Through this study the teachers will be able to use the activities used by this program to develop and improve pupils listening skills in the classroom. In addition to this, to be able to share these ideas with other teachers in the educational system who are not aware of such activities.
- (2) Any teacher who reads this paper the researcher hopes will be motivated by this research and convince them that by developing children's listening skills they will be developing a classroom with a rich environment of fun.
- (3) Principals and teachers could become aware of some of the potential listening deficiencies that may exist in their school and some of the possible means of addressing the problem.

(4) Also, it is hoped that it serves as a guide for other researchers doing further investigation or planning and developing a similar program.

(5) This research can also serve as a guide for the Education Development Center in collusion with the Ministry of Education when planning and developing language arts curriculums for the primary school.

**Definition of terms**

(1) Attentive listening - Listening keenly to specific information.

(2) Directed Listening - Listen with understanding.

(3) Reactive listening - Listening to follow specific information.

(4) E.D.C. Education Development Center

(5) BJAT Belize Junior Achievement Test

(6) BNSE Belize National Selection Examination

## CHAPTER II

### LITERATURE REVIEW

Many action research studies have been done to improve different reading skills of students. Teachers have tried many approaches to enhance students reading skills including the use of local stories, phonetic approach, cloze method, and folklore. Listening is a part of the language arts program but is not always considered as such. Some teachers teach it as literature, music, social studies, and/or music (Reneau, 1998). Some teachers treat listening as an ancillary skill that is taught as part of other reading and writing skills. Other teachers consider listening as being autonomous to the other language learning (Norton, 1985). But on a whole listening is not taught consistently by teachers in primary schools.

#### **What is listening?**

Listening is an important skill in communication. It is necessary for classroom instruction and for effective communication among students and adults (Norton, 1985). In oral communication someone must listen to the person sending the message in order to understand the message the way it is intended to be interpreted. The listener must

project himself into the mind of the speaker and attempt to understand not just what the speaker says but what he means (Shrope, 1970). So it takes two to communicate and exchange information. The listener must be aware of the speaker's needs just as the speaker must know how best to reach the listener.

The skills of listening are developed at an early age particularly in conversational situations. An example is when learning to talk and listening to family members. Psychologists say that listening is developed from before a baby is born by responding to sound in her mother's womb. Linguists argue that the first contact with language a child comes in contact with is through listening. (Rosado 1997). What are the listening skills? According to Norton (1985) listening involves a sequence of activities which are hearing, auditory perception, attention and concentration, and auditory comprehension. This highlights the point that listening is not only hearing as is presented later in this review.

### **Importance of Listening**

In school children spend a considerable amount of their time listening to the teacher and their colleagues. Brewster (1996) stated that a teacher spends 80% of his

time speaking in the classroom. Therefore the ability to listen is a skill that is necessary for the mere survival of a student much less to do well in school. At time students might hear the teacher but is not listening. The distinction is that when the student listens, he/she is attentive, and when he/she hears, he/she is not paying attention. In other words listening is more than just hearing. When the teacher gives instructions, information, correct error, praise, or discipline unruly behavior, she assumes that the students are listening attentively. This is listening demands on the pupils. Since there are many of these listening demands in a classroom, problems are likely to arise if children don't have listening skills.

Listening is an important skill for other subjects other than language arts and many applications outside of school. For example, to be a musician you need to be able to listen to notes, tunes, etc.; a telephone operator must listen keenly to the instructions of callers; sport players must listen to each other to succeed; and a hunter must listen to the movements of games. There are many more of these situations that demonstrate the importance of listening. A rapidly developing area in Belizean schools is the need for students whose first language is not English to be able to listen to teachers and others to

learn the language to become functional. Craig (1998) said if native speakers benefit from training in listening in their own language, just imagine how important it is to train developing bilingual to listen to English with understanding.

Experts estimate that students and adults learn about eighty-five percent of what they know by listening, but that they remember only about twenty percent of what they hear. This reinforces the great benefit to be realized from improving your listening skills (Shrope, 1970).

