

*What Do Children
Hear?
What Do Children
Understand?*

By Merle Tait



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What do children hear? :

what do children understand?

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STATEMENT

This thesis contains no material which has been submitted for examination in any other course or accepted for the award of any other degree or diploma in any university.

To the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text.

Merle Tait.

ABSTRACT

'What Do Children Hear? What Do Children Understand?' is a study of a prep grade of children and their interaction in a day-to-day classroom teaching-learning situation. It is a brief glimpse at the complexity that is a part of teaching children. Research studies show and acknowledge differences in children's development, that they learn and progress at different rates in different areas and their knowledge base at any particular time is as individual as the children themselves.

The children's responses to questioning about picture-free stories as part of whole grade participation, and the responses of a small group of ten children to retelling of the texts, show a diversity of answers and raise questions about why these children after listening to the same listening experiences responded in different ways and at different levels of understanding.

The teacher's role in the teaching-learning process is also varied, but in this study the aim was to show how the interaction by the teacher was necessary in clarifying any misunderstandings that had arisen through misconceptions of the text. The study was undertaken over eleven days by the classroom teacher in a setting that was familiar (the prep classroom) and as naturally as possible to avoid intimidating the children and therefore influencing their responses. Use of an audio tape and video camera was necessary to record the data and appeared to be accepted by the children who had been video taped prior to this study.

Children's responses to questions about each story over the eleven story sessions were recorded in grid form. The responses by the ten children who were invited to retell the stories was copied verbatim from the audio tapes.

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CHAPTER 1

INTRODUCTION

Assumptions are often made by parents, teachers and adults working with children, that when a child is spoken to the message being conveyed is heard and understood (Wolvin & Croakley, 1993). The speaker/listener relationship assumes that if one person speaks, then the listener hears and understands exactly the message conveyed. Although this is thought to happen, does it?

In the course of conversation in a school staff room, I have often heard comments from staff relating to the performance of their pupils relative to the activities of the day, “..... they didn’t listen to what I said”, when referring to an incident or lesson when children have not followed instructions which the teacher thought had been explained so painstakingly to them. The result is the activity was not carried out and completed as requested. We often respond to a child/children in these terms “.....you didn’t listen to what you were asked to do.....”. The implication is that the child/children are at fault because the instructions were not carried out as directed. Is this emphasis a valid interpretation? Was the instruction not fully understood? What is the responsibility of the speaker?

Parents are also heard to say “..... didn’t you hear me ask you to.....” when a child is asked to complete some job in the home. Or this familiar statement, “I had to repeat myself six times to get to do as he/she was told” or, “I asked them to and they only remembered to do the first/last thing I mentioned.” Again the emphasis is on the child being at fault for not listening, when in fact they did listen.

Comments like this appear to indicate that children are less than competent as listeners (Wray & Medwell, 1991). Or are they? When we consider research in the interrelated area, we find some explanations for poor listening ability and underdeveloped skills. In the following five chapters information will be provided that demonstrates the complexity of the simple statement “....he/she didn’t listen.....” and the inadequacy of the automatic conclusion that generally follows.

Chapter two will indicate how important listening skills are in the overall development of a child’s learning and that the skill of listening cannot be viewed in isolation from developmental patterns, the context of the listening situation and how the child was feeling on the day. It needs to be viewed as a competency in the greater picture of development which demonstrates how growth in one area, often nourishes growth in other areas. It will be observed that although prep*children in a particular classroom, all start school on the same day and are taught by the same teacher, the teacher must recognise and provide for their individual needs (Dembo, 1994; Kennedy, 1991). This chapter will conclude with the aims and the research question of this Minor Thesis.

* In this thesis, “prep” will be used to describe children in the first year at school in Victoria, aged between 5 and 6 years approximately.

Chapter three expands on these thoughts through a review of current literature and research which presents listening as a communication tool that does not function in isolation. Further it will expand on why, when, how, where and with whom the act of listening takes place and what listening means when related to young children. Cultural, social, physical and psychological factors all impinge on listening. Equally important are the characteristics of the person who is encoding the information to be decoded by the listener.

Chapter four will detail the methodology of the research and its progress over the eleven story-reading/ question sessions and how changes were made which reflected Action Research methodology; recognised by many educators as relevant to the non-static nature of educational research (Baird, 1987; Kemmis et al, 1982). It will describe:

1. The sample chosen for the research, including the random selection of ten children used to demonstrate and reflect the variety of language skills of prep children;
2. When and why the research took place;
3. The planning and materials used by the researcher;
4. Problems that were encountered during collection of the data, (why changes were made and how the program evolved) from grouping the children, to the questions asked, to the seating arrangements

Chapter five reveals the results of the study through analysis of the data collected from the children's answers to the same listening experiences and show:

1. The responses children in a prep. grade give to questions the teacher asks about picture-free stories which have just been read to them.
2. The use of teacher's questioning in helping children clarify their understanding of picture-free stories that are read to them (analysis of questions asked of the whole grade and the children's responses).
3. The diversity of responses which ten prep. grade children gave to the request that they retell picture-free stories which have been read to them by the teacher (using transcripts from the story retelling by ten children).

The final chapter, Chapter six will attempt to bring together the whole picture of listening, language, communication, learning and teaching. This will include clarification of the statement "....he/she didn't listen....." It will summarise what has been written in the area and, how findings in the current study compare with other findings. This broader discussion will offer further elaboration of the single research question for this study:

Are there differences in what individual children hear, understand and interpret from the same verbal message when a teacher reads a story to them?

CHAPTER 2

DIFFERENCES IN CHILDREN'S LISTENING :-

LINKING ASSUMPTIONS AND MISCONCEPTIONS MADE BY ADULTS

By defining the terms **listening**, and **understanding** the following two statements - '**Children hear but do not listen** and **Children hear but do not understand**' express similar meaning and become the basis for a more detailed analysis of why this statement, 'Children hear but do not listen', appears to be saying something different to some adults. Is it because assumptions are made about the meaning of the word **listen**. In the statement "they didn't listen", the meaning is often misconstrued and interpreted as, the children 'didn't take notice of the verbal message' and not that the children 'misunderstood the verbal message'.

Therefore the use of the word listen/listening in this Minor Thesis needs to be clarified so the meaning is clear, and the terms listening and hearing are used correctly.

(**Hearing** is to 'perceive sound with the ear' (The Concise Oxford Dictionary of Current English, 1964), while (**listening** involves 'the cognitive and affective processing of verbal and non-verbal messages through an intricate internal system' (Wolvin & Coakley, 1993, Introd., p.xi). It involves short-term and long-term memory and cognitive schema in receiving, attending to and interpreting messages.)

Understand means to 'comprehend or perceive the meaning of, (words or language)' (The Concise Oxford Dictionary of Current English, 1964).

It can be seen that the meaning we often give to **listening** could be used as a pseudonym for **understanding**.

The statements "*Children hear, but don't listen*" and *Children hear, but don't understand?*" played an important part in this research project in that children were provided with listening experiences that relied on aural information without visual clues. (In the world in which children live they are now exposed to excessive amounts of visual stimulation which may be detrimental to use of their aural faculties, in other words, to hearing (Silver, 1992; Wolvin & Coakley, 1993). They focus on what they see and appear to be losing the art of being good listeners) But are they?

This question may be answered in recent research findings and by delving into the theory which relates to children learning through listening (refer to chapter three). The simple statement, "he/she did not listen" may oversimplify a situation in which developmental patterns and contextual factors including the role and approach of the speaker are all contributors.

(Listening cannot be looked at in isolation as it is dependent on a variety of influences. The major one being that all children are individuals and as such, are different; it is these differences that should be recognised and understood to assist children in their learning (Dembo, 1994; Kennedy, 1991). This focus then enables us to look at the areas in which children differ and to see how these differences contribute to how well the child listens and how skills may be developed. Lack of skills in

reading, writing, spelling, oral language and maths are easily recognised. But children's skills in listening and in being able to comprehend what is being said are not as obvious.

Listening is a small component of a larger picture, that of understanding or receiving a message from the spoken word. How well the message is received depends on a range of variables that influence what the listener hears, remembers and understands.)

2.1. RELATIONSHIPS BETWEEN COGNITION, LINGUISTICS AND LITERACY

In a question and answer session (discussion) students are required to listen to the question, decode it, interpret the message and respond with an appropriate answer. Specific cognitive skills for a prep child listening to a story include; attention, memory, imagery, inferring, reasoning, thinking and others, depending on the story text. How correct the response, depends on the child's facility with such skills.

Acquisition of language involves cognitive processes (Flavell, Miller & Miller, 1993), and this can be viewed through the various facets into which language can be broken; phonological development (production and understanding of speech sounds), lexical (word) knowledge, semantic development (meaning), syntax (word order and word formation). Children's knowledge of what to say is not easily understood, but attempts have been made to isolate components that reveal how the process is undertaken. Linguistic ability, (speaking and listening), as any other ability, develops with maturity and experience.

A child may appear to be a 'poor' listener because of his/her limited word (lexical) knowledge. The ability to produce a word and the correct use of words within sentence structure affects how a child comprehends and produces the spoken word (McGregor 1986).

A child may appear to be a "poor" listener because he/she does not understand some of the "rules" of the language. Not all rules are easy to apply. Ambiguity is not only confusing to children, adults also get confused and misunderstandings can occur because of lack of experience with words and concepts. (Durkin, 1986; Turner, Pratt & Herriman, 1984). An example is the use of the word 'mouth', learned in relation to a body part. What does it mean for a child without experience, when it is used otherwise, for example, 'the mouth of the river'? 'Cold' is another word: it can refer to the weather, food or to a grim facial expression. When children listen to a story or are participating in a discussion these words may become stumbling blocks in their efforts to obtain meaning from the spoken word. Unless they ask for an explanation or an explanation is given they are often unaware that what they heard was ambiguous. They may be passive listeners as they try to conceptualise meaning from the text.

A child may appear to be a "poor" listener because what he/she talks about must be relevant to what is done and what is understood. The child's world is concrete and the language, literal. Ideas that are abstract or not connected by prior learning are difficult to assimilate.

A child may appear to be a “poor” listener because of “poor” memory. “Good” listeners appear to have “good” memories, “poor listeners” have “poor” memories (Borisoff & Purdy, 1991). Where children have acquired strategies that assist with recall, and have good control of the processing system, they can better store and retrieve information (Dembo, 1994).

A child may appear to be a poor listener because he/she has not acquired the knowledge of how to produce and comprehend speech acts, such as assertions, requests, and questions, and to engage in linguistic discourse with others (Flavell et al, 1993; Green, 1989). These skills show the diverse sort of accomplishments that humans acquire in their management of the rules of communication. They become another factor in what young children learn through listening in the home, in school, and in other social situations. Borisoff & Purdy (1991) suggest good listening skills are the result of good modelling.

A child may appear to be a “poor” listener because he is male. New theories about “Brain Sex” and how the development of the brain causes differences in males and females add controversy to existing information about learning. This provides another reason for studying the differences in how children learn. Many boys lack the concentration/listening abilities the majority of girls possess and prefer to be involved in construction, or building with their hands or physical play outdoors (Moir and Jessel, 1991).

A child may appear to be a poor listener because he/she lacks confidence. Children who are confident use the appropriate language. Children who are unsure remain silent and listen, trying to get meaning from the spoken word, or lose interest in what is being said. An analogy would be a person visiting a foreign country who only understands a few words of the language, and less of the grammar and rules associated with the communicative skills. They try to listen to learn more words so that their understanding will increase, but if the conversation continues they lose interest in concentrating and their mind moves to other things. It is tiring to keep up that level of concentration for long, especially if that person happens to be a young child and the conversation is beyond their comprehension. Anthony et al (1991), Maclure, Phillips & Wilkinson (1988) and Cambourne (1988) see speech as empowerment and a necessity for all young individuals; speaking and listening is essential in how they interrelate with people and take control of their lives (Wray & Medwell, 1991; Webster & McConnell, 1987). It takes practice, perseverance and experience to understand the rules that apply in any conversation or listening experience.

2.2. ENVIRONMENTAL/PHYSICAL INFLUENCES ON LEARNING.

Children acquire words as they grow; words they begin to use with confidence through repeated hearing and use (Cambourne, 1988). Apply this to the various social, cultural or learning environments in which children grow and immediately it can be seen that this is where some of the differences between children originate. Language learning is not the same for all children, the same learning situations are not experienced by all children, therefore different words are acquired as part of their vocabulary to be used in communication. Even then, these words can be used in another

context, expressed differently and used for different meanings depending on the person who is speaking.

In the classroom the children are learners trying to fit into a new sociolinguistic scene (McClure et al, 1988) and you have situations where children guess the meaning of what is being said or trying to decode a jigsaw puzzle with lots of the pieces missing. It may also mean, that although they “heard” every word that was spoken the response is delayed, not forth coming or incorrect, because encoding a response was too difficult for the child. (McGregor, 1986).

Acquisition of words depends upon how often children are talked to and hear words in a variety of contexts. They need to be involved in quality talk, talk which requires correct modelling of appropriate words, that requires a response and clarification of what is said as well as an extension to increase the child’s repertoire of words. In some homes the old adage still exists that a child should be “seen and not heard”, or in others, parents are so busy that time with their children is very limited. In others, time is taken in explanation and answering queries, in modelling and clarifying the spoken word. No two homes are the same in the language environment they provide, and this contributes to how differences begin to emerge (Clay, 1993).

Differences between children are still more marked in the case of neurological and physiological abnormalities in children which place language development at risk. The ability to hear and decode words correctly may result from:

- Hearing loss (short or long term),
- Poor aural discrimination of sounds,
- Poor memory development (Borisoff & Purdy, 1993).

These differences contribute to differences in young children; often in a grade several children have had low grade ear infections over much of their pre-school life (Crystal, 1987) affecting language and listening skills.

2.3. THE IMPORTANCE OF LISTENING -A LIFE SKILL

Creative play with peers and friends has decreased for some children; many young children spend hours watching television or playing on computers. When young children are in front of a television set, they are entranced by the visual action and excitement. Do they listen to the story or do they watch and work out what is happening from what they see? Do they ask questions about what they don’t know or do they just accept what they see because by the end of the program the visuals are self-explanatory? This situation does not improve listening skills; the children hear what is said but this does not automatically mean they understand the spoken language. There is no interaction to help build on meaning and the acquisition of new information. They don't interrelate and get feedback which helps clarify any misunderstandings that may occur (Kail 1979).

Computers present a similar picture, although some interaction takes place as the child directs the program. This non verbal interaction usually does not require aural participation, only visual and motor co-ordination. As an aide to increasing a child's communication skills, it has minimal use, yet

many children spend a great deal of time on the computer. For some, this is detrimental in their learning to converse with others and building on the skills of listening and speaking which are essential for their growth. In regard to verbal communication references made to computers and television appear to be negative, but it is recognised that they make a positive contribution to children's learning. Computer use for developing and extending language seems limited unless a third party becomes involved, and verbal interaction takes place relating to the program being viewed or played and a conversation ensues (Wray & Medwell, 1991).

In both these areas, communication is put on hold and interruption/communication by another person is often blocked out, unless the person watching or playing wishes to listen. The child is learning to avoid listening unless it is on his or her agenda. Parents find it difficult to get a response from a child engrossed in his/her favourite show. They are accused of not listening when in reality they are not 'hearing/obeying' (Borisoff & Purdy,1991; Wolvin & Coakley, 1993).

2.4. LISTENING IN SCHOOL

In any grade there is an age variance of up to 12 months, sometimes more, between the youngest and oldest child. In a grade this can mean that some children have had a year's more experience of life situations than others and yet all children are expected to function on similar levels in responding to requests, following instructions, completing work, listening to stories and concentrating for the same length of time. The question arises, does age alone really make that much difference or is it cognitive abilities and experience that contribute to how a child copes with these demands?

