

JUN 02 1994

**THE INTERRELATIONSHIP BETWEEN LISTENING SKILLS
and
READING COMPREHENSION**

**AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF WESTERN CONNECTICUT STATE COLLEGE**

**IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE**

**by
Dorothy F. Ianantuoni
June 1970**

What critical skills should be taught to better prepare our children to assimilate the rapidly expanding body of knowledge which they will need to learn? The universal answer, reading, prompts a second question of how best to teach reading so that children may better understand what they read? One area of research has indicated that those people who have developed good listening skills are usually found to be among those with good reading skills.

Determining the possibility of a relationship between the specific teaching of listening skills and improvement in reading comprehension is the problem under investigation in this paper.

Listening qualifies as a skill basic to the growth and development of all other skills, and it is also one in which the child early masters the ability to deliberately not listen. Many teachers are especially concerned with this problem of efficient listening, not only because of their efforts to impart knowledge and to guide learning, but also because class time, for the pupil, is predominately spent in listening. The educational significance of listening has catapulted it to a place of importance on the educational frontier.

Instruments to measure listening ability are few, as is the amount of readily available material to help teachers

teach this subject. Lack of training in the teaching of listening skills constitutes an additional issue.

In spite of the problems plaguing those interested in promoting the teaching of listening, many pilot projects are underway. The conclusion of studies by authorities such as Sam Duker, Thomas Devine, Donald Bird, Shelia Schwartz and David Russell was that reading comprehension was significantly related to listening ability, as was the ability to use reference material.

This author's study adds another bit of evidence to the theory that listening is a skill which can be improved, and that there is a positive relationship between reading comprehension and effective listening.