Listening is enhanced when the message is interesting. There are six strategies that can be employed by the teacher to develop the listening skills of the students. These include getting the general picture or the gist, predicting, extracting specific information, inferring opinion or attitude, work out meaning from context, and recognizing discourse patterns and markers (Norton, 1985). In preparing students for listening, the teacher must develop a supportive listening environment which could be achieved in the following ways: teachers can build up their pupils' confidence listening by emphasizing that they are not expected to understand or remember every word of a spoken message, teachers should make it explicit or clear the reasons for listening to something, teachers can become



aware of the common listening demands they make on their pupils, and teachers should encourage pupils to use 'intelligent guesswork', such as using their background knowledge or context clues, such as pictures, to make sense of what they hear.

### **Teaching Listening Skills**

There are some subtle techniques that can be employed by the teacher to enhance listening. She can seat the students close to the speaker and reduce the visual distraction of the environment. A specific activity cited by Reneau (1998) is the use of a sound box. She said that the teacher can place several objects that has a characteristic sound, as bell for ringing, ball for bouncing, whistle for blowing, etc. The teacher can use a screen to hide the objects, the teacher or a volunteer sound each object. The other students will listen carefully and identify the sounds. The researcher believes that these strategies are effective in developing listening skills because she has seen colleagues successfully using them.

There are a few studies done in Belize by primary school teachers to develop reading skills of students. Two of the most recent ones are discussed in this review.

Rosado (1997) implemented a six-week program to develop listening skills with a group of students at Chan Pine Ridge Government School in Orange Walk District and concluded that listening is essential and important in order to excel and to obtain optimal learning. Rosado recommended that the Curriculum Unit include a "Monitored Listening Program" in the Language Arts Curriculum Guide to ensure that the skill is taught and developed in students from an early stage in their life.

Reneau (1998) did a similar program after she observed a lack of listening skills in the students, which hindered their performance. The main purpose of her study was to help develop a positive attitude towards listening in its entirety using music and poetry. According to Reneau the program was successful because at the end of the program all the students exhibited a higher level of listening than at the beginning. She, therefore, recommended that teacher who experience similar problems could develop similar programs to suit their pupils and environment.

#### **Using Music to develop listening skills**

Songs, like music, is an excellent source for appreciative listening. A variety of songs and records are available for classroom use. The enjoyment of various

kinds of music is a highly individual matter. Students will not enjoy the same type of songs or music. Some songs and music are so vivid that they paint pictures just as literature paints picture with words (Norton, 1985). That is why the researcher endeavors to use songs to develop the listening skills of a group of her students.

## CHAPTER III

### RESEARCH METHODS

The researcher planned, designed, executed and evaluated an action research, which had as its objective to develop listening skills using selected songs. The research was conducted for six weeks. It was administered on January 18 to February 19, 1999 for three times a week, i.e., on Mondays, Wednesdays and Fridays, for thirty minutes to the ten students.

This program consisted of fifteen lessons involving activities on comprehension, grammar, music, physical education, science, social studies and other subject areas to enhance students' listening skills.

#### **Sample**

Sample groups for this program consisted of ten students ages six to nine (6-9) of an Infant II class at Saint Joseph School in Belize City. In order to protect the identity of each student in the sample, the researcher named each student as a subject and assigned a letter for their name. Students were chosen randomly from a population of thirty. The sample is made up of six male and four females; who are Creoles and Mestizos and whose first language is Creole and or Spanish.

## **Instrument**

The instrument used to collect the data for this study was a test used as the pre- and post-tests. The same test was used as pre- and post-tests to avoid the argument that the students did better on the post-test because the post-test was easier than the pre-test. The test was divided into three sections. Section I dealt with attentive listening which consists of listening to a short news report and answer questions related to the recording. Section II involved directed listening whereby children listen to a short story and answer each comprehension question by circling the correct letter for their answer. Section III involved reactive listening which included following directions and instructions.

The test was developed by the researcher using a table of specification and with guidance from her advisor. See Appendix A for a copy of the test.

## **Procedure for Data Collection**

After selecting randomly the ten students as sample group and pre-test was administered at the beginning of the program. The test was graded from a total of 20 points. A checklist of 20 points was used to record each subject scores. The checklist was divided into five sections which

includes sequencing, predicting outcomes, main idea, instructions and directions, and news. A checkmark was used by the researcher to show a point score. Checkmarks were scored and tallied on the checklist adding it to a total score. The researcher used the same procedure when recording the scores for each subject.