Listening behaviours play an important role in the area of learning, and how children listen depends on their knowledge of what is seen as appropriate. They need to understand that listening to a teacher giving instructions requires different listening behaviour from listening to a story being read. Often the appropriate listening behaviour is not used to address the current communication context (Wolvin & Coakley, 1993). Listening is suggested by Spitzberg & Cupach (Wolvin & Coakley, 1993)

"to be a behavioural act dependent on context, and effective listening is the product of the listener's adaptability to the context." (p.9)

A set of listening behaviours was completed in the 1970's: passive listening, intermittent listening, unresponsive listening, borderline listening and emotional listening, careful listening, critical listening, perceptive listening and creative listening. (see chapter three for more detail) (Listening and Speaking, 1981). Along with this there was information for helping teachers in their understanding of how children listened while being taught.

Recent studies do not discount early theories but add to them, so we have a great deal more understanding of what actually happens when we listen, and how and why children show different abilities in their listening skills. In a classroom of children there are behaviours that interfere with how children listen. These range from the student who finds it difficult to sit still or concentrate, to the

child who has extreme behavioural problems, for example a child diagnosed as a Attention Deficit Hyperactive Child and on medication to subdue him/her (Silver,1992; Nash, 1994; Green and Chee, 1994). Distractions created in the classroom by children who misbehave, influence the listening of children within close proximity, or the listening of the whole grade in extreme cases.

Canter (1992), points out in his work with Assertive Discipline that listening is a priority in his list of rules. If children don't listen/understand what is being taught they are disadvantaged in their learning; every child has the right to learn in a conducive atmosphere in which they can concentrate and listen. This means, the development of good listening skills/behaviours does not only require listening to what another person is saying, but understanding what is being said and being able to respond appropriately (Borisoff & Purdy, 1991). It gives us control over our own learning.

2.5. THE RESEARCH QUESTION

In the study, story telling is used to determine whether or not the message each listener understood was that which was being conveyed.

Therefore the study aims to provide data on:

1. The responses which children in a prep. grade give to questions which the teacher asks about picture-free stories which they have just had read to them,
2. The use of teacher's questioning in helping children clarify their understanding of picture-free stories that are read to them,
3. The diversity of responses of ten prep. grade children to the request that they retell picture-free stories read to them by the teacher.

The data will provide answers to the research question:

Are there differences in individual children's responses when a teacher reads a story to them?

CHAPTER 3

LITERATURE REVIEW

3.1. BACKGROUND INFORMATION

Before dealing with the topic of 'listening', it is important to understand the time frame within which research in the areas of language and cognition has developed. The interest in 'speaking and listening', developed from language and cognition research (late 1960's, early 1970's), and has led to interest in 'listening' as a separate study by researchers looking at the learning process. The focus of the many researchers, revealed that understanding different approaches to research and interaction with research subjects, allowed for more in depth knowledge of how learning took place and influenced how teaching could be improved.

History shows that early theorists' understanding of language acquisition did not incorporate interaction with their research subjects in an attempt to find out more, even Chomsky's assumptions were generalised to include idealized grammatical competence (Baker & Freebody 1989), although he instigated change by implementing alternative procedures and some innovative ideas that involved interaction with research subjects to find out more. More recent studies concentrate on the intra-personal and inter-personal perspective of learning and indicate that cognition should be viewed within this relationship and not as an isolated factor (Blagg, 1991). It was thought that the language user's behaviour could be viewed in terms of:

1. Competence as a speaker /listener who has knowledge of the rules of language.
 - Semantics- the meaning of words and the relationship to them,
 - Syntax- the forms to be used to express relations,
 - Morphology- the rules for composition of words, and
 - Phonology- the sound structure of the language.
2. Performance as a speaker/listener.
 - To use language in particular situations and under certain conditions.
3. The amount of language a speaker/listener has acquired. (Menyuk, 1981)

But it was soon realised that these ideas were very limiting and research was needed to shift focus (Crystal, 1988). Research needed to be open to change, and answers researchers were attempting to find could be viewed from several perspectives, depending on suppositions of how children learn (Green & Harker 1988; Morrow & Smith 1990).

In an effort to establish how learning has evolved, much research has been undertaken in the areas of language (linguistics) and cognition. While studies evolve in these areas, carried out with children, ranging from their first babbles and actions as infants to the sophisticated behaviours and language of young adolescence, listening research lags behind in the quantities of data collected. (Menyuk, 1981; Flavell, Miller & Miller 1993; Shulman, Restaino-Baumann, Butler, 1985; Green & Harker, 1988). But what is available, adds to our understanding of how we acquire knowledge (Wolvin & Croakley, 1993).

In early language research the focus tended to be on the evidence provided through the collection and analysis of the spoken language (McGregor, 1986) and the focus on a listening taxonomy was not evident until it came into its own in the last decade. (Wolvin & Coakley, 1993). Listening became the focus of much research being undertaken, as we learned more about its relationship in the function of human information processing, and its potential as a communication tool (Wolvin & Coakley, 1993; Borisoff & Croakley, 1991; McGregor, 1986). It has been suggested that to understand 'listening' we need to know more about:

1. The purpose of listening and how one's listening behaviours are modified according to the objective,
2. Auditory processing and attention, both central to cognitive processing,
3. How listeners retrieve information and then use the information to interpret messages,
4. How memory influences listening behaviour at every stage of the process and how different memory strategies are used to handle information according to the listener's purpose,
5. Inner speech, the decoding process used to help comprehend the speaker's intended meaning
6. How listening is shaped by, and shapes the communication environment, and
7. The intricacies of interpersonal and intrapersonal listening (Wolvin & Croakley, 1993).

Listening plays a major role in the function of language development and learning, and the more we delve the more complex the task grows. (Wolvin & Croakley, 1993; Borisoff & Purdy, 1991)

3.2. KEY VARIABLES THAT INFLUENCE THE OUTCOME OF A LISTENING EXPERIENCE

The following diagram adapted from Atwell's Visual Metaphor (Brown & Cambourne, p.35, 1987) shows the relevant components that can influence children's listening/learning experiences in a teaching situation, when children are questioned and asked to retell a story. Components include story telling, which along with the story teller is external to the child, and internal psychological processes which are integral in the process of listening.

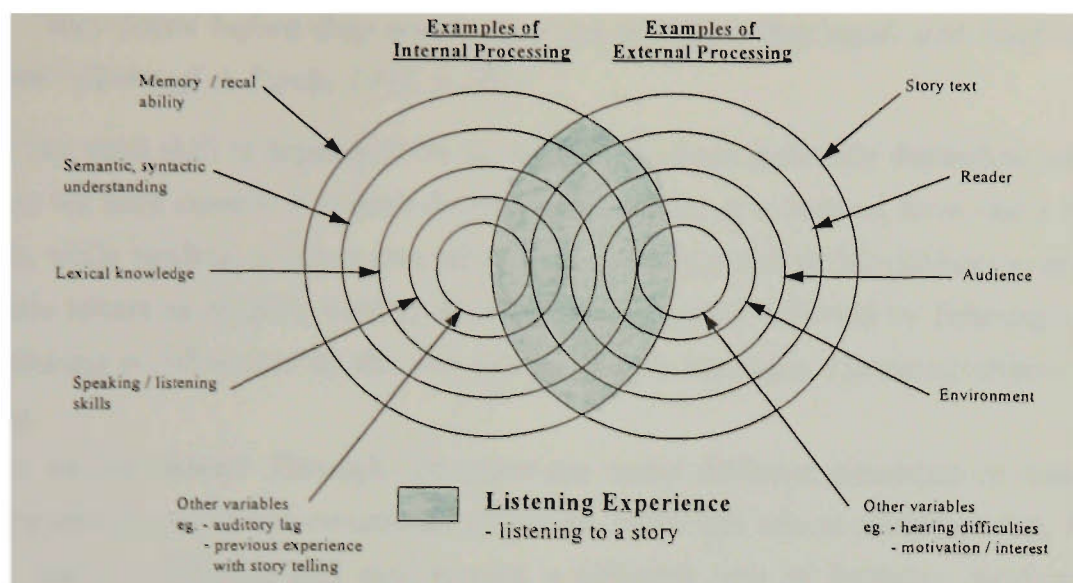


Diagram-DIFFERENCES IN CHILDREN'S LISTENING EXPERIENCES

In order to understand the diagram we must imagine two circles that interconnect, one representing the external influences of the listening session, the other the internal processing and conceptualising which takes place within the brain. Within each are a network of interlocking factors, all of which interact and contribute to how a learner/listener perceives what is being said at a particular time. How influential each factor is for a particular child at a given time is unknown and cannot be measured. Where the two circles overlap is the listening experience.

3.3. LISTENING SKILLS

We cannot compare listening competencies of the young child with those of older children and adults, (Borisoff & Purdy 1991). Younger children's competencies do differ and understanding them at each stage of their growth will be the guide for teaching to their needs. The **how, when, where, why and what of listening, and with whom** will be expanded upon to ensure that a clear picture unfolds, while the interrelationships between cognitive processing (attention, memory, recall), and language, linguistics, and sociolinguistics are observed from a new perspective.

(The process of **listening** is often contrasted and/or confused with **hearing**, therefore the terminology needs to be clearly defined. One requires dependence upon our physiological capacity to receive and process sounds (hearing), the other has to do with us assigning meaning to the stimuli received by the brain (listening) (Borisoff & Purdy, 1991). So when someone speaks of 'not hearing what was said' what they actually mean is that they are not *attending* and hence were not listening)

Why do we listen? Borisoff & Purdy (1991) and Mott (1982) point out that listening is the first language skill to appear in children as they develop their repertoire of skills. Expressed simplistically,

“they listen before they speak, they speak before they read, and read before they write” (Borisoff & Purdy, 1991, p.162).

It is observed that each skill is dependent on the other and all are indirectly dependent on the ability to listen. When we look closely at speech development we see it is derived from one's imitation of other's sounds, while reading development relies heavily upon auditory discrimination as well as the ability to recode letters as sounds, writing development is greatly affected by listening vocabulary, and critical thinking is influenced by the way one processes messages. Listening affects every facet of our learning.

Where do we listen? Through life there are many different situations in which we use listening, for example, social/ conversational situations, work and school related events, or listening to the media. Each is different and may require a different type of listening, passive or active, depending on the need. Passive listening is considered barely more than hearing, while active listening requires involved listening with a purpose (Borisoff & Purdy, 1991). Within the category of **active** listening, five types of listening behaviour have been categorised:

1. **discriminatory** listening; this involves the basic skill of noticing the aspects of a message, both verbal and nonverbal.

2. **Comprehensive** listening; understanding of a message, listening to learn.

3. **Critical** (evaluative); the intelligent response to persuasive or propagandistic messages.

4. **Therapeutic** (empathic) listening; tends to be non-judgmental when listening to family, friends and professional associates.

5. **Appreciative listening**; enjoyment of messages for their own sake -a voice, an artistic performance, television, radio (Borisoff & Purdy, 1991).

The changes in our understanding can be seen by comparing early theories within this field. The curriculum guide 'Listening and Speaking, R-7 Language Arts'(1981) reveals what researchers had uncovered, in the late 1970's, in their quest to theorise 'listening and speaking'. [Listener's behaviours were described for teachers to assist them with their own learning and to help teach students under their tutelage.

- Passive listening: hearing sounds without actually listening for understanding
- Intermittent listening: only parts of the message are received, the speaker is often asked to repeat or rephrase what was said
- Unresponsive listening: the listener does not respond verbally, by gesture or by facial expression.
- Borderline listening: the listener listens spasmodically and responds if the conversation relates to them.
- Emotional listening: the listener's interpretation of the message may be unclear due to excessive emotions associated with the issue under discussion.
- Careful listening: the listener is an active listener attending to the message and understanding its meaning.
- Critical listening: the listener understands the message but is skeptical as to its validity or accuracy.

- Perceptive listening: the listener hears what is said, but perceives that what is said and what is meant are different.
 - Creative listening: the listener generates new ideas from the information presented.
- (Listening and Speaking, R-7 Language Arts, 1981)]

How well we listen is influenced by our backgrounds and experiences as appropriate communication is part of the function of cultural norms and group expectations. These include the familial, educational, religious and institutional systems; as well as intelligence, psychological make-up, gender, ethnicity, and religious beliefs in our personal backgrounds (Borisoff & Purdy, 1991).

How well we listen can be influenced also by difficulties that are often not apparent to most adults. Because we are such a visual society (Silver, 1992), often children having difficulties with auditory perception are not recognised. These include:

- Difficulty in distinguishing subtle differences in sounds-

This means the child may have difficulty in distinguishing between subtle differences in phonemes (For example, the forty-three sounds that make up the English language) and confuse words that sound alike. For example, blue/blow, ball/ bell.

- Difficulty with auditory figure ground.

This means the child cannot distinguish a voice calling their name easily and quickly in a noisy environment. What does this mean in a school situation where children are taught above the noise of other children working?

- Difficulty with auditory lag.

The child needs to concentrate for a moment or two on what she or he heard before it is understood. Thus he or she is concentrating on what was just heard, while trying to hold on to what is coming in, so that it can be concentrated on next. Soon he or she cannot keep up, and parts of what is said are missed. Teacher comment might be 'I just explained that. Why don't you pay attention?'

Therefore how we assess listening is questionable. Rubin (Wolvin & Croakley, 1991) suggests that listening should not be tested by the standard formats devised for testing reading comprehension because **recall** alone is insufficient and there are more methods than these which would demonstrate the details a listener remembers. This would give us an accurate picture of the range of ways that listeners respond to and use oral messages.

Purdy, (Borisoff & Purdy,1991) allows us to examine this even further and suggests the preconceived notion of listening being automatic is nonsensical. He discusses the '**act of listening**' with the listener and not the external influences that affect the listening process of the listener. The listener needs to understand the components of the listening process to work with them effectively. This is his list of what he considers a listener must be aware:

- Listening can be learned,
- Listening is an active process, involving mind and body, with verbal and non-verbal processes working together, and

- Listening allows us to be receptive to the needs, concerns, and information of others, as well as to the environment around us. (Borisoff & Purdy, 1991)

In his view the act of listening is dynamic; it is made up of essential components: volition, focused attention, perception, interpretation, remembering, response and the human element. These ensure

"the act of listening is never repeated twice" (Borisoff & Purdy, 1991, p. 8).

New ideas are emerging as researchers learn from each others' experiences, building on existing knowledge and using their findings as stepping stones. Initially ideas of how the listening act functioned were simplistic. hear a message and interpret it, listen to a story and enjoy it. But what actually takes place requires micro-analysis to highlight the complexity and uncover the other factors influencing what the child actually perceives when they listen (McAdams et al, 1993; Martin, 1991; Ansley, 1991).

3.4. THE INTERNAL PROCESSING IN THE LISTENING EXPERIENCE

3.4.1. Memory - a function of listening.

When trying to define the link that connects memory to listening, the assumption is drawn that information stored (from encoding by the speaker, then encoded by the listener) is able to be retrieved or recalled for immediate or future reference. In this study children are asked to recall information and retell stories they heard. This sounds reasonably simple until it is considered in the context of what is stored in memory and how the processing takes place (Spear & Riccio, 1994; Searleman & Herrmann, 1994; Wolvin & Coakley, 1993; Flavell, Miller & Miller, 1993; Arnold 1984).

Seigler (cited in Flavell, Miller & Miller, 1993) suggests memory is an *"information-processing approach"*(p.8) of the human mind, similar to a digital computer. It processes the information already stored there or new information coming in from the environment; encoding, recoding, decoding, comparing or combining it with other information, storing it or retrieving it from memory. How this happens and the true complexity of what takes place can only be considered in the context of what is stored in memory and the types of information, for example: whether it is knowledge of how to do things or whether it is facts for recall.

Most people relate memory to what or how much they can recall at any given point in time. This view is not shared by Bentley (Wolvin & Coakley, 1993), who suggests that we need to look at more than the end result, that we need to look at the whole continuum of processing, as well as at the way in which retrieval conditions play a part in what we recall; what a person remembers is influenced by what happened before, during and after an incident, as well as the incident itself and the circumstances of the recall

Searleman & Herrmann, (1994) suggest that information not encoded properly is not retained, while what is stored in the long-term memory is permanent although there may be difficulty in retrieval. Other researchers feel that what is forgotten is dependent on the type of

information, the length of time over which it was acquired, and its personal significance (Searleman & Herrmann, 1994).

When lay people talk about the use of memory they refer to our ability to remember past events and information, (retrospective memory), and our ability to plan and remember to perform future actions (prospective memory). Both may be required for the completion of some tasks. In recall of a story, children have to listen, remember the content of the story, the order of events (retrospective memory) while pre-planning the way in which they should proceed in retelling (prospective memory) (Searleman & Herrmann, 1994).

Pascual-Leone cited in Dembo, (1994) puts forward another point of view, that the development of memory capacity is the major reason that young children demonstrate different thinking at different ages. The younger the children the more limited they are with the amount of information they can deal with at the one time. Lack of memory cues, or the inability to retain much information may account for some children having difficulty recalling the stories?

3.4.2. Cognition and Linguistic Acquisition in Children.

Listening involves the cognitive and affective processing of verbal and non-verbal messages through an intricate internal system (Wolvin & Coakley, 1993, Introd., p.xi).

Differences in children's developmental patterns provide insight as to why children differ in their abilities to learn (Shulman et al.,1985; Menyuk, 1981, Crystal, 1988). Research evidence highlights some obvious differences in that:

- Not all children use both semantics and syntactic skills competently by the time they start school (Shulman et al.,1985; Destefano, 1978).
- Grammatical development (syntax) is an area that is usually acquired by the teens, but its development is complex and slow (Crystal, 1988).
- Ideas about grammar being practised by four year olds and mastered by the time children are five are incorrect; in some areas children are ten or eleven before understanding takes place (Shulman et al, 1985).

Lexical acquisition (words of the language) plays a part in processing information. (Shulman et al.,1985; Menyuk, 1981, Crystal, 1988). Processing problems may occur which mean that the same message is not understood by all children. These result from:

- The particular words children have in their repertoire (Crystal, 1988).
- The number of words children have in their repertoire (Crystal, 1988).
- How these words relate in their world and the world around them. (This needs to be considered when reading stories, as linguistic content may make understanding of the text difficult for younger children).
- A young listeners understanding of words in context. Complex processing is needed to ensure the correct interpretation is accessed and meaning obtained (Durkin, 1986).

Such aspects of the young child's development explains why the subtleties/ambiguities of adult speech addressed to school age children may not be understood by young listeners (Crystal 1988; Durkin, 1986; Turner et al,1984).

Children learn at different rates and although they pass through generalised stages, they do so at different times and in different ways. Morrow & Smith (1990) see a dynamic relationship among communication skills, with each influencing the other in the course of development, but each developing at the appropriate time in the individual child.

3.5. EXTERNAL VARIABLES IN THE LISTENING EXPERIENCE

3.5.1. The Discourse of School

Cambourne (1988) discusses the ease by which most young children learn to talk prior to coming to school and the natural learning situations that arise to teach children how to communicate with others. The complexity of how it happens is underestimated by the ease and naturalness of implementation. It is expected to continue in the educational setting when young children starting school are required to learn a new discourse and new linguistic skills to cope (Zubrick, 1991; McClure et al.,1988; Turner 1984).

For children starting school, language experiences are different from what they have previously known. It may be their first introduction to children and adults of different social and ethnic backgrounds, whose speech poses new levels for understanding. A new discourse is needed to cope with the new situations that arise, ranging from the formal communication of the classroom, to the informal speech of the playground and interaction with a new peer group. No longer are the environment and people in it familiar and easy to communicate with, new linguistic skills and special technical vocabulary are necessary to understand the language of the curriculum areas/the love of books(Crystal, 1988). This is noted with literary discourse /the language of books.

Baker and Freebody (1989) suggest that there is a "conflict of language" used in children's first school books and show a number of inconsistencies and peculiarities which, although acceptable to adult or experienced readers are confusing to young readers. Most children starting school have the basic oral language required and use vocabulary competently, but have not acquired stylistic variations and culturally appropriate form. Books written by adults, are the adult's assumption of what a child understands.

Most first books for children are picture story books and often textual references relate to the illustrations. There is often interaction between the reader and the listener, and children are guided through an understanding about the text. Children learn from the modelling of clues, directives and the interpretation of the adult reader (Borisoff & Purdy (1991). If books are read in the home the same modelling occurs and some children come to school more prepared than others, finding the linguistic transition from home to school smooth.

For some children difficulties arise with the transition to literary discourse (Baker & Freebody, 1989; Olsen, 1988) and the task of listening to a story being read may be difficult. Baker & Freebody (1989) confirm what Olsen says and suggest that early books should contain language

that helps in the transition from oral to school literate forms of use. These children need situations where they can ask questions, look at illustrations, and provide themselves with memory aids that allow the information to be stored in the working memory (Dembo 1994). These children learn by asking questions and getting feedback (Cambourne, 1988; Kail, 1979).

3.5.2. Story Reading - text, reader and the audience

At school the issue of what books should be read needs to be examined more closely. When looking at story reading several points can be noted that may influence what the listener is hearing, and their responses to the story that was read. The first is that literary text is enjoyed by children of all ages as long as it addresses significant issues that relate to their lives. Unsworth (1993) talks about what children are looking for in stories, that the text needs to be familiar and provide for social identification. An uninteresting story is not enjoyed and its text may be ignored. Unsworth and O'Toole (1994) reinforce this idea and discuss the need to scaffold young children's interaction with literary text, so it is heard over and over again. This allows story structure to be understood through practice and experience. The involvement of the child listening to the reader is expanded upon in the multi-perspective study in Green and Harker (1988) which shows how external influences can affect a student's listening ability.

Green and Harker (1988) dissect the retelling of stories from their multi-perspectives study of story recall. They approach the study through a micro-analysis of the dynamics of the class lesson, the reader (the teacher) and the audience (the children), and the episodic structure of the story text. They focus not on the children's comprehension, but demonstrate how variables affect how children hear and what aids their responses in recalling the story. In the Green & Harker study the children were of a mixed ages (five to seven years old) with only six children in the group. Comparison can be made with their hypothesis and this study, of how children's listening is affected by variables.

A common misconception is to assume that when an adult reads a story to children, that each listener will understand and have gained the same meaning from the story text as the reader and the other listeners. But this is not the case, as revealed in the chapters by Green and Harker (1988). They suggest that the meaning of the lesson does not reside in simply reading the words in the text. They expand and focus on all phases of the lesson: the introduction, the story reading and the follow up discussion, in an attempt to reveal what the children hear and perceive as individuals. Understandings of how children's learning is influenced by external stimuli is evident in studies by Borisoff & Purdy, 1991 and Green & Harker, 1988.

Golden (Green & Harker, 1988) poses a similar question, with the focus on the "the story reader (teacher) and the audience (children)." Accordingly, Golden describes that with text, listeners and readers:

1. Fill in the gaps of the story when the flow is broken (makes inferences gained from textual evidence);
2. Identify and combine information into various textual perspectives (for example: narrator, characters and plot

3. Recreate their individual understanding of the text.

Rereading changes interpretations and the text may be perceived differently each time. What is heard/read can be interpreted differently by each individual at each reading. This is evident in the micro-analysis of how students retell a story. (Green and Harker, 1988)

In investigation of “subjects recall of stories”, Golden compared the work of two teachers. The types of interactions/questions were analysed to see their relationship to the text’s themes /episodes. This refers to the actual information taught, which reflected the teachers’ own ideas of what was essential in the story. This was then compared with the student’s retelling and the story text. The students’ accounts of the story were also measured in relation to the episodic elements. Certain parts of the story were not recalled. It appears that episodes’ function as memory chunks, facilitating the recall of stories. Analysis of an episode and its construction are therefore pertinent to how ‘recall’ functions. Episodes represent critical units for investigating story comprehension and recall.

In Golden’s analysis the story was structurally analysed at various levels to see what patterns emerged,

“the results revealing a more complex network of goal structures and character behaviours which contributed to several interconnecting patterns. This suggests, in part, that the story text can generate more than one interpretation and therefore, that text complexity must be considered as one possible source of influence on students retelling.” (Green & Harker, 1988 p.82).

Golden and Harker provide evidence to support the notion that other influences play an important role in deciding the degree to which children actually listen (understand). Their study indicates some of the variables that influence a story reading by teachers and retelling by students. and demonstrates the complexity of the listening/retelling experience for young children (Wolvin & Coakley, 1993; Green & Harker, 1988).

3.6. SUMMARY

It is important to understand the links between children’s listening and the nature of learning. Classroom discourse differs considerably from language of the home and the playground and provides us with some evidence as to why difficulties occur in a formal teaching situation despite the relaxed atmosphere of classrooms and the friendly and caring nature of many teachers. In a ‘listening experience’ influencing factors contribute to what the children hear, how they listen, and what they do with the information they collect. Classroom discourse together with (mis)understandings about ‘text’ and individual’s interpretations of what is expected of them, lead to recall differences in story retells (Green and Harker, 1988).

Answering questions and story retelling are the end results of a classroom listening experience involving the reading a story to the group. What happens as the children listen? What they hear and how they hear may not be the same for all children. If differences occur in children’s

retell of stories then understanding 'why' is important. Listening is important and the listening process is intricate.

A classroom listening experience combines variables associated with the speaker, the listener and the situation. This picture provides us with insight into why some children do not seem to listen to a message we assume is simple and easily understood. As teachers we should not presume that because we know what we are trying to say, that each child will also know.

CHAPTER 4

METHODOLOGY

This study presents the interaction that takes place in a classroom and provides insight into the complexity of the teaching-learning situation. My prep children were presented with picture-free text daily, for eleven days, followed by question and answer sessions in which their responses were sought and classified. The children's response to the picture-free text read to them by the teacher and to the teacher's questions provide examples of their listening skills. In addition, a sample of ten children, chosen to retell three of the stories with a week between each recall, was used to demonstrate the range of responses generated by each child's understanding and knowledge of the text to which he/she had listened.

In this way, the study has attempted to demonstrate how the complexity of the teaching-learning process is defined by the diversity of the children's responses in day to day classroom activities. Video tapes and audio tapes were used in data collection in this study.

4.1. RESEARCH METHODOLOGY

The use of traditional quantitative and empirical data to test and prove hypotheses in educational research has come to be seen to limit the focus of research in this dynamic area. As research expands, researchers' knowledge grows; it is recognised that different approaches are needed to explore this diverse pedagogy. Accordingly, research findings impact on practices, Morrow and Smith (1990) support the idea of change and suggest that

"With insights from research, scholars are formulating new perspectives of early childhood literacy development."(p.2)

Language/educational research is viewed differently by researchers from different disciplines. Crystal (1988) suggests for example how research paradigms for studying children's language are influenced by linguistics and psychology. (naturalistic sampling and experimentation).

Educational research has tended more recently to move away from this focus on the individual and to combine research paradigms while at the same time drawing together more closely the researcher and the "researched" in the research process.

Baird (1992), observed in the past that research often had little effect on school policies and classroom practices and took the view that a different approach was needed to:

1. Allow teachers to do their own research; purposeful inquiry leads to increased knowledge; better teachers and better teaching.
2. Use a collaborative action approach; this would allow for interaction between those involved in the research and becomes a "shared adventure".
3. Use case studies as a means of collecting qualitative data.
4. Use a holistic approach and look at people; noting strengths and weaknesses and how people feel and think.

5. Show improved learning through enhanced meta-cognition; students would take more responsibility with their own learning.

He called this style Interpretative Research.

Baird (1992) decided that the style of research undertaken depended on the question to be researched. In the case of interpretive research then a case study approach was preferred. The in depth look at one case, whether a school or an individual, illuminated and made significant why people think and act as they do. The holistic approach looked at people and their complexity. The approach was contextual and naturalistic. Things happened as normal, nothing was changed around in the classroom. This process relied on purposeful inquiry, which Baird expresses as the “cyclic reflection” between reflection and action which leads to metacognition (Boud, Keogh, & Walter, 1985).

Green and Harker (1988) also contribute to this challenge by putting forward ideas on the multiple perspectives approach to research. They demonstrated its practicalities and its pitfalls through a compilation of papers about classroom discourse and classroom life. They perceived the difficulties of capturing the educational ‘phenomena’ and foresaw that no single approach could capture or permit exploration of the whole; their method provided a more in-depth and broader picture than any single perspective could achieve.

They demonstrate the versatility of the multiple perspectives approach by looking at one study from three different perspectives, the eyes of three different researchers each adding to the overall picture of what was happening in a classroom (a complex sociolinguistic setting).

Why does research continue to examine children's learning? This question can be answered but not solved, for it is the inability of researchers to find conclusive evidence in support of when and how children learn through the variables that intermesh, that continues to keep the interest in these discourses active. This is the challenge! We want to know more, and only by pursuing the unknown will we discover and understand our own growth.

4.2. AIMS OF THE STUDY

In choosing the method to be undertaken in this study I was influenced by Baird's ideas about Interpretive research and Action research. Both methods incorporate a naturalistic and contextual approach to the collection of data and allowing situations to develop and expand as would happen normally in a classroom. Action research was chosen as it allowed for changes to be implemented as the study progressed (see changes listed in this chapter).

The study consisted of reading a different picture-free story to a prep (preparatory) grade daily for eleven consecutive school days. Each story reading was followed by a questioning session. Data was collected from the questioning sessions and from three sessions where the story was retold in individual interviews by ten children in the grade. The study was undertaken to reveal:

1. Responses which prep. grade children give when questioned by the teacher about picture-free stories they had just heard,

2. Use by the teacher of questions to clarify what children understand about a story to which they have listened.
3. Responses of ten prep grade children when asked to retell picture-free stories they have just heard.

4.3. CHILDREN USED IN THE STUDY.

The children used in this study were my grade of prep. children, as it was considered advantageous to know the children prior to instigating the study, so they would feel comfortable with the method of working, be familiar with the type of instructions that were used in the grade and not feel threatened or inhibited in their answers with a person they did not know (Baird, 1992; Brown & Cambourne, 1987).

In common with other prep grades in schools in Victoria, the sample of children starting school consisted of mixed ability levels. Each of the children was a reflection of his/her preschool years and emerging literacy ability.

From the twenty-six children in the grade, (twelve girls and fourteen boys), a random group of ten children was chosen to be interviewed individually, and their responses tape-recorded for detailed analysis of the retell of the story they had just heard. To choose this group, each child's name was written on a piece of paper; these were placed in a box and the ten names were drawn out by another teacher. This group consisted of four girls and six boys. These ten children were grouped according to their ability to check if the range was truly representative of the grade. I considered three of the children bright and proficient with oral language, four were considered of average ability and the remaining three quiet and rarely responded in oral or discussion sessions.

Chronological ages in the preparatory grade ranged from the youngest child who was five years old to a child who was six years and four months old, a range covering sixteen months. This age is reflective of children's experiences with life/language and this in itself became the first variable in the study. This grade's make-up was consistent with preparatory enrolments in many Victorian schools.

4.4. TIME PERIOD

The project was carried out mid-year, over a period of eleven days, prior to the children in the grade having experienced listening activities focused on developing specific listening skills that may have influenced their development. Experiences had purposefully been limited to ensure that listening skills were not taught that would influence the research. Listening skills related to literacy development, aural discrimination and music were included as part of the regular classroom program.

A program was proposed and implemented over a period of eleven days, to show the differences in children's retell of stories, and the need to clarify questions to negotiate meaning. The

children had a story read to them (no illustrations were available to assist the children visually) at the same time each day, followed by the session of questions which was to provide data to be used for later analysis. The stories read to the grade did not have the pictures revealed till another session, until after questioning had taken place, ensuring visual stimulus did not assist the children's comments and their responses relied on them listening to the stories. The ten children in the sample were interviewed individually on days one, six and eleven of the study, immediately after the story session while all remaining children were at music class.