The researcher used a table and an attendance chart to show the difference of success between pre and post-test.

#### **How data were analyzed**

The data were analyzed at the end of the program after administering pre- and post-test scores. The scores were then placed on a checklist and tabulated to a total score to be placed on a table to show the difference of success between pre- and post-test. The researcher used a five-point increase in the y-axis of the graph, which meant that the difference of success was from five to twenty points to evaluate the program.

Data of pre and post-test was presented on a bar graph. This makes data of the program to be easily interpreted and analyzed by anyone.

A t-test was done to determine if there was any difference between the pre- and post-tests. The level of significance was set at .05.

## CHAPTER 4

### DESCRIPTION OF THE PROGRAMME

The following is a description of the program implemented to have improved the listening skill of the ten students in the study. The lessons are given individually but one plan in many instances was used for two class sessions.

#### Plan #1

**Topic:** (I) Long vowel sound

(II) Ten i.e., words

**Concepts:**

- 1) I and e are vowels
- 2) I and e have short sounds as in igloo and Eskimo.
- 3) I and e when joined together make the long i.e. sound e.g. mice and rice
- 4) i.e. can be found together as in lie, pie or separated by a consonant as in ice and bike

**Skills:** Decoding, listening, drawing, matching, and writing

**Time:**

- 1) Phonics - 30 minutes
- 2) Spelling - 30 minutes
- 3) Penmanship- 25 minutes

**Previous Knowledge:** Children know that I and e are vowels.

Children have spelt words with I and e.

Children have written words that

contain I and e in them.

**Objective:**1) Given a list of words children will be able to find them in a hidden word search getting at least 8 out of 10 correct.

2) Children will copy of list of 10 i.e. words in their exercise book forming the letters correctly while teacher supervises.

3) To learn the song "Father Abraham"

**Materials:** Flash cards with letters i and e; puzzle; pencil.

**Reference:** Basic Reading 3 Book 1

### Procedure

**Introduction:** Teacher asks a riddle. Have children come out with two words igloo and Eskimo. My house is made of ice and we have no mice to eat our wooly clothes. Who am I? and where do I live?

**Development:**1) Write words igloo and Eskimo on board. Ask them to identify first letter of each word.



- 2) Take out flash cards I and e, stick them on board and ask children to give other words that begin with I and e. e.g. ink, Indian, elf, egg.
- 2) Now repeat riddle but this time write words ice and mice and let them identify the difference.

- Objective:**
- 1) Given a puzzle with 10 i.e. words, children will be able to read, identify word in the puzzle and circle the i.e. words.
  - 2) Using the 10 i.e. words children will write a line of each words using the right strokes to form each letter.
  - 3) Join I and e together to give correct pronunciation and then elicit from children what other words have long i.e., sound and write the list on board.
  - 4) Now ask children if there is another word they hear that has i.e., but without the sound of another letter at the end. e.g. lie, fire, etc. Explain

this do not take a consonant in the middle but are read and written and spell with long i.e., sound.

5) Write words in Basic Reading for correct formation of words and list of spelling words.

- |          |          |
|----------|----------|
| 1) Bite  | 6) vine  |
| 2) Dries | 7) white |
| 3) Five  | 8) wife  |
| 4) Line  | 9) smile |
| 5) Pine  | 10) time |

6) Have children sing the song "Lord of the Dance"

**Conclusion:** Puzzle

- 1) give puzzle and have children search for given i.e. words.
- 2) Sing the song "Lord of the Dance".

**Evaluation:** I think the idea of setting out the lesson was good. But I need more apparatus and activities for children to be actively involved. For this reason some children felt bored and did not pay too much attention. But even so, almost all children learnt the sound of i.e. and can read words

with i.e. One thin that children liked a lot was finding the ie words in the puzzle. Next time I need to have children involved many times to avoid this disruptive behavior.