Initially it was planned that reading of the stories and question times would be held in the first session of the day when the children were fresh and more able to concentrate. This time proved to be unsuitable due to numerous interruptions of mothers hearing children read, children arriving late, bank books being collected, and so on, and a more suitable time was chosen. The new time chosen was directly after lunch.

4.5. BOOKS SELECTED FOR READING

The books selected to be read to the children were chosen with specific criteria:

1. They could be read to children without the need of illustrations to complement the narrative (or influence the children's visual senses);
2. They included a mixture of genre;
3. The text was written to suit the age and interests of children of a similar age;
4. They were short in length.

It was hoped that the children would hear the stories for the first time and books were chosen with this in mind. This caused a problem when it came to choosing the books, as books were limited to ones that could be read without illustrations and suitable for the age/development of the children in the grade.

The narrative of many modern books is written in conjunction with the illustrations (Hiller, 1987); to read these books without their accompanying illustrations meant that the stories did not make sense. Older/retold stories fitted the criteria, *The Three Little Pigs* and many of the fairy tales are suitable for retelling, but many of these are told/read at home and therefore were excluded from the study.

The final choice was a mixture of books (see Appendices 1-11), chosen for variety to cover the interests of the different children (Chambers, 1991), although the majority fell into the category of fantasy/animal stories. Most factual books require illustrations to accompany the written text and it was difficult to find a selection to include in the study. Two stories were chosen from *"Listening Time -Kindergarten Stories of the Air and Verses"* (1964), as these stories were considered suitable for reading without illustrations, were suited to the age of the children, and were thought to be unknown to the children in the class.

The children were asked to indicate on a card if the story was known to them or if they had never heard it before. Several of the stories had been heard previously at kindergarten or in the home. How this affected the retelling of the story and the answering of questions proved to be an

interesting exercise in children's perception of what is known and unknown. (See Appendix 11.3, retelling of the story "Mr Brown's Apple Tree' which the children had previously heard at kindergarten).

4.6. PLANNING THE QUESTIONS.

The stories were read and questions prepared (Appendix 1.1 - 11.1) prior to each day's story and question session. The questions were formulated according to specific criteria to ensure that the questions asked covered a range of complexities and stimulated a variety of responses. (Ministry of Education, 1986).The questions were to initiate responses that could be of assistance in discovering the differences in children's comprehension of the stories.

The questions formulated for the 'question sessions' were based on Ministry of Education Guidelines (1986) for implementing an integrated curriculum, where importance is given to children's thinking capacity and the role of questioning is considered critical. The types of questions that were planned encouraged "divergent thinking, empathic thinking, interpretation, analysis, prediction, comparison, and evaluation. "(Ministry of Education, 1986/1989). Although the ideas gleaned from the Guide relate to the Integrated Curriculum, their application in this study is relevant where questioning plays a major role.

4.6.1. Types of Questions

The types of questions formulated in this study (more detail available in Appendix 12- Question Format) fell into the categories listed below:

- A. Convergent - for recall of facts from the text where only one answer is correct.
 - B. Divergent - when imaginative ideas are sort.
 - C. Interpretative- to encourage use of text information to reach a conclusion.
 - D. Inferential - for development of reasoning skills.
 - E. Comparative - allow for similarities and differences to be noted between texts.
 - F. Empathic - relate to feelings and forming a hypothesis.
 - G. Predictive - to extend thinking beyond what is already known.
 - H. Evaluative - allows for critical thinking, and for determining cause and effect.
- (Ministry of Education, 1986, P.49; 1989, p.21)

The mixture of questions included closed questions and open questions. Closed questions are those with a narrow focus which elicit a particular verifiable response. The responses are generally simple, involving limited use of language and requiring little thought; while open questions have the potential to stimulate children to think in new and original ways, allowing them to make individual interpretations. In responding to open questions children were required to use language for different purposes, for example, to explain, interpret, compare, predict, reflect, speculate, justify. (Language Arts Committee, 1981; Ministry of Education 1986 P.49). The mix of questions allowed for different responses from the children and provided factual knowledge of their comprehension capacity/abilities and higher level thinking skills in relation to the questions asked.

Initially questioning was to be undertaken daily with the whole grade at one sitting, but events necessitated changes be made to the original scenario that was planned, and Action Research methodology undertaken (action - reflection - followed by a reaction/change) (Baird 1986; Kemmis et al 1984). The changes were implemented and ensured that the methods of acquiring the data followed the principles of reflective teaching. 'If something is not working well, adapt and improve it the next time'. These changes are explained in detail below.

4.7. ACTION RESEARCH IN ACTION

In any teaching situation it is the teacher's role to utilise her/his expertise in the implementation of work to be undertaken. Effective teachers do more than plan the work they want implemented, they adapt and adjust as they acknowledge what is appropriate at that time for those children. They reflect on 'what works' and 'what does not work' and follow up with changes to their methods of implementing work/discussions/practical sessions and ensure they (the teacher) use their knowledge and skills to encourage the children to give of their best.

In this study it was planned that all children would listen to the story at their tables (less distraction from another child sitting too close) and then sit together on the floor near the teacher for the question time. Questions were to be asked of the whole grade and responses recorded on an audio tape and the session video taped. The recall of the story by the ten children, selected for this particular purpose, was recorded on audio tape prior to question sessions on day one, day six and day eleven.

In most classroom situations, teachers learn from their mistakes. If something doesn't work they change or adapt it, so it is improved upon the next time. Within this study this is the approach taken to ensure that the normal teaching procedures captured the essence of what the children had to say and how they thought. With each change that was made, a reason explains why it was considered necessary. This method is the approach that would have been undertaken in this classroom as part of a normal teaching situation.

Change 1. On the first day **all** children were seated on the floor in front of the teacher and the list of planned questions was asked (Appendix 1.1). The second day the children were divided into **two groups** to facilitate the asking of questions.

Reason. This was due to the difficulty of involving and obtaining responses from many of the 'quieter' children. The two groups were chosen according to their participation performance,

- children who rarely contributed to discussions
- children who were extremely confident and participated in all discussion sessions.

The smaller groups allowed for more children to participate in the answering of the questions.

Change 2. The first question session proceeded until all questions were asked, (with breaks given for children to move around the room). Following sessions were shorter and varied according to the concentration span' of the children in each group .

Reason. A number of children became restless during the session as it was too lengthy when trying to ask all the questions which had been planned.

Change 3. After day one, the questions asked of each group were different, the planned list was divided into two, although a few of the questions were asked of both groups. The first group was asked some of the questions that had been planned, the second group was asked the majority of the remaining questions on the list. (Appendices 1.2 - 11.2), although not all preplanned questions were asked in every session.

Reason. The first questions did not require the more complex thinking processes as the second half of the questions. This allowed for more participation by more children in the groups, especially those children who struggled to get meaning from the questions. It ensured that the second group did not use the questioning session as reinforcement of the content of the story and an aid in remembering the story by listening to the first group's responses.

Change 4. Each question session was planned to include pre-planned questions, but as the program progressed it was necessary to ensure that time was allowed for some children to respond to questions, and for the teacher to restate or rephrase some questions or engage in extraneous conversation to help particular children clarify their thoughts and stimulate them to give an answer. Not all pre-planned questions were asked in the session.

Reason. To see if clarification of questions helped the children's understanding and comprehension of the story.

Change 5. The children faced the teacher during the questioning sessions in week one. The following week they were allowed to face each other in a circle.

Reason. In learning to communicate with people group interaction is far better than the teacher being the focal point, the children had a chance to look at who was speaking . It also encouraged use of listening behaviours: look at a person who is speaking, taking turns at speaking, responding to the speaker directly (not the teacher). It gave less opportunity for some children to "tune out " as they had done when seated facing the teacher.

Change 6. For the last session all children sat on the floor as one group during the question time.

Reason To see if the two weeks of stories/questions made a difference to the children's participation when the whole grade was together.

4.8. DATA COLLECTION

The research was conducted in a manner as naturally as possible so that it was considered as part of the day to day activities in the class (Crystal, 1987). The video camera had been used in the classroom previously to record show and tell, children reading to other children and outside the classroom on excursions. This ensured its familiarity in the room when used to record the questioning sessions. The audio recording had not been used previously and was a novelty initially, but did not appear to interfere in the children responding to the questions.

The audio tapes of the ten children retelling the story were transcribed verbatim, while the transcript of the tapes of the children's responses to the questions (not verbatim) were placed on a grid. On the left side of the grid the questions were listed, on the top of the grid the children's names were listed. Each response was then placed in the appropriate place under the child's name and opposite the question they answered. This proved to be a way in which each story could be checked, the children who responded to the questions noted and the times that questions were clarified throughout the session could be easily counted. These transcripts indicated what the children said over the eleven question sessions (sample of grid Appendix 13).

CHAPTER 5.

RESULTS OF THE STUDY

Listening studies expand our knowledge of how children learn; of this research are an attempt to demonstrate how a grade of twenty-six prep children who listened to a story each day (Appendices 1-11) over eleven school days, responded when questioned about the text. After each story, pre-planned questions were asked (Appendices 1.1 - 11.1). Data analysis of children's responses was undertaken to provide evidence:

1. of the range of responses which the prep. grade children gave to questions asked by the teacher about the picture-free stories read to them.
2. that questioning by the teacher assisted the children in clarifying their understanding of picture free stories read to them. and
3. of the diversity of the responses to the request to ten children that they retell three of these stories.

5.1. QUESTION SESSIONS WITH THE GRADE.

5.1.1. Children's Responses to Teacher's Questions

Within the classroom questioning is part of the natural process for assessing and evaluating children's understanding of the work they are doing. It is the natural interaction between teacher and children in teaching situations and for this study it was a natural method to use to note the responses children make after listening to the picture-free stories. Examples from the data (samples in this chapter) show the diversity of responses that were evident:

- some children were off-track with their answers,
- some children's cognitive/linguistic abilities are not at the same stage of development as others,
- some children remembered more than others,
- some children used prior knowledge of other stories to assist in their responses,
- some children used prior knowledge acquired at home or at school to assist in their responses,
- some children used prior experiences as stepping stones to connect new experiences (see 5.1.6.)
- some children added extra information in their answers
- some children started slowly, contributing little, but by the end of the study were contributing more,
- some children made up their own stories to suit what they remembered,
- some children were able to compare and contrast known stories,
- some children remembered factual information,
- some children used higher level thinking skills than others,
- some children were using a method of learning that suited their needs and spoke confidently,

- some children were willing to share ideas and help others with their understanding,
- some children added humour to their responses,
- some children internalised new information and used new words acquired from the stories.
- some children can clarify answers for other children.

5.1.2. Teacher’s Responses to Children’s Answers

In the question sessions the initial aim was for the teacher to ask a question and have a child/children give response(s).The teacher did not follow up with an answer to clarify what the children said; in this way the children’s responses were their own ideas of what they had understood by the question, after having listened to the story. Several children were asked the same question to assess what each understood by that question. Questions were sometimes repeated, but clarification was not made by the teacher. Children who made incorrect responses remained unaware that their answers were wrong, providing data to show that without clarification children’s understanding can be incorrect.

- **Some children remembered factual information.**
- **Some children were off-track with their answers**
- **Some children can clarify answers for other children.**

Example 1:

A House for Hickory (Appendix 1)

Question: What happened after he looked at the nest?
Answer 1: There were birds in it.
Question: Anything else?
Answer 2: *Ant’s nest*.(no clarification that this was a wrong answer).
Answer 3: The bird didn’t want the mouse to go in it. They were living in it.
Question: Why couldn’t he look at the snail shell?

Example 2:

The Apple Tree (Appendix 2)

Question: Were the apples green, yellow or red?
Child 1: Pink
Question: repeated
Child 2: Red (another child)
Child 3: Red

The child who gave the answer "pink" may need further clarification by the teacher to find out why he chose that colour when in the question the choice of colour he was given, was red , green or yellow.

In a classroom situation it is usual for the teacher to encourage the child to rethink an answer, or to ask another child what they think the answer may be. Finally, if a misunderstanding still persists

then the teacher explains the answer. Cambourne (1988) supports these ideas in his philosophy of whole language learning and how young children learn to talk.

In this first session twenty-four questions were asked (Appendix 1.2), and between one and six children responded to each question. Instances where questions were repeated were used to extend and add to what one child had retained from the story. This method reinforced the correct answer, and added information that the first child may have forgotten or was slow to recall.

- **Some children remembered factual information.**

Example

A House for Hickory (Appendix 1)

Question: Who can tell me all the places he looked for a home?

Child 1: a hole, a basket.

Question: repeated

Child 2: a hole , a basket, a hive and a shell.

Question: Any more?

Child 3: a hole , a basket, a hive, a shell

Child 4: You forgot the bird's nest.

At this stage of the proceedings the children were relying on aural recall of the episodes of the story as they have not been shown any pictures to reinforce their recall of factual information from the text. There were several children who made no attempt to answer the questions.

In session one, ten questions were repeated to allow more than one child to give an answer; the children who responded to the questions generally gave correct answers (except in one instance) and allowed the teacher to judge the children's understanding of the question, as it required use of higher level thinking skills.

- **Some children used higher level thinking skills than others.**

Example

A House for Hickory (Appendix 1)

Question: If Hickory is still carrying his suitcase around with him tomorrow, what do you think was happening.

Child 1: He dropped it on his toes.

Child 2: I forgot

Child 3: He might lose it.

Child 4: He might find a new home.

The response required was "Hickory had not found a new home yet". This question needed a teacher response to clarify the question as each child who attempted the answer did not know their response was wrong.

As the question sessions progressed (sessions 2-11) clarification of questions was handled differently, and the teacher extended the question or asked for a child to rethink their answer. After the first few sessions it became evident from responses that some questions needed clarification more than others. Clarification therefore becomes an essential component for that child's understanding (Cambourne, 1988), when it was noted several questions seemed to be phrased in a way that the children did not understand; an individual child's interpretation of a question was incorrect and the misuse of words in a response needed to be corrected.

- Some children's cognitive/linguistic abilities are not at the same stage of development as others,
- Some children used prior knowledge acquired at home or at school to assist in their responses.

Example 1:

The Apple Tree (Appendix 2)

Question: Why do you think the children bought a spade before Grandpa's visit?

Child 1: So they could dig out the apple tree.

Question repeated and clarified. Dig out the apple tree, did they get the apple tree yet? Dig what? What did they dig?

Child 1: They could dig the seeds.

Teacher: The seeds, what do you think Shaylea?

Child 2: Um, when they dig it they pour water in and the tree grows.

Teacher: Thank you, go on Jayden.

Child 3: Um, because they want to make a hole so they can put the seeds in it.

Example 2:

The Apple Tree (Appendix 2)*

Question: What happened in the spring?

Child 1: The tree grew some apples in the Spring.

Child 2: They grew.

Child 3: No apples.

Child 4: The apples grewed red. (Appendix 2.2)

The children did not realise that the blossoms grew in the spring. They guessed at the answers using prior knowledge of what should grow on the tree.

*One child was late in coming to school and did not hear the story, during question time she participated and answered two questions correctly from the context of the questions that were asked.

- **Some children internalised new information and used new words acquired from the stories.**

(‘bare’ was used in a later conversation with the teacher)

The Apple Tree (Appendix 2)

Question: Why did the apple tree stay bare in the winter?

Child 1: Because they wanted to....(answer not completed)

Child 2: No response

Child 3: They wanted the apples to grow.

Question: What does bare mean?

Child 4: Nothing on.

Child 5: The bear ate it

Child 6: No response

Child 7: Bear might eat it up.

The questioning by the teacher helped clarify what the children understood of the stories and eliminated any misunderstandings that had occurred. In addition, it showed the children who could cope with the story and those who could not. Many of the questions asked by the teacher required more complex thinking skills of reasoning and inference, seen in the above questions. Clarification of understanding therefore became essential, factual questions can be shown to be incorrect through reference to the text, but this question went beyond surface understanding and needed higher levels of cognition. Over the eleven sessions questions became less stilted and more like a discussion between the teacher and the children, with the teacher guiding.

- **Some children were able to compare and contrast known stories.**

Example 1:

Peace at Last (Appendix 4)

Question: Does this story remind you of any others?

Children: Goldilocks.

Example 2:

The Bush Bunyip (Appendix 8)

Question: Who heard of a bunyip before? (Discussion followed about one of the stories read earlier in the year.)

Child 1: Today in the story.

Child 2: The one in ‘Interruptions.’

Child 3: In the swimming pool.

Child 4: One where it was all muddy.

Child 5: The one where the drover was eaten.

Child 6: He died.

Child 7: The person put pepper down his throat.

- Some children were willing to share ideas and help others with their understanding,
- Some children made up their own stories to suit what they remembered
- Some children added extra information in their answers
- Some children used prior knowledge of other stories to help in their responses
- Some children started slowly, contributing little, but by the end of the study were contributing more.

Example:

The Two Little Pigs (Appendix 10)

Question: Just tell us something you remember about it (the story).

Child 1: The three pigs, the two pigs went in, the wolf came past the house and when he was going past he blew the house down.

Question clarified: Is this the story I read or is this the other story?

Child 1: Your story

Question clarified: My story! And you said the wolf blew the house down. Who thinks there was a wolf in this story? Hands up.

Child 2: Because I can see it there.

Question repeated: If you heard the story I read and there was a wolf in it hands up. You think there was a wolf in it Brooke (nod). What about you Shaylea? (nod) Yes. Adwin, was there a wolf in the story? (nod) What do you think Daniel?

Child 3: No

Question repeated: No. What about you Dale, a wolf in my story that I just read?

Child 4: No. (The remainder of the children answered no).

Child 1: The pigs had to find another house and they talked to the

Question: Who did they talk to?

Child 2: I'll help him.

Child 1: They talked to the goats and the goats said no. They asked if they could see the house, if you could find a house and the goats said no.

Question clarified: You were listening. Was it a goat in the story though or was it a different animal?

Child 2: It was a different animal. It wasn't a goat Terry.

Question: Brooke's going to tell us.

Child 5: There was a horse.

- **Some children added humour to their responses.**

Example:

Peace at Last (Appendix 4)

Question: If father bear was having such a bad night, what might father bear have done to make it a good night's sleep?

Child 1: He might have gone in the bushes and got eaten by a dingo.

Child 2: He might have gone camping and forgot his undies.

Child 3: He could have blocked his ears.

Child 4: Put a walkman on.

Child 5: I've got a funny one. Put ear muffs on.

- **Some children used higher level thinking skills than others.**

Example:

A House for Hickory (Appendix 1)

Question: If Hickory was looking for a new home, where was his home before?

Question: How can we change the end of the story?

Question expanded and clarified.

Child 1: He could find something like a shoe or something or another mouse hole.

Child 2: He could climb upon a table. He went on a plate. He could push a cup over and... so no-one could see him.

These questions required the children to do more than respond to what was stated in the text, they needed to use other thinking skills of creating, imagining and reasoning, allowed the children to give their own version for an ending without being wrong. It also allowed the teacher to recognise the oral creativity of children who were just learning to write, who would not as yet have acquired the skills to put their ideas down on paper but, had the linguistic skills to demonstrate how capable they were with their thinking. Brown and Cambourne (1987) suggest that we need to do more to develop children's language skills and that interaction through talk is one of the best ways in which children learn and give them life long empowerment. This would have been an ideal situation, if structured a little differently, in which the children could have learned the art of questioning and the responsibility of questioning others to gain information, knowing that the person questioning must know the correct answers.

5.1.3. Clarification Needed for a More Difficult Text.

Each session followed a similar format; the story was read to the whole grade, the grade divided into its two groups, one working at their table while the other answered the teacher's preplanned questions. As the sessions continued it was noticed that children in the non-active group (children who did not participate in the questioning session on day one of the study (refer to 5.1.5. for information about grouping) were participating more.

Clarification by the teacher was more evident in this story as the text was more difficult and there were words in the story that some children had not heard before.

- **Some children were off-track with their answers,**

Example:

The Bush Bunyip (Appendix 8)

Question: Who was the fierce animal in the story?

Child 1: A bunyip.

Child 2: A crocodile

Child 1: It wasn't a crocodile.

Question: Who was the fierce animal in the story?

Child 3: A bunyip

Question: Hands up who agrees. All children agreed.

Question: Did the Bunyip frighten anyone? Hands up for yes or no.

Child 1: *No answer

Child 2: It frightened itself.

Child 3: No

Child 4: **No answer

Teacher: Was it too hard. (no response)

* Child 1 often had difficulty putting her thoughts into words. Hughes & Cousin (McClure et al.,1988) suggest that this child might react differently in a conversation initiated in their home. Is the school conversation too one sided and not a real-life situation. In a real-life situation both parties are carrying on a conversation in which they both want to participate and have something to contribute.

** Child 4 often had difficulty putting his thoughts into words. He participated in the retelling of the stories and needed prompting to get an answer, and time to deliberate on what to say.

A study by Rowe (1981) examined the amount of time teachers allowed for children to answer questions. Findings revealed that teachers need to allow children time to think through ideas and issues in discussions. They also suggest that rapid fire questions are counter to divergent, analytic, reflective and interpretive thinking (Learning how to learn, 1989). How the timing of questions influenced answers is not known, but its relevance to the study must be assumed and included as an influencing variable that may have affected the responses from some children.

5.1.4. Size of Group Detrimental to Questioning.

The first questioning session (Appendix 1.2) continued until all questions were answered (approximately thirty minutes), with two breaks for the children to move around the room. The method of delivery of the questions changed after this session, as too many questions were asked in this one session with too few children responding to the questions. Only eighteen of the twenty-six

children were involved in answering the questions, the group size inhibiting each child from receiving fair and equal time. In the session eleven, this number dropped to sixteen, but less questions were asked during this session and an actual comparison was impossible to make.

5.1.5. Smaller Groups Make a Difference.

Each day the children listened to the story at their tables then moved to the floor to be seated in front of the teacher for the questioning session. Day one the whole grade was seated before the teacher, but questioning of **all** children was difficult as the numbers prohibited inclusion of all pupils. Many quieter children were overshadowed by their peers who consistently responded to the questions being asked with hands up, their body language demanding attention. The quiet children, often the children who need time to think before they answer, listen but do not participate due to the perseverance of the confident and out-going children, who ensure they are noticed and sit close to the teacher. Often these children have their hands up first, have a more confident command of the language and are risk takers in what they say. In a large group it is difficult to draw in the children who sit at the edge of the group, these are the children who lose interest in proceedings, wriggle around and do anything other than pay attention. They are included spasmodically, but they are not the active listeners referred to by Wolvin & Coakley (1991).

In later questioning sessions, days two to ten, the children were divided into two smaller groups allowing more children to have an opportunity to be questioned. The groups were chosen according to their participation in day one's question session. Quiet, less confident talkers in one group and out-going, confident and active oral participants in the other group (Klob, 1985). These groups will be referred to during this study as **Group One: Non-active Listeners** and **Group Two: Active Listeners**.

- While one group was seated in front of the teacher, the other group remained at their seats completing set work.

The first group (Non-active listeners) were chosen to go first so they would not be influenced by the remarks of the other group (if they had not recalled the text of the story, the questions would prompt memory recall) and their answers were expected to originate from listening and recalling the action/events/characters in the stories.

This group was made up of thirteen children, and an attempt was made to include each child in the questioning, although the data shows that five children did not respond when asked questions after story two. The first twelve questions were taken from the list (appendix 2.2). Four of the twelve questions needed to be repeated/clarified for several of the children as the answers they gave to these questions showed that they did not understand what the teacher had asked.

The second group (Active-listeners) was asked nine questions (Appendix 2.2), with several misunderstandings. Although the children's answers were not clarified by the teacher, as noted in the data, **all** children in this group answered at least one question when asked by the teacher.

5.1.6. Inattentive Children/Passive Listeners?

Are inattentive children easy to recognise? We recognise the behaviours that indicate when a child is not attending; they wriggle about, they touch children in close proximity, they talk to the person next to them, they have a vague look on their faces and usually they don't participate in the discussion or activity. These are indicators that teachers focus on and draw children back into the group, but sometimes the passive listener is not detected (Wolvin & Coakley 1991). A passive listener is sometimes revealed through a response that does not fit the class discussion, a response that is a reflection of his/her own thoughts and has no connection with the conversation going on about him/her. They appear to lose interest in what is being discussed and their mind wanders to more interesting things. From the audio tapes one child in particular responded to questions that had no connection with the discussion in progress.

- **Some children used prior experiences as stepping stones to connect new experiences**

Example:

A House for Hickory (Appendix 1)

Question: Who looks after mice? Do mice belong to anyone?

Child 1: The vet

Child 2: I saw a cat a long time ago and it had maggots in its eye.

The reference to the cat was possibly a connection with a prior experience of visiting the vet. Wray & Medwell (1991) suggest that this is not the case at all, this *"talking at a tangent"* (p.11), is typical of children of this age and is often a learning process, of linking new experiences with previously held ideas, and linking in with personal experiences.

5.2. FACTORS THAT MAY INFLUENCE A LISTENING EXPERIENCE AND SUBSEQUENT RETELL OF THE STORY.

5.2.1. Talk in the Home Influences Transition to School.

Olsen (1988) explains what he sees as a factor contributing to some children having so much difficulty with literary discourse. He suggests that the type of oral discourse held between parents and children contributes to how well children understand. This would explain why some children ease into this new environment while others find it quite difficult (Baker & Freebody, 1989). Parents who are highly literate converse with their children in a way that is almost like reading to them. Questioning plays an important part in the discourse, they ask questions and respond to the answers with more questions. They ask for clarification of meanings, they ask for possible interpretations and so on. This prepares these children for literacy and for them it is scarcely a jump at all because through all their oral practices with their parents they have become familiar with that form of discourse. "So for some it is easy and for others it is difficult"(David Olsen, 1988, p.106).

5.2.2. Comprehension v Production

Another factor may contribute to why we see differences in a child's retelling of a story, Clarke's ideas, discussed in McGregor (1986) suggest that

"instead of a single shared lexical system, children may be developing two different systems- one for comprehension and one for production" (p.82),

Memory may also contribute to this area, children may listen to the story, comprehend its content at the time of the story telling by the teacher but without visual clues or a method of rehearsing what they heard they are unable to retrieve the story later unless they are given cues to help them (Searleman & Herrmann, 1994).

Hepburn (1991) believes that conversational competence is extremely intricate and involves many components, thereby playing an important role in what is or is not said by children. A speaker needs to be able to determine what to say in any given situation, using linguistic and cognitive skills. The listener's status in the process is important, as they become the focus of the information being given; confusion may arise if what is said is misunderstood or misread. Children's competence in dialogue is closely connected to their level of development; often young children are only able to discuss at the concrete level relating to present situations and are unable to discuss on an abstract level. They can be intimidated by the listener as an 'expert' or the formality of the listening situation (eg. interview) (Hepburn, 1991) as may have been the case in the retell executed in this study

5.2.3. Differences in Children Contribute to Differences in How They Learn.

What the dialogue between teacher and student does not show is the diversity of personalities and experiences of the children. One child within the study could read any book given to him and had been assessed at being in the ninety-eighth percentile of intelligence, yet he was unable to give a fluent recall of any of the stories without additional prompting.

When the books were chosen to be read to the children it was the teacher's experience and judgement that influenced the choice. Some of the books may have been beyond the children's comprehension in a listening situation (Bouffler, 1992), although they may have been suitable for a teaching situation where content/text and illustrations would have been discussed. Retell may have been easier too had it taken place after the text had been heard and shared several times.

5.2.4. Environmental Factors on the Day

Wolvin & Coakley (1993) also ask questions that suggest other factors may contribute to how children actually retain stories for retelling later. Of the ten children in the study who were attentive while the story was read? What events between hearing the story and the actual retell to the teacher influenced what they retained? What health problems were evident (a cold, a gastric upset, headache and so on)? What home influences may have contributed to how they respond on that particular day (parents being antagonistic towards each other, a late night or missing breakfast)?

5.2.5. Poor Listening Behaviour or a Learning Dysfunction.

All the literature supports the findings that suggest there are differences in children as they learn, that no two children are the same due to the numerous variables that interplay in their lives. As we can see evidence of differences in what the children say, in relation to the story, we assume that listening differences are also evident. What children 'listen to' in a listening situation cannot be measured, but only assumed by their ability to respond.

During the questioning sessions there were three children who were often inattentive and needed direction to attend and listen. Lowe (1993) and Bygrave (1994) discuss the failure to attend as contributing to learning disabilities and most individuals who exhibit some degree of distractibility or lack of ability to focus on immediate, relevant stimuli, have a learning dysfunction. Children who are second language learners may also have problems, but these may not be recognised due to their inability to converse in English (Gibbons 1991). The complexity of the classroom grows the more we understand the complexities that show how our children learn.

It is only through teacher experience that children with language disabilities are recognised, children who avoids answers may do so because of an inability to respond and so begin to learn avoidance techniques. Although the children listen to the teacher they are unable to express their thoughts, ideas and wishes in verbal communication. At first difficulties may be subtle, but as they proceed through the school they emerge and are reflected in academic learning and social problems. The problem becomes more complex when it is noted that these children do not always perform poorly in all areas of the curriculum (Lowe, 1993), and are not recognised as needing specific help in any area.

Lowe (1993) mentions the nature of language disabilities that may affect some children who have learning problems. The characteristics of children with disorders range from mild to severe cases that can affect the learning potential of the children; the list includes attention, memory, perception, motor, and social-emotional immaturity. Therefore what is assumed to be poor listening skills may in fact be the result of a language disability (Beveridge & Conti-Ramsden, 1987), or simply immaturity in developing. If this is the case then speech and language skills will emerge later, so these children catch up with their peers (Webster & McConnell, 1987).

5.3. RETELLING OF STORIES

Due to the nature of the study, the approach involved in collection of data required a "frozen record" (Harker & Green, 1988) be obtained, so what was said at each interview could be examined. The data was collected on audio tapes and then transcribed for easier collation and analysis. This involved verbatim transcripts of the ten children's retelling of the three stories over the three sessions to allow the differences in each child's answers to be revealed. The interview transcripts enabled each child's language to be compared to the others in the group (same story) and to be compared with their own retelling (each child retold three stories) over the three sessions.

Evidence shows that although each child was present at the reading of the story and was given the same opportunities to listen each child's retell showed a difference in recall. It is difficult to state why some children remembered the story and others had difficulty. Ideas presented and expanded upon in chapter three and this chapter reinforce the complexity of the variables that may have been influencing factors in how each individual child "listened" to the stories. How they recalled the stories suggests individuality in how they reconstructed the literary text, used memory retrieval and language skills to express what they had to say, with their ability to sequence thoughts and verbalise the relevant information (Wolvin & Coakley, 1993; Borisoff & Purdy, 1991; Morrow, 1990; McGregor, 1986).

As other researchers have stated there are many contributing factors why what is listened to is retained. To ensure that each child had an opportunity to respond in the retelling of the story, conversation was initiated to assist in recall of events as a memory 'jogger'.

The three stories that were used for the retelling were read a week a part. The first story was called **Hickory the Mouse** (Appendix 1), the second was **Marvella goes to the Moon** (Appendix 6), the third was **Mr. Brown's Magnificent Apple Tree** (Appendix 11). The question asked of all children was "Do you remember the story(name of story)...., can you tell me about it?

How each child responded is documented below:

NB: "....." indicates time allowed for the child to think or a pause in the child's speaking.

- Some children remembered more than others
- Some children were using a method of learning that suited their needs and spoke confidently.