Plan #2

**Topic:** Main Characters

**Concept:** 1) Oral Reading permits a child to pronounce sounds to make a word and express themselves.

3) Some words in passage are i.e. words.

4) Characters are the persons, animals or objects who are in a story e.g. The Brave Little Tailor.

5) The main characters of the story 'The Brave Little Tailor' are: tailor, giant, king.

6) Sing the song "Lord's Army"

**Skills:** Analytical thinking, reading comparison

**Time:** 10:15 to 11:25 a.m.

**Previous Knowledge:** Children can read orally.

**Objective:** After listening to the story 'The brave little Tailor' children will listen when

music stops and list and give a sentence about a character of the story.

Sing the song "4 little habits"

**Materials:** Cassette, tape recorder, puppets, and card with sentence shop paper.

**Reference:** Storybook

### Procedure

**Introduction:** Children will find card with a sentence written on it. (Treasure Hunt) Those who found a card will read it loud to children. The rest of children must do what the sentence is indicating to them. If not need to give a joke.

**Development:**

- 1) Present short rhymes doing the actions.  
'Two little blackbirds', 'Georgie Porgie'
- 2) Ask whom are we talking about. Discuss and share charter.
- 3) Children will dramatize a story and name characters or role-plays it.
- 4) Children will listen to two pieces of music. Then identify main character (s) in each piece of music. (Songs

'Sandfly mek wa dance', 'Possum in di tree') Children can move to the rhythm while listening.

- 5) Children will sit by the learning centers at the back.
- 6) Teachers use puppets to tell the story 'The Brave Little Tailor'.
- 7) Children will identify the main characters of the story.
- 8) Children will draw main characters of the story and write a sentence about each one. E.g. The tailor was very brave.
- 9) Children read out their sentence about each character loud to the class.
- 10) Ask oral questions about the story. Children answer orally in complete sentences.
- 11) Sing the song.

**Conclusion:** 'Musical Arms'

A group of children stand at you left-hand side with left arm on hips and the other hand down. The other group will stand beside them, one without a partner. When the

music stops the one without a partner must name a character of the story and tell something about him/her.

**Evaluation:** Children were actively involved throughout the lesson. There was one child that didn't know what to draw. He looked totally lost. While the other children were working I explained to him and then he began doing his work. Some children were able to identify all main characters of the story and some not all. When playing the 'Musical Arms' game children made noises putting themselves in order to be ready to dance then name a character of the story. My development was not so interested rather boring since children looked totally lost. But I think I did achieve my objective.

Sing the song "4 little habits."

Plan #3

**Subject:** Language Arts (Phonics, Spelling, Penmanship)

**Topic:** (I) igh sound

**Concepts:**

- 1) i and e are vowels
- 2) i and e have short sounds as in igloo and eskimo.
- 3) When i comes before gh it has the sound of  $\bar{i}$  as in long vowel sound.  
eg. light, fight, might

**Skills:** spelling, singing, listening

**Time:** 1 hour and 15 minutes

- 1) Phonics - 30 minutes
- 2) Spelling - 30 minutes
- 3) Penmanship - 15 minutes

**Previous Knowledge:**

Children know that I and e are vowels.  
Children know that when i and e are joined together it has an  $\bar{i}$  sound.

- Objectives:**
- 1) Pupils will be able to identify and read igh words.
  - 2) Pupils will copy a list of 7 igh words in their exercise book forming the letters correctly while teacher supervises.
  - 3) Pupils will sing in intonation the song "I can't spell Hippopotamus"
  - 4) Pupils will listen keenly to the song "I can't spell Hippopotamus" for specific information, with understanding and to follow specific information.

**Materials:** tape recorder, cassette, flash cards, flip chart

**Reference:** Phonics Books  
1) To see ourselves  
2) A place for me

### Procedure

**Introduction:** Children will sing the song:  
"I can't spell Hippopotamus" to review the ie sound.

I I can spell pié - p-i-e  
I can spell lie - l-i-e  
I can spell die - d-i-e  
but I can't spell Hippopotamus.

II I can spell bike - b-i-k-e  
I can spell time - t-i-m-e  
I can spell line - l-i-n-e  
but I can't spell Hippopotamus.