CHILD 1

STORY 1. Melody -Well,he went to a slipper and he was..... and dere was nobody in dere and he went in dere and he find a beehive... and he couldn't get in dere 'cause a bees was....was making honey. And.. and dem find a dem find a basket and dem couldn't get in dere 'ecause a cat was in dere. Dem find a snail shell and dem couldn't get in dere cause a snail was in dere. (Appendix 1.3)

STORY 2.Melody- Yep, well der's a *dog* (the character was a robot) what wanted to go to the moon and he visit a plane but it wouldn't take him cause it was too far up and he visit a rocket ship and and a rocket ship and he said he would be glad to give him up to a moon and den and den he gave him up to a moon he was scared so he wanted to go back down and and see he friends. (Appendix 6.3)

STORY 3. (Melody's initial answer to the question was that she didn't know, but after some prompting came up with an answer)
Teacher -Can you tell me all about it?
Melody- No
Teacher -You don't remember it. But you can tell me whose in it?
Melody- Yep.
Teacher -Who is?
Melody- A mouse and some more mouses and a man.
Teacher - And what did they do?

Melody- Well..... a man had 5 apples and on a tree and.. another night um a mouse came and stole a apple and comed out when it was the morning and den he counted a apples and der was 4 apples and then when the night came um he....a mouse came again and and he prewed from the stem and then and then and then he turned up and count a apples and deir was three apples.. another night dem.. he went to bed and a mouse went and prewsed from a stem and then and then um a apple went plop on to ground and den a mouses eat da an' den der was two apples and and den he went to bed and what happened he ..when it was night time a mouse came again an den an den when he came out an den der was only two apples...so he went to bed again an den a mouse chewed again andwhat happened is.....(Appendix 11.3)

As Melody could remember the previous stories in some detail it was strange that she made little attempt initially to retell story number three, and relied on the teacher's prompting to help her. Melody was a risk taker with language and contributed to discussions while still organising lexical knowledge, phonology and syntax in her sentences. She was a highly motivated student.

CHILD 2

STORY 1. Teacher -Hello! Can you remember the story of Hickory the Mouse that we just had. (Shook his head). You can't remember it! Can you tell me a little bit about it. You try... Have a little think.... I think I've already told you what his name was. Do you know his name?

Daniel- Hickory the Mouse.

Daniel needed prompting each time after answering the teacher's question.(Appendix 1.3)

STORY 2. Daniel- Marvella (yes) went into a rocket (yes) and into an aeroplane....(Appendix 6.3)

STORY 3. Daniel -....(no response)

Teacher- Do you want me to give you a start off. Who was in the story? Who were the people in the story?.....

Daniel -Three little pigs.

Teacher -Three little pigs. Is that the story we had this morning?

Daniel - No (Appendix 11.3)

It is difficult to establish what was happening for Daniel, once prompted he could retrieve the relevant information although these came in single words or phrases. As Daniel rarely contributed to other discussions, it may be considered that he is at a stage in his learning where he can comprehend what is said but is not able to produce an adequate response without some guidance. Parent interest * in home learning was high.

CHILD 3

STORY 1. Tamara- He was, he was, he was looking for a great house, but in the end he found one and it was a slipper.(Appendix 1.3)

STORY 2. Tamara- Well, the little girl kept on looking at the moon and she wanted to go up there and she asked everyone and then she finally got the rocket except when she went up there it was very lonely so she went back down again(Appendix 6.3)

STORY 3. Tamara absent

* Assessed through the comments made to teacher relating to helping child with learning in the home.

Tamara had a good command of language, she always contributed to class discussions. Parent involvement in home learning was high. She was not a risk taker, but was highly motivated with her learning.

CHILD 4

STORY 1. Leigh- Well, he had to find a home and he found a round shell and someone was living in it and he found a basket and a cat was living in there(Appendix 1.3)

STORY 2. Leigh- Well, Marvella liked the moon and she wanted to go to the moon and she and the rocket took her to the moon. (Appendix 6.3)

STORY 3. Leigh absent

Leigh had a good command of language, but often “tuned out” in discussion sessions. Concentration span when working with a group was poor. Highly motivated when the subject was of interest to him. Parent involvement in home learning was high.

CHILD 5

STORY 1. Shaylea -.....(no response)
Teacher- What was the story about?.... Who was the little person in the story?
Shaylea- The mouse.(Appendix 1.3)

STORY 2. T- Did you remember the story we listened to this morning "Marvella going to the moon?".....Have a little think about it. Do you remember who was in the story?.....Have a little think, I bet its all the way inside there because you’ve been a very good listener of late. Do you know one of the things you heard in the story?
Shaylea- The plane.
Teacher- The plane, what did it do?
Shaylea- It was.....
Teacher- Go on, you keep telling me.....Was there anything else but the plane?
.....
Shaylea- A rocket .(Appendix 6.3)

STORY 3. Shaylea- Apple tree.
Teacher- All right can you tell me all about it?
Shaylea- The mouse was took the apples.(Appendix 11.3)

Shaylea's concentration span was limited, she enjoyed participating in discussions but was consistently at a loss as to what to say. She needed encouragement to clarify her own thoughts, and often needed questions repeated or reworded to understand what she was asked. She had difficulty following instructions and would become confused with the task she was asked to undertake. The auditory messages she received did not give her a clear message she could understand, the semantics and syntax of language seemed to confuse her. Limited home assistance, parents did not follow up with additional work or home reading.

CHILD 6

STORY 1. Luke- Um, um...um.....

Teacher- Ooo.. is it hard to think about it, have a little think, get your brain organised..... I can help you first, who was it about?... Who was in it?

Luke- A mouse. (Appendix 1.3)

STORY 2. Luke- Marvella wanted to go to the moon and um the rocket took her and a but all the other things couldn't help. (Appendix 6.3)

STORY 3. Luke- Well, um, Mr Brown um wanted to keep all his apples safe and he didn't want the mouse, mice to get 'em and um and they did. He ate the last one. (Appendix 11.3)

Luke is a proficient reader but his ability in this area is not obvious when asked to recall the story. He is not a 'talker' although he participates in discussions. He considered what he had to say and said it concisely in very few words, with a minimum of detail. How much the children were expected to retell was never emphasised therefore it is possible that what they gave was considered sufficient in their eyes. Parent involvement in home learning not observed. Assessed as highly intelligent from standard test measures.

CHILD 7

STORY 1. Ashton-Well then he went in a snail hole (yes) den he found a snail dere, in dere already and den he went toto(nervous giggle) (Appendix 1.3)

STORY 2. Ashton absent

STORY 3. Ashton- Um well um then this man um he had a big some five apples on the apple tree and den that night... um, that night the um the the mouse came out and ate one apple. And then the **bear** (there was no bear it was a man) comed out and there was only four apples. And then that night a mouse came up and he ate one apple and the daytime the bear um the bear came out and there was only only three apples so he went inside and that night the um the mouse came out of his home and went up the branch and and then he ate one apple and then in the morning the man came and the bear said "I want to see those thieves." So um he saw them.....(Appendix 11.3)

Ashton either knew story three quite well, having heard it before, or else he gained confidence in retelling stories/answering questions over the eleven days. Ashton needed time to think of the word he needed before he continued his recount of each event in the story. 'Um' is used to replace a pause while he thinks. In this story the main character was Mr. Brown, but Ashton continually referred to him as the bear, was this because he could not differentiate in the sound of the words "brown and bear" or because he had seen/heard the story before and in his recall was referring to his prior knowledge that the character depicted in the illustrations looked a little like a bear. Parent involvement in home learning was high.

CHILD 8

STORY 1. Stephanie-The mouse was looking for a house.(Appendix 1.3)

STORY 2. Stephanie- A robot.
Teacher- A robot. Okay now tell me what happened to her?
Stephanie- She went to the moon? (Appendix 6.3)

STORY 3. Stephanie.....
Teacher- Do you know where to start? Do you want me to help you get started? (yes) Do you want me to tell you who was in the story or do you know?
Stephanie- I know.
Teacher - Who were they?
Stephanie- Some mice (Appendix 11.3)

In the middle of the year Stephanie was very shy, was a listener rather than a participant in discussions. When questioned she always knew the answers to the story but was hesitant/ lacking confidence in telling what happened. Parent involvement in home learning was not observed. Stephanie was often away from school for single days due to illnesses.

CHILD 9

STORY 1. Joel -Cord pulled out of player so Joel was re-recorded.
Teacher - Sit down and you can tell me all about Hickory the Mouse again. Do you remember it, you don't remember it, you are shaking your head. Do you remember what happened at the end. What happened?
Joel- It was the end of the story.(Appendix 1.3)

STORY 2. Joel- Marvella wanted to go up to the moon?
Teacher - Yes..... What was she?
Joel- It was a rocket.
Teacher - Okay tell me some more?.....
Teacher - Yes..... What was she?
Joel- It was a rocket.
Teacher - Okay tell me some more?.....
Joel-She asked.....
Teacher - Can you remember any of the things she asked? Have a little think,because you have been a very good listener lately.
Joel-I've got a book of at home and it's the same.
Teacher - Same as this! Then you should be able to tell me all about it.....Well tell me why the rocket went to the moon?
Joel- Because it must, it was his home.
(Appendix 6.3)

STORY 3. Teacher - Do you remember the story we had this morning? Can you tell me all about it?
Joel - The mouse ate the apples an, an and the apples fell down.
Teacher - Right, okay. Have you heard the story before. (nod) Whereabouts?
Joel- I heard it at home because we got it.
Teacher -Do you hear it often or just sometimes.
Joel-We hear it all the time.(Appendix 11.3)

Joel made the comment he had the books at home and had heard the stories many times. He also indicated that he had heard the stories taken from Listening Time (1964) (stories nine/ten) when this would have been impossible; an indication that children say what they perceive to be true and are not telling an untruth, they don't know any difference or they try to please the teacher by giving a positive answer.

Over the two weeks it was observed that Joel's confidence increased and he participated more in the questioning sessions. He still had difficulty in recalling the stories and understanding the semantics and syntax of language, as seen in his answer in story one (above) and noted in his difficulty in giving answers to questions in the questioning sessions. Joel is one of the younger members of the class. Parent involvement in home learning was not observed.

CHILD 10

STORY 1. Terry- He couldn't find a home. (Appendix 1.3)

STORY 2. Terry- Yep, and the rocket took um Marvella to he moon. And all the.... The aeroplane and the helicopter and um all them things didn't um didn't give her, didn't let her go to the moon.
Teacher- What happened when she went to the moon.
Terry- She got happy.
Teacher - She liked it. Who were the things she talked to when she wanted to go to the moon?
Terry-Helicopter,
Teacher -Yes, did it take her up there?
Terry-Nup
Teacher- Why not?
Terry- Because it had some sick people.
Teacher -It had some sick people okay. Anything else?
Terry- The aeroplane had to take someone, it had had some people already full.
(Appendix 6.3)

STORY 3. Terry- The mouse the mouses came and ate all the um all the apples up.(Appendix 11.3)

Terry was a listener most of the time, but did contribute in the smaller group discussions. He had a history of hearing problems and needed tubes in his ears. He was often absent from school during the year. Terry's reference to the helicopter's and plane's reasons for not going to the moon were his own additions to the story. Terry is one of the younger members of the grade and the second youngest of a large family. Parent involvement* in home learning was minimal, but he was often helped by his siblings.

5.3.1. Analysis of Children's Retell of Story Text

Was there diversity in each of the ten children's recall of the text even though they all participated in the same listening experience? The evidence is here (and in the appendix) to be read, reviewed and dissected, and the answer is yes. This question can be answered easily, because the above responses from the children show what they could recall of the details of the text to which they

had listened, although it does not answer why they all varied. In each of the stories the responses to the question "Can you tell me about the story of?" are analysed:-

Hickory the Mouse (Appendix 1.3)

Teacher Do you remember the story Tell me about it.

Child one started with the conclusion of the story before sequencing the action as she remembered it in the book. She did not recall the whole story and when questioned to elicit more information she included "an apple," not mentioned in this story, but obviously a memory from another story (possibly Mr Brown's Magnificent Apple Tree heard at kindergarten or at home).

Child two had difficulty putting into words what he remembered of the text and needed prompting to get a response. He remembered the theme of the story, although he could not recall the detail of each episode. He indicated he could not remember the story.

Child three gave a very concise answer about the theme throughout the text and when prompted could add more information, although she did indicate that she could not remember all the events that took place.

Child four started with the first two events in the story and then stopped because he could not recall more detail. He finished his response with the concluding episode of the story when prompted for more information.

Child five needed prompting by the teacher to make a response about the text and could recall only the character, 'the mouse' and that he was searching for 'a house'. When asked 'what kind of house is it?', she responded incorrectly 'wood' (the house Hickory found was a slipper).

Child six had difficulty in responding and needed prompting to get answers, his response indicated he could recall the main idea of the story but he added extra and sometimes inappropriate information to the question being asked. He answered questions literally. Question: "So what was the slipper for?" Answer: "Um for a man's foot" The response should have indicated that the slipper was to be the new home of Hickory the mouse.

Child seven recalled the first event, but needed prompting to recall the next episode which enabled him to recall a third event,(although not in order) and the conclusion of the story. Further prompting enabled him to expand on this last response.

Child eight had difficulty responding and attempts to elicit information only gained minimal responses 'the mouse was looking for a house,' 'the mouse found a house' and 'in a slipper'. Further prompting had no effect.

Child nine responded with answers that indicated he had no recall of the text, even though the questions used in the prompting were structured to help him give the correct answers if he knew them.

Child ten also needed prompting to elicit answers, as he stated that he could not remember the story. His responses were brief and indicated a lack of understanding of the questions. He was asked- 'Was it about an elephant?' What was it about?' Response- 'He couldn't find a home'. Questioning did not act as a memory prompt in this instance.

Marvella goes to the Moon (Appendix 6)

Teacher Do you remember the story Tell me about it.

Child one gave a brief but definite scenario to the events that took place, although her character was a dog and not a robot as stated in the story. She left out three of the events that took place. No prompting was included to check if she could recall more.

Child two needed prompting to get started and recalled the last action of the robot and one other event in the story. Then he needed more prompting to find out what else he could recall from the story. The more questions that were asked the more he could remember of the text, although not in sequence. He made up his own version as to why the robot wanted to return to earth 'It wanted to see its mum.'

Child three was asked to respond to the story she heard that morning, without being reminded of its name. She gave a summary of the events, including the climax. She referred to the robot as a girl, and when asked, was unable to recall the names and further information about the other characters in the story.

Child four needed no prompting to get started, gave a brief but concise statement about the plot and when asked was able to add more detail about the other characters in the story. When asked if he had missed anything, he declined to add more.

Child five needed prompting by the teacher to make a response after several lapses of silence. She had difficulty recalling any information and replied in monosyllable answers.

Child six was able to recall the name of the story when prompted with the name of the robot. He was able to give a brief and concise statement about the plot of the story. When prompted he continued answering further questions, demonstrating his understanding that only rockets travel in space and that further action had taken place in the story.

Child seven had difficulty in responding initially, but once he recalled the first event, prompting helped further recall. He gave detail about the events that happened in the story and included dialogue used by the characters and described the conclusion of the story. Prompting enabled him to expand on responses.

Child eight needed prompting to continue answering. The teacher's initial question prompted the child to start with the character's identity, then sequence events giving a general overview of the plot. Early events were not included until prompted by the teacher.

Child nine after a correct first response using the title as a clue, it was evident that an avoidance technique was used. It was hoped that the teacher would respond to this and not continue on with the questioning to which he was having difficulty in responding. His answers indicated he had limited recall of the text, even though the questions used in the prompting were structured to help him give the correct answers if he knew them. Questioning did not act as a memory prompt in this instance.

Child ten responded with a brief description of the plot of the story. Then on prompting he gave the reason for the robot wanting to return to the earth "She got happy", when the meaning implied from the story meant that she was "unhappy." Further comments showed either he had not really understood why the aeroplane and helicopter were unable to travel to the moon, or his answers were an indication of his own ideas about the story.

Mr. Brown's Magnificent Apple Tree (Appendix 11).

Teacher Do you remember the story we had this morning. Tell me about it.

Child one seemed to be reticent in retelling the story, but once prompted gave a very detailed account of the major part of the text and then seemed unwilling to go any further. She said that she had heard the story before.

Child two initially had difficulty putting into words what he remembered of the text, he said the story was about three pigs, but corrected himself when asked by the teacher. Once he was on the right track he was able to give simple answers when prompted about the story. He said that he had heard the story before.

Child three absent

Child four absent

Child five recalled part of the title "Apple Tree" and when prompted to say more stated briefly what the mouse did in the story. A little more detail was elicited through questioning but expansion of ideas was not forthcoming, although the story had been heard in kindergarten.

Child six when asked to retell the story told it from the point of view of the character of Mr Brown, but omitting the details of the text. When questioned he filled in the details and even described how he pretended to be puzzled like the character of Mr Brown. He had heard the story before in kindergarten.

Child seven gave a sequential and very detailed answer about most of the text, using dialogue of the character to emphasise the action. He confused the character of Mr Brown and referred to him as a bear until corrected by the teacher. He said that he had heard the story before.

Child eight indicated that she knew what the story was about, but when asked if she wanted some help to get started, responded 'yes'. She was prompted, and helped to give answers. Most answers were monosyllable or short phrases.

Child nine initially gave a very brief summary of what the mice did in the story, then through prompting was able to answer several more questions about the text, adding detail that showed he could recall more of the story than originally stated. He indicated that he had the book at home and heard the story all the time.

Child ten initially gave a very brief summary of what the mice did in the story, but was able to continue with more detail when questioned by the teacher. The story was new to this child.

Brown and Cambourne (1987) suggest that the retelling of a story is a natural form of behaviour, that 'telling about' what has happened is a well established linguistic form with which learners should be comfortable, as long as the retelling situation is not stressful. They suggest that familiar narratives such as fairy tales provide the link of retelling stories for those who had minimal experience. For this study, it was hoped that although the environment was artificial (one to one with the teacher), with a familiar person asking about the story, anxiety would not produce negative responses. The aim was to use unknown text to explore children's responses after hearing a story once, and not to see how well they had learned the art of retelling through well known stories, such as Goldilocks and the Three Bears.

In commenting on the retelling by pupils it is suggested by Rosen (McClure et al.,1988) and Mallan (1989) that children give their own inflection to stories, that stories are adjusted to time, place and audience. This indicates that children do not actually reveal what they heard and that we base our findings on evidence of how well children can express themselves. What children are able to retell may be different in classroom settings than in less stressful situations among peers or family (Brown & Cambourne 1987).

From the diversity of the responses it was impossible to make judgements about the children's understanding of what they were expected to say and how much should say, as no guide lines had been set (Wolvin & Coakley, 1993; Anthony et al, 1991) (for the full transcripts see Appendices 1.3, 6.3 and 11.3). For example, one child gave a very full account with lots of detail while another child gave a concise but accurate account in limited words; both children are 'able' communicators who often contribute to classroom discussions, and each responded to the question "Tell me about the story of.... " in their own way. Other children found it very difficult to recall the first story even with the teacher asking questions as a prompt.

What variables influenced the children as they listened/responded? It is assumed that each child heard the words that made up the story, but what each understood is supposition on the part of the reader/researcher. How much of the story was retained in each child's memory was not explored in great depth through the questions that prompted each child to respond. Did the child's lack of language skills prohibit a more detailed response from several of the children (Lowe, 1993)? What influence did the text have on the recall (Green & Harker,1988)? What happened during the actual listening session, how was the story encoded, what happened between hearing the story text and the circumstances of the recall (Wolvin & Coakley, 1993)? What home influences or parent modelling of appropriate listening skills contributed to the child's ability to retell the stories? What emotional, physical, or biological influence affected how the children listened? These and additional thoughts build up a strong case to show that differences in children are influenced by many variables, some of which cannot be measured by research. Most educators do not focus on the variables but concentrate on the differences they see; but it is necessary to know what causes the differences to understand the best way to teach children (Dembo,1994).

It should be noted in the second retell session, when these ten children were asked to recall and retell the text to which they had just listened that more detail was noted in the responses the children gave. They had had a week's practice of listening to stories without visual aides and although there were differences in each child's retelling, children appeared to learn to focus on the story and listen more intently knowing there was a purpose for the listening.

5.4. SUMMARY

In this study the story reading lesson can be viewed as complex discourse events, with literary text as the centre generating several levels of interpretative processes by the students as the listeners. By understanding and exploring the nature of the students' (listeners') retelling of the text, and their response during questioning, (understanding of the text) the complexity of how children learn is gradually being uncovered through the range of responses they made.

Diversity characterised the responses that the teacher received when questioning children about picture-free stories, and when ten children in the grade retold picture-free stories that had been read to them. The data revealed that some children were off-track with their answers, while others added extra information in their answers. A few children made up their own stories to suit what they remembered and others were able to compare and contrast known stories using prior knowledge of other stories to assist in their responses. Differences were evident in cognitive/linguistic abilities, showing some students were not at the same stage of development as others, and as understanding and confidence grew those children who started slowly, contributing little to the questioning sessions were by the end of the study contributing more.

The children who felt confident spoke succinctly and added detail to their answers showing that they remembered and could sequence the text episodes easily. Higher level thinkers used higher level processes to analyse questions while others were only able to answer questions that required factual information from the text, their responses were often monosyllables or short phrases. In the familiarity of the classroom situation many felt free to ad lib and add humorous comments as answers. The responses varied from child to child and were as individual as the children themselves.

The teacher's role in the questioning sessions was to lead the questioning and to demonstrate that clarification of children's responses was necessary, in this teaching-learning situation, when misunderstandings were evident in the student interpretation of the text. When clarification was not provided misconceptions arose about the story characters, episodes and even inferred events were misconstrued, which, if not corrected allowed the misunderstandings to perpetuate and remain as a part of the children's expanding knowledge base.

CHAPTER 6

CONCLUSION

The picture that has been painted through chapter five is a 'snapshot' of children working with a teacher and shows the teacher's interaction with the grade in normal teaching sessions using a variety of skills to ensure all children grow through the experiences. The study reveals that how children respond in teaching sessions is important in understanding their development and in offering insight into their needs. An extension of this is the need to devise teaching/learning strategies that cater for the range of needs and which acknowledge the differences as part of the process of learning in the complexity of the classroom.

Analysis of the data in the study reveals the complexity of the teaching-learning process. It shows:

- the diversity in the responses which children in the prep. grade gave to questions asked by the teacher about picture-free stories,
- how the teacher's questioning helped children clarify their understanding of picture free stories, and
- the range of responses which ten children in the prep grade gave to the request that they retell picture-free stories that had been read to them.

The study was undertaken with a grade of prep children to whom picture-free stories were read daily over eleven days. The grade as a whole was questioned about the stories to show that questioning is a vital factor in helping children to negotiate meaning and a random sample of ten students was chosen for retellings of three stories. The retelling interviews were audio-taped for analysis.

6.1. WHAT THE FINDINGS REVEALED AND WHAT RESEARCH TELLS US

After looking at data of the responses given by children to the listening experiences, it was evident that a positive answer could be given to the research question:

Are there differences in what individual children hear, understand and interpret from the same verbal message when a teacher reads stories to them?

By examining the findings of the current study in detail, they can be compared to the findings of other researchers.

During this study it was revealed that each child, after hearing the same story, reconstructed meaning from the text as they perceived it to have been read. Due to their interpretation of what was expected of them to say, many children were able to answer the questions with a response expected by the teacher (Baker & Freebody, 1989), these children are seen to be the children who cope with literary discourse (Olsen, 1988). They used the literal meaning gained from the text and appeared to have good recall faculties, a few were able to add extra information in their answers, while others demonstrated their ability to use higher level thinking skills. Mitten (1988) and Mott (1982) found

observations of specific students (gifted children) assisted in the teacher's understanding of these children and suggested that the responses and answers given by some class members reveal their capabilities as higher level thinkers. This appeared to be the case with children in the study who were able to give answers to inferential, comparative, emphatic, predictive, or evaluative questions (See Appendix 12: Question Format, for more detail) that require the use of higher level thinking skills for answers.

Several of the children added humour to their responses, revealing the individuality of the child's personality. Some were prepared to share ideas and help others with their understanding. A few of the children who started slowly, contributing little, were contributing more by the end of the study, demonstrating that new skills can be acquired through practise and confidence, supporting the claims of Dembo, (1994) who suggests that if learning strategies are provided by the teacher then children soon gain success with learning. Other children were able to compare and contrast known stories, and some children internalised new information and used new words acquired from the stories,

There were children whose cognitive/linguistic abilities were not at the same stage of development as others in the group, and some who demonstrated inconsistencies in their responses, from being off-track with their answers, to making up their own stories to suit what they remembered, with one or two children finding it difficult to give more than monosyllable responses to any question asked. In trying to formulate an answer to why these children responded as they did, the findings of several research areas need to be considered. Hepburn (1991) for example, believes that children's competence in dialogue is closely connected to their level of development; often young children are only able to discuss at the concrete level relating to present situations and are unable to discuss on an abstract level. Searleman & Herrmann (1994) suggest that recall and memory may be contributing factors and as reflected in this study that without visual clues or any type of rehearsal some children have difficulty retrieving the stories unless they are given some cues to help them. Bouffler (1992) adds that for some children comprehension of selected books may be beyond their understanding. Explanation of the results of the study may lie then in ideas put forward by Wolvin & Coakley (1993) about how well the children listen, and how attentive are children when listening to stories being read, as reasons for some children not answering the questions as competently as others. Harker & Green suggest also that we should not underestimate the teacher's reading of the text as an influencing factor in any teaching situation. In trying to explain the responses given by the children, Lowe (1993), Beveridge & Conti-Ramsden's (1987) findings need to be included as plausible reasons; they suggest that observations may reveal children exhibiting signs of language disabilities requiring special intervention and follow up by the classroom teacher. This is the picture that demonstrates the diversity of responses that may arise when children listen to the same stories, showing the complexity of teaching/ learning situation.

Story recall presents a different picture and is inadequate as a source of information on what the children actually heard, interpreted, understood and retained. Although, it demonstrated differences in each child's ability to recall, a simple explanation is impossible to give. Many of the

factors mentioned above can be included as reasons why the children differed in their responses. Therefore, assumptions are made as to the reason why some answers were given. The children who participated in the retell of the story were similar to any listener in a listening situation, they recalled information that was pertinent to them at that particular time. They might have responded differently, if they had instruction about recall of information, or if they had been given guide lines with their responses, or had an opportunity to rehearse what they wanted to say. For follow up teaching sessions these ideas to improve recall would be beneficial, but for this study, the children's initial answer provides the data (Searleman & Herrmann, 1994). Brown & Cambourne (1987) suggest that as long as children are not anxious or in an artificial situation then story retelling is a natural form of behaviour. McClure et al (1988) indicate that the retell does not reveal necessarily what the child heard, as it is the child's own interpretation adapted to the time, place and audience who is listening to the retell. It was observed by the end of the study, the more the children listened to the stories the more adept and confident they became in their recall.

The findings also highlighted the need for teachers to clarify children's thoughts and to help in development of thinking processes by modelling, and prompting. They showed that the message expected to be received by all children, can differ, and that it is up to the speaker to ensure that although differences are not always evident, explanations and teaching are aimed at the understanding of all, so all have the power to learn. One way is by working with smaller groups, as it allows for passive listeners and children with language disorders to participate more and be monitored by the teacher. It also allows for higher level thinking skills to be introduced or extended for those who are ready. The responsible teacher is aware of differences in individual children's understanding and that their teaching should reflect the needs of the children .

6.2. LINKING THE FINDINGS OF THE STUDY TO THE VARIABLES THAT INFLUENCED THE CHILDREN

Many young children do not have sufficient cognitive experiences, lack lexical knowledge or experience with literary discourse and need clarification of questions. Often their answers demonstrate a misunderstanding of a question and unless the question was clarified, incorrect information would be assumed. Allowing time for children to think is essential, ensuring that all children have the opportunity to contribute is equally important. Children learn by participating, learning is dynamic and if motivated children learn for themselves (Wray & Medwell, 1991; Cambourne, 1988).

The variables that influence a child during a listening experience may include one or more of the following:-

- Cognitive knowledge;
- Linguistic skills and knowledge;
- Sociolinguistic influences;
- The children's previous experiences in listening to stories;

- Lack of knowledge of appropriate listening behaviours;
- Discourse of literacy difficult to comprehend;
- Interpretation of the text by individual children;
- Motivation and interest;
- The language/cognitive understanding that was necessary to decode the story as they listened, then the knowledge and ability to encode a response, (the story structure, the episodes in the text, the characters);
- Memory; too much information given at one time, not enough rehearsal time to include the whole story in the long-term memory, insufficient cues given for recall, the story structure did not facilitate easy recall, too many characters to remember, no visual aid to memorisation;
- Auditory processing difficulties, biological problems, physiological problems and learning disabilities;
- Auditory lag, children's inability to retain and process information at the pace the story was read;
- Inattention on the day due to: motivation, attitude, home background, gender, learning preference (visual, auditory, haptic learner) ;
- Knowledge of strategies useful in recalling the stories, feedback;
- Environment: external noises/interruptions.
- The children's previous experiences in recalling stories, did they know what was expected of them?
- What the child perceived to be as accurate in the way they expressed themselves (McClure et al, 1988).

The findings of the study reveal that differences do exist but assumptions can only be made as to which influencing factors contribute to the differences.

6.3. HOW SCHOOL CULTURE CAN INFLUENCE LISTENING.

School plays such an important role in the lives of children, they are eager to learn, to make friends, to share ideas. Once settled, individuals look to others for understanding and support; the listening environment at school becomes an important concept as it influences the nature and outcomes of communication encounters (Zubrick 1991). Children are adaptive and soon learn the underlying culture that exists in the classroom and out in the playground. If listening is a focus of the learning then children begin to apply it and a teacher's expectations can influence what children do and how they do it.

When teachers look at children and learning, they make observations of children and reflect on what they see; they know what they want to teach and aim towards achieving this goal. They make assumptions about the messages they give and the children's ability to negotiate the meaning that was intended. For young children, school is a completely new environment different from what they have previously known. They are confronted by a new discourse, the language of school and of literacy. Listening to what the teacher has to say, does not mean that all children understand what is

said, and are able to decipher and follow what they are asked to do. Even when all children can hear the message, not all children listen/understand.

Not all children in a grade live by the same social rules in their home. Assumptions and expectations about school may differ from their home culture (Morrow, 1990). Some children might not yet understand the question and answer routine (Olsen 1989) through lack of home practice, and the interaction in a home between one speaker and listener is different from that of one speaker and many listeners in a classroom. In this type of situation some children accept what is said without even knowing that they don't understand what is said. A different scenario would arise if there was opportunity for speaker/listener interaction such as in a conversation, where clarification of understanding must occur as the speaker and listener communicate. Ideas about bridging language /literacy of the two worlds, home and school, may improve this transition for many children who find it difficult (Eades, 1993; Wells, 1988; McClure et al, 1988; Cairney, 1987; Turner, 1984).

6.4. THE COMPLEXITY OF THE CLASSROOM

The complexity of the classroom plays an important part in how learning takes place, but if the learner is unwilling to learn, then learning will not happen (Sotto, 1994; Wray & Medwell, 1991)). Motivation and self esteem can influence what a child does. What role a teacher plays in this area is very important in ensuring that positive experiences are part of each child's repertoire. Wadsworth (1974) expressed the view, that the teacher's perception of the child's ability will determine whether or not effort will be extended to help that child,

"how teachers' conceptualise intelligence and learning will influence their actions"(p.133)

If this expectation is communicated to a student it can affect their achievement. Fortunately this comment does not apply to the majority of teachers, but the feeling of being a failure does influence how some children learn and is often brought into the classroom from home or the accumulative situations in which the child has experienced failure. When the study was undertaken within this prep. grade, one child demonstrated how low self esteem can cause classroom disturbances. Through his inability to cope with new tasks and his limited concentration span, when he was faced with a situation he felt he could not handle he became quite stressed and caused a commotion.