Present the ie words of the song on flash cards.  
Children will read it.

- Development:**
- 1) Present words with igh on flash cards.  
eg. night, fight, right, tight, might, sight, light  
Children will read it. Teacher will explain that igh have the long vowel sound of i.
  - 2) Children will fill out missing letters (igh) from flip chart.
  - 3) Children will sing the song "I can't spell Hippopotamus with the igh words.
  - 4) Children will give oral sentences using the igh words.
  - 5) Children will read words with igh from flash cards and spell it out to a friend two times.
  - 6) Children form two large groups to play a spelling game. When their number is called the two children with the same number must write an igh word called by the teacher. The group with most points wins.



7) Children will write the 7 igh words in their exercise book

**Conclusion:**

Children form two large groups. A number is chosen by them. When their number is called they must dance around the chairs and when music is stopped the child that is not sitting must say, spell and write an igh word.

**Evaluation:**

Children were able to read and spell words with ie sound without any difficulty. Children when playing the spelling game got a little too excited and tend to made too much noise. I had them stop playing the game and reminded them about other classes beside. Afterwards the game continued. Some children got 4 to 7 corrects out of 7. Children enjoy listening to the song and dancing since they were very attentive to hear when the music will stop.

Plan #4

**Subject:** Music/Singing

**Topic:** Intonation, listening ("Skip to my Lou")

- Concepts:**
- 1) Warm up exercises help to prepare our voices for singing eg. breathe in, out, move neck side ways, rub jaws with hands.
  - 2) The song contains new words:
    - (i) shoo - is an expression used when chasing something.
    - (ii) butter milk - is the butter made from the milk.
    - (iii) darling - is a dear or loving friends.
  - 3) The name of the song is "Skip to my Lou" and it is a game song.

Words of the song are:

Flies, in the butter milk,  
Shoo fly shoo (3x)  
Skip to my Lou, my darling.  
Little red wagon, painted blue (3x)  
Skip to my Lou, my darling.
  - 4) The song is used to practice the skill of skipping and its meaning is what one does when flies are around us.
  - 5) The song can be sung with good intonation and develop children's attentive, directed and reactive listening skills.

**Skills:** skipping, singing, listening

**Time:** 25 minutes

**Previous Knowledge:** Children know how to prepare their voices for singing. They can also sing in scale. eg. do, re mi...

**Objectives:**

- 1) Pupils will be able to sing the song "Skip to my Lou" with good intonation.
- 2) Through music children will be able to develop their attentive, directed and reactive listening.

**Materials:** flip chart, cassette, tape recorder, flash cards

**Reference:** The Craft of Music Teaching page 236

#### Procedure

**Introduction:** Children will do warm up exercises when teacher calls them out. Children must be standing or sitting showing correct posture. Children will sing the scale do, re mi,...

**Development:**

- 1) Children will read the words of the song from flip chart. Present the words shoo, butter milk and darling on flash cards. Each word is defined by giving oral sentences using context clues.
- 2) Teacher will sing the song while observing children for listening skill.

- 3) Children will listen to the song while playing in tape recorder.
- 4) Teacher and children will sing together.
- 5) While children are singing their voices will be recorded.
- 6) Children will listen to their voices played on tape recorder for good intonation.
- 7) Discussion of the meaning of the song.

**Conclusion:**

All girls will form a group and all boys will form another group. Then children will take turns in their respective group to sing and skip while they sing the song with good intonation.

**Evaluation:**

Children enjoy singing the song "Skip to my Lou" especially when they had to skip. Girls first skipped and sang the song and then the boys. When I told them that the lesson is over because they have to write their home-work, they became very sad. I told them that tomorrow they will sing again and they became very anxious.

Plan #5

**Subject:** Physical Education

**Topic:** Jumping "Mix and Match Game"

- Concepts:**
- 1) Warm-up exercise prepare the body for more physical activities eg. run still, backwards/forward.
  - 2) Fitness development devotes time to develop fitness in ankles and arms muscles.
  - 3) Jumping means taking off with both feet and landing on both feet. The arms help with an upswing, and the movement of the body helps lift the weight along with the force of the feet.
  - 4) A game that involves jumping and listening is "Mix and Match."
  - 5) Cool down activity helps to release tension and bring the body to its normal state.
  - 6) Reactive listening is listening to follow specific information.

**Skills:** flexibility, balancing, skills in take off and landing, reactive listening

- Time:** 30 minutes
- Previous Knowledge:** Children know how to do running exercises.
- Objectives:** After playing the game "mix and Match" children will be able to:
- (i) perform correct posture and jumping motion.
  - (ii) listen to follow specific information.
- Materials:** playground, cassette, tape recorder
- References:**
- 1) Dynamic Physical Education page 198-199
  - 2) Play for the Health of It page 15-16
  - 3) About Games page 103

#### Procedure

- Introduction:** Warm-up exercises
- Children will form two rows at arms length. Teacher demonstrates to the children how to run still, backwards/forward. Children will observe and then follow.
- Development:** Main exercise
- 1) Children will observe the teacher as she demonstrates how to jump forward, side-wards, big jumps, little jumps. Then children will follow.

- 2) Teacher will show children how to jump.  
Have a practice exercise with children while standing by rows.
  - 1) Swing your arms forward as fast as possible.
  - 2) Bend your knees.
  - 3) On your toes.
  - 4) Land tightly with bent knees.
  - 5) Jump up and try to touch the ceiling.
- 3) Children will practice jumping.

**Conclusion:**

A line is established through the middle of the area. Half of the children are on one side and half on the other. There must be an odd person, the teacher or a child. The teacher put on the music for the children to move as directed on their side of the line. Children can jump, run, hop, etc. When the music stops, the children will run to the dividing line, and each reaches across to join hands with a child from the opposite group. Children may reach over but may not cross the line. The person left out is moved to the opposite side so that players left out come from alternating sides of the area.

Cool-down activity

- Breathe in, out
- Stretching legs while sitting

**Evaluation:** My Infant II class enjoys activities and exercises for Physical Education. I noticed that they like running. Children quickly stand in rows and were ready to perform the exercises. The girls only ran one time in a circle form. But the boys ran two times because they wanted to. Immediately after the running exercise children did a cool down activity of breathing in-out because they were breathless. I don't know if because they were tired they were too silent or because they are enjoying their P.E. So I had them sit in a circle form and sing for 2 to 3 minutes. Then I gave specific information and instructions for children to follow during the concluding activity. Children had to listen keenly to the music playing otherwise they lose.



## CHAPTER 5

### DATA PRESENTATION AND ANALYSIS

The pretest and posttest scores of the ten students in the program are shown in Table I. All the students showed great improvement in the posttest, which is attributed to the effectiveness of program. Two students, Subjects C and G, did not perform at the passing mark of 70% in the posttest but they did improved drastically over the pretest. Their differences in pre and post-test scores are 38 and 45, respectively. The researcher was pleased with this improvement in these students especially because these students were among the academically slowest children in the class.

**Table 1: Pretest and Posttest scores of students.**

Subject	Pretest	Posttest	Difference
A	23	75	52.00
B	48	70	22.00
C	25	63	38.00
D	45	83	38.00
E	73	90	17.00
F	58	70	12.00
G	20	65	45.00
H	78	89	11.00
I	10	75	65.00
J	60	85	25.00
Mean	44.00	76.50	32.50
Standard Deviation	23.57	9.76	18.08

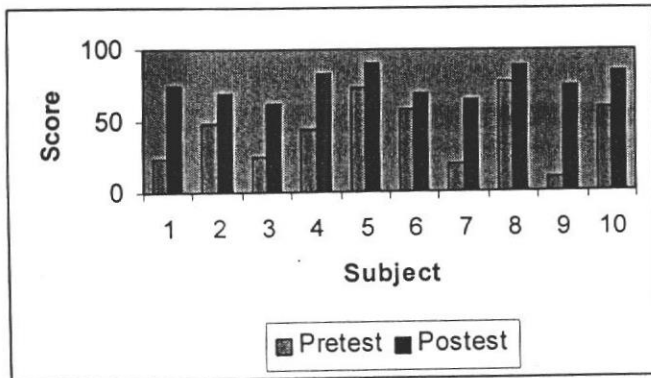
Subjects E, F, and H showed improved of less than 20 percent on the posttest over the pretest. Subject E posttest score improved by 17 points. This student got the highest score of 90 on the posttest. So even though this student did not show the greatest improvement in the group she was the most competent in listening at the end of the program. Subject F is a student who demonstrated great potential but was lazy and had a lackadaisical attitude towards his work. She was from a family that provides everything that he wants. This is a possible reason for her attitude towards school. Subject H performed well on the pretest so there was less room for her to have improved. She along with Subject E were the most competent in listening skills at the end of the program.

Subject I had the highest difference in pretest and posttest scores. She had a difference of 65. The student is one of the slowest in the class but one that has a positive attitude towards school. She tried hard and was totally involved in the activities of the program. It appeared that the activities were very interesting to this student.

As a whole, the class all improved by an average of 32.50% on the posttest over the pretest. The range of scores on the pretest was 10 - 78 and 63 - 90 for the

posttest. A graph that shows the improvement can be seen in Figure 1.

**Figure 1: Pretest and Posttest scores.**



The t-test was run using SPSS. The t-value is 5.65 and with nine degrees of freedom the p-value is less than .0001. This means that the probability that the difference (average of differences = 32.55) that is observed between the pre- and post-test is remotely by chance. This means that the researcher could contribute the difference to the effectiveness of the program.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

The researcher concludes that the program really helped the students to develop the listening competency that she wanted them to have acquired. This success could have been the result of the interest the students had in the songs used to develop the skills. The songs were local and they were relevant to students' experience.

A second conclusion of the researcher is that all the students improved their reading skills to the level that they can more effectively participate in classroom activities and other activities that require them to listen. This was evident in the posttest.

A third conclusion is that the program can be used by teachers who want to develop listening skills of their students. The literature made mention that listening skills should be developed from an early age and Shrope (1970) said that students learn about eight-five percent of what they know by listening. The literature also discusses other means of developing listening skills including using a sound box (Reneau, 1998).

## Recommendations

The researcher recommends the following as a result of the conclusions made from this research.

1. Teachers evaluate students listening skills on entrance to each class to determine the extent to which they need to develop student listening skill. From this assessment teachers will know if the students have the required level of competency in listening for their age, and consequently the teacher will be able to plan accordingly.
2. This program or similar ones can be used by teachers, educators, and education officers who are desirous of improving the listening skills of students.
3. The Ministry of Education can develop a listing of some effective means of teaching skills and make them available to teachers. The Ministry should use research done in Belize to generate this list.
4. Other researchers could try this method so that it can be validated and build upon. The researcher has found the approach to work but it

would be interesting to know under what condition  
it is effective and ineffective.

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Appendix A

Pretest and Posttest

Attentive listening  
(News Report)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

1. The Prime Minister of \_\_\_\_\_ came to Belize on Friday 15<sup>th</sup> January.
  - a. China
  - b. Taiwan
  - c. Chicago
2. Where did they go after leaving the airport?
  - a. Belmopan
  - b. Corozal
  - c. Belize City
3. Where did he go after leaving Belize?
  - a. Los Angeles, California
  - b. Taiwan
  - c. Mexico



## Directed Listening

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

The sun was going down. Ben helped his dad do the dishes. Then Ben helped him put the dishes away.

"What time is it?" Ben asked his dad again and again.

"It's not time yet," his dad said.

At last it was time to go.

"Oh, boy!" Ben said. He and his dad walked to the bus.

"I can't wait to get to the game!"

1. How did Ben feel about going to the game?

He was happy to be going.

He didn't want to go.

2. What time of day was it?

It was lunchtime.

It was nighttime.

3. How do you know what time of day it was?

The sun went down.

Ben helped his dad do the dishes.

4. A name for this story is \_\_\_\_\_

a. Ben and his dog.

b. Ben plays.

c. Ben and his dad go to a game

Pre-Test / Post-Test

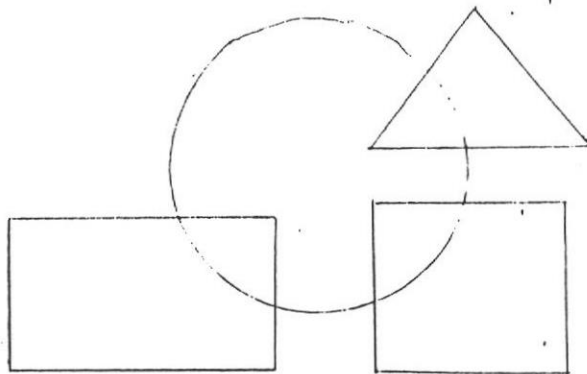
Reactive Listening

Following Instructions

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_



Attentive listening  
(News Report)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

1. The Prime Minister of \_\_\_\_\_ came to Belize on Friday 15<sup>th</sup> January.  
a. China  
b. Taiwan  
c. Chicago ✓
2. Where did they go after leaving the airport?  
a. Belmopan  
b. Corozal  
c. Belize City ✓
3. Where did he go after leaving Belize?  
a. Los Angeles, California ✓  
b. Taiwan  
c. Mexico

Attentive listening  
(News Report)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

1. The Prime Minister of \_\_\_\_\_ came to Belize on Friday 15<sup>th</sup> January.  
a. ~~China~~  
b. Taiwan  
c. Chicago
2. Where did they go after leaving the airport?  
a. Belmopan  
b. Corozal ✓  
c. Belize City
3. Where did he go after leaving Belize?  
a. Los Angeles, California  
b. Taiwan  
c. Mexico ✓

## Directed Listening

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

The sun was going down. Ben helped his dad do the dishes. Then Ben helped him put the dishes away.

"What time is it?" Ben asked his dad again and again.

"It's not time yet," his dad said.

At last it was time to go.

"Oh, boy!" Ben said: He and his dad walked to the bus.

"I can't wait to get to the game!"

1. How did Ben feel about going to the game?

He was happy to be going.  
 He didn't want to go.

2. What time of day was it?

It was lunchtime.  
 It was nighttime.

3. How do you know what time of day it was?

The sun went down.  
 Ben helped his dad do the dishes.

4. A name for this story is \_\_\_\_\_.

a. Ben and his dog.  
 b. Ben plays.  
 c. Ben and his dad go to a game

## Directed Listening

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

The sun was going down. Ben helped his dad do the dishes. Then Ben helped him put the dishes away.

"What time is it?" Ben asked his dad again and again.

"It's not time yet," his dad said.

At last it was time to go.

"Oh, boy!" Ben said. He and his dad walked to the bus.

"I can't wait to get to the game!"

1. How did Ben feel about going to the game?

He was happy to be going.  
 He didn't want to go.

2. What time of day was it?

It was lunchtime.

It was nighttime.

3. How do you know what time of day it was?

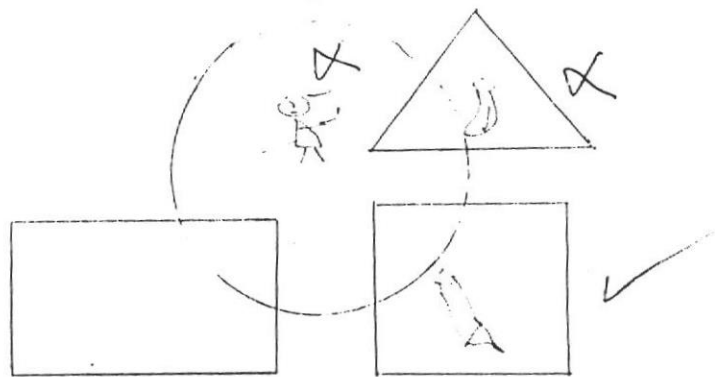
The sun went down.  
Ben helped his dad do the dishes.

4. A name for this story is \_\_\_\_\_

- a. Ben and his dog.  
 b. Ben plays.  
 c. Ben and his dad go to a game

Pre-Test / Post-Test  
Preactive Listening  
Following Instructions

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
School: \_\_\_\_\_



Pre-Test / Post-Test  
Preactive Listening  
Following Instructions

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
School: \_\_\_\_\_