Students' understanding of the role they are to play in any lesson seems to vary with their understanding of the tasks they have to perform. Each child perceives and interprets instructions in relation to their prior knowledge (Leinhart, 1992), the modelling they have received, and the information they have absorbed and can recall. What they do and how they perform depends on their understanding of the task and their ability to perform with the aptitude and skill required to complete it to the teacher's satisfaction. Differences are apparent with individual children, but when lack of understanding/reasoning are demonstrated then additional time is necessary to give individual instruction. This was most noticeable within this prep. grade when explicit instructions were given after demonstrating what had to be done and several children constantly needed individual instruction and direction to complete a given task.

Sandstrom (1994) reviews the dynamics of the workload within present day classrooms describing the complexity of the task that teachers undertake. Within the cycle of teaching, planning, implementing, assessing, evaluating and recording, time is expected to be available to provide additional assistance for individual students who need it, whether they be gifted, have some difficulty learning or have behavioural/ social/ psychological problems that need to be managed (Wheldall et al 1984). In many classrooms the children with behavioural/ social/ psychological problems cause disruptions, and their behaviours affect other students working in close proximity. Incidents may occur frequently or intermittently, and range in severity, from mild to extreme, but all require teacher intervention/time. Within the class used in the study, one child had been assessed with Attention Deficit Hyperactive

Disorder and was on medication to control his unpredictable behaviour (integration assistance had not been allocated). Two other children had extreme social/ behavioural problems that often caused additional interruptions to classroom programs and required constant monitoring.

It is important to consider how children acquire knowledge and the mode by which they learn, if they are visual, auditory, or haptic learners, and how the various methods of instruction are more suited to some than to others. Teachers are themselves models who influence students (Nicholl & Roberts, 1993; Jones, 1988), demonstrating skills/strategies used in organising work, and how to think and reason. These life skills are now recognised as being more important than the retention of the quantities of information that was once considered necessary as part of the learning process. What today's children need most are skills/strategies that are transferable from situation to situation, strategies of how to think and reason; a prerequisite for solving any problems at school and learning for life (Joyce 1986; Brady, 1985; Boud et al, 1985). These strategies introduced and developed in the first years of school can last a life time. According to Wolvin & Coakley (1993) and Borisoff & Purdy (1991) if listening skills are reinforced early in a child's learning they will never be forgotten.

If children are quiet in a classroom it does not mean that they are active learners (Sotto 1994), only that they are complying with the instructions or demands of the class teacher who has a set of expectations as to the way in which work is carried out. Classroom activities do benefit, if noise is excluded in most teaching/working situations (Canter 1992). Noise is not always an indication that children are employed industriously at their work, and it often inhibits and affects noise sensitive students and stops them from functioning fully.

Leinhardt (1992) suggests that times are changing, as talk, an aid to learning, is recognised as a powerful tool due to the social nature of knowledge. The social nature of learning means that the teacher is not the only person responsible for ensuring that all students have a complete mastery of all the curriculum areas. By talking/listening to their peers, students learn from each other and internalise information. They build on what they know and decrease the need to know 'all', co-operation and sharing ensures that they are immersed in the language and thinking of a particular domain thus enabling them s to feel confident in classroom activities.

Therefore it is reasonable to suggest that talk is necessary for learning, but under strict guidelines of noise level and when it is appropriate. By understanding the noise levels under which

many children function in their home environment and the lack of discipline evident in many of today's children, it became the policy of the school/grade where the study was implemented to introduce Assertive Discipline. This was to ensure that all children learned in a conducive atmosphere where noise levels were under control and the rules of the grade ensured. It did not stop listening and speaking between children in the classroom, but ensured that communication between children was more effective.

6.5. INFLUENCES OF MODERN LIVING ON CHILDREN'S LISTENING

We take our hearing for granted. As babies we recognise noise and sounds around us and as small children begin to make sense of the spoken word (Faragher & Crockford, 1983). Gradually we learn to communicate and respond, and how we hear is dependent on our auditory ability, physical health of auditory organs, biological functioning and auditory discrimination, (Crystal 1988; Beveridge, & Conti-Ramsden 1987). The message needs to be heard before cognitive interpretation takes place for the message to be clearly understood by the recipient (Dembo, 1994; Flavell, Miller & Miller, 1993; Pinsent, 1990; Shulman et al, 1985). We learn best when all our senses are involved in the learning process, and without the development of our auditory sense to listen and interpret the world about us we would find that the process difficult, although not impossible. We are expected to respond to others in different contexts: learning at school, socially with friends or acquaintances, in a learning situation at work, using life skills when shopping, travelling and so on (Borisoff & Purdy 1991).

The physical environment itself has a significant impact on both the quantity and quality of listening that takes place. Young children in schools work in an environment with an over abundance of noise and sounds about them (Wolvin & Croakley, 1991). Silence is no longer found in the home; we have to contend with television, radio, stereos, computer games and other house-hold appliances. How many children can tell of a quiet time other than when they go to bed to sleep, even then, the television blares in another room?

There were times when listening skills developed through communication in a quiet environment; modelling took place with parents demonstrating behaviours and attitudes during their daily interactions. Now much communication takes place above the noise of the background sounds with parents (Dembo, 1994) only giving partial attention to what the child is saying while thinking of other duties that need to be performed. The volume at which music is played or the television blaring when a conversation is in progress, children talking while others talk, distractions in a classroom if the teacher works with one group of children, while the remaining children complete other work are the realities of the modern world (Wolvin & Croakley, 1993). One result of this is inattentive listeners, who have little knowledge of what are considered appropriate listening behaviours in both the home and in the classroom.

We expect children who achieve to have good listening skills (Wolvin & Croakley, 1991), they are able to cope with the auditory input and give output accordingly. But what of the children

who don't cope? Will listening training by itself help or do we need to examine other areas that influence how we listen and develop those areas concurrently? Dembo (1994) suggests that by altering cognition which guides or controls behaviour then changes will occur in behaviour in children. Canter's (1992) Assertive Discipline employs this approach in classroom situations, where children acknowledge the rules that provide a working atmosphere in which appropriate behaviours are an expectation, not a privilege. In such an atmosphere children are expected to listen and listening skills begin to improve.

6.6. EDUCATING THE TEACHER.

In the speaker /listener scenario it is important that the teacher looks at their role as the speaker. Often the language used is not clear, and misconceptions are made in assuming the listeners have the same message as the speaker. Joyce (1986) sees a need for educators to educate themselves if they are to understand their students and in doing so teachers should mature with their craft and recognise their ignorance and change their ways (Fullan, 1993; Weissglass, 1991; Dietz, 1990; Harker & Green, 1988)). As teachers, it is important that we grow and understand the principles behind the theories that relate to how we teach (Fawcett et al, 1986).

In this instance understanding the processes involved in how we listen, why we listen, when we listen, with whom we listen and if we listen, become the basis for instigating change; change to ensure the education being provided within the classrooms is challenging and motivates children's interest in their own learning. When we say children cannot pay attention, what we really mean is they do not want to listen. If children's interest is not actively engaged in the listening process, many of them will switch off. The natural reaction to being bored is to think of or do something more interesting (Hepburn, 1991). We also need to acknowledge that some work is too difficult for some children who go through the process but learn little.

Dembo, (1994) puts forward the idea that teachers should heed what and how they teach to ensure there is a match between the subject matter and the level of conceptual development of the child. If we look for the differences in children we can match up activities to cater to their needs and build on their competencies (Lowe, 1994; Milgram, 1991; Kemp 1987).

With understanding, we can learn from children themselves (Bisanz et al, 1983), they show us by example they can be attentive if they wish to be. We need to accept that the responsibility of inattention, often lies with the educators, and their lack of insight into what children are saying in a subtle way, (actions speak louder than words). If we observe and reflect on our own teaching practices we will begin to see what we have to do to change.

Children's speaking and listening development needs to be understood. Most children are interested in new things, are inquisitive and eager to interact in activities (Bisanz et al, 1983). Blagg (1991) cites Meichenbaum and Goodman's ideas (1971) that what is essential, is to know that children are not passive learners, that they take an active part in the learning process (Curriculum and Standard Framework: English, 1995; Zubrick, 1991), that some form of 'self talk' is necessary and

should be encouraged. Talking and listening must go together, allow children to talk and our job becomes much easier. We become the active learners as we listen and observe, and know what we must teach (Freebody, June, 1991; O' Brien, 1988).

Our understanding of the way in which children differ and the ways in which they learn will set us on the right path to improving the education of our future citizens. They do hear, but if they don't listen/understand then we are failing to do our duty in the cycle of learning. What we teach in this generation is passed on to future generations; the skills these children learn and the attitudes we pass on will affect their whole lives. We need to teach children to listen as well as hear, acknowledging their differences and the variables that influence their understanding.

6.7. FURTHER RESEARCH

Further research studies could be undertaken to increase our knowledge base about the field of listening. These could include:

1. A study of other age groups of both adults and children to see if the same findings were evident and to what degree.
2. A further study using control groups to compare listening with visual input and listening without visual input eg. books with pictures /books without pictures.
3. A study of teachers' backgrounds of understanding; of what they perceive to be the reasons why 'children don't listen', and what they do to deal with the problem.
4. A study of what teachers say to children in the classroom, and how children interpret the messages.
5. A study to compare listening skills and abilities with skills the child uses in other areas of the curriculum, and to determine if there is any link between listening and learning.
6. Using a control group to study the effect of a specific learning program to teach listening skills.

These are only several ideas as to the next step that could be undertaken to find out more about how differences in listening are not really understood and how many adults need to be more patient and supportive of children who actually do hear but do not understand.

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APPENDIX 1

A HOUSE FOR HICKORY BY KELLY MAZZONE

Hickory the mouse didn't have a house. So he set out to see what he could find.

The first thing he saw was a shiny, brown shell."A very sturdy house," thought Hickory the mouse but a snail was living there already.

The next thing he found was a round, yellow basket."A comfortable house," thought Hickory the mouse...but a kitten was sleeping there already.

The next thing he found was a large, golden hive."A magnificent house," thought Hickory the mouse...but the bees were making honey there already.

The next thing he found was a neat, straw nest."A warm and cosy house," thought Hickory the mouse...but a bird and her chicks lived there already.

The next thing he found was a deep, dark hole and he nearly fell in it."A good house for hiding," thought Hickory the mouse...but a rabbit stored his carrots there already.

"I'll never find myself a house," thought Hickory the mouse, and he nearly gave up. But at long last he came across a ragged old slipper."Someone else's house, I bet," sighed Hickory the mouse. But he poked his head inside...and the slipper was empty! So he unpacked his suitcase, made his little bed, and fell fast asleep. What a perfect house for Hickory the mouse!

APPENDIX 1.1 PRE-PLANNED QUESTIONS

BOOK TITLE: A House for Hickory

CONTENT/GENRE: Fantasy

DATE: 26/5/94

QUESTIONS

A. CONVERGENT

1. One response.

What was the name of the mouse?

2. Yes or no.

Was he looking for a friend?

3. True or False.

No question.

4. Multi- choice.

Was the first thing he saw the shell, the hive or the basket?

5. Listing.

Name all the places he looked for a home?

6. Analysis.

- Recall of detail (literal).

What kind of house was he looking for?

- Recall of sequence.

What happened after he looked at the nest?

- Analysis of process or events.

Why couldn't he live in the snail shell?

7. Synthesis

- Recall .

Tell me what happened when he found the slipper?

- Summary.

Who can tell me the story of Hickory the Mouse?

- Connecting several points of previously unrelated data.

If Hickory had found an old tin what might have happened?

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

What other places do think Hickory might have looked?

- To solve a problem.

What would have happened to Hickory if it had rained?

2. Fantasy

- Suppositions

What if you met Hickory what would you say to him?

- Predictions.

What if it was getting late and Hickory had not found a home. What would he do?

C. INTERPRETIVE

Based on information.

- Provided in a story

What does a magnificent house mean?

- From a given situation.

Why did he carry a suitcase?

- Based on personal reaction.

How would you feel if you had no home like Hickory?

D. INFERENTIAL

If he was still carrying his suitcase around with him tomorrow. What do you think he would be doing?

E. COMPARATIVE

- Similarities.

What other stories do we know about a mouse?

- Differences.

No question

F. EMPHATIC.

How would you feel if you had no home?

G. PREDICTIVE

- Forming a hypothesis.

If Hickory was looking for a home where did he live before?

- Speculation.

How can we change the end of the story?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

If Hickory had to choose the best place to live, what do you think he should do or where should he go? Live in a barn, live in a hole in a wall in a house, or live in the slipper?

APPENDIX 1.2 QUESTIONS ASKED-DAY 1

PRE-PLANNED QUESTIONS

A. CONVERGENT

1. One response.

What was the name of the mouse?

2. Yes or no.

Was he looking for a friend?

3. True or False.

No question.

4. Multi- choice.

Was the first thing he saw the shell, the hive or the basket?

5. Listing.

Name all the places he looked for a home.

6. Analysis.

- **Recall of detail**(literal).

What kind of house was he looking for?

-**Recall of sequence.**

What happened after he looked at the nest?

- **Analysis of process or events.**

Why couldn't he live in the snail shell?

7. Synthesis

- Recall .

Tell me what happened when he found the slipper?

- Summary.

Who can tell me the story of Hickory the Mouse?

- Connecting several points of previously unrelated data.

If Hickory had found an old tin what might have happened?

QUESTIONS ASKED ON DAY ONE

Who can tell me the name of the mouse?
(Question repeated)

Who thinks it was Hickory?

Who was looking for a friend?

Was the first thing he saw the shell, the hive or the basket?

Who can tell me the places he looked for a home? (Question repeated) Anymore?

What kind of house was he looking for?

What happened after he looked at the nest?
Anything else?

Why couldn't he live in the snail shell?

Tell me what happened when he found the slipper? (Question repeated)

Who can tell me the story of from the start?
Who can tell me the story of Hickory the Mouse?

If Hickory had found an old tin instead of the slipper what might have happened?

BREAK-CHILDREN MOVED AROUND THE ROOM TO RHYME .

B. DIVERGENT -Imaginative (“open-ended”)

1. Brainstorming-reality based.
- To gather ideas /seek alternatives.
What other places do you think Hickory might have looked?
 - To solve a problem.
What would have happened to Hickory if it had rained?
2. Fantasy
- Suppositions
What if you met Hickory what would you say to him?
 - Predictions.
What if it was getting late and Hickory had not found a home.What would he do?

C. INTERPRETIVE

- Based on information.
- Provided in a story
What does a magnificent house mean?
 - From a given situation.
Why did he carry a suitcase?
 - Based on personal reaction.
How would you feel if you had no home like Hickory?

D. INFERENTIAL

If he is still carrying his suitcase around with him tomorrow. What do you think he would be doing?

E. COMPARATIVE

- Similarities.
What other stories do we know about a mouse?
- Differences.
No Question

F. EMPHATIC.

How would you feel if you had no home?

Where else might Hickory have looked for a home?

What would have happened to Hickory if it had rained? (Question repeated)

What if you met Hickory what would you say to him? We heard some very interesting things that people said.

What if it was getting late and Hickory had not found a home to live in?

What does it mean when he says he found a magnificent house?

Why did he carry a suitcase?

What if you didn’t have a home like Hickory, how would you feel? (all responded ’sad’).

BREAK-CHILDREN MOVED AROUND THE ROOM TO RHYME .

If he is still carrying his suitcase around with him tomorrow. What do you think was happening? (Question repeated)

Do you know another story about a mouse?(Question expanded) If I held up Hickory the Mouse and Cat and the Mouse, are they the same or different?

How would you feel if you had no home?

G. PREDICTIVE

- Forming a hypothesis.

If Hickory was looking for a home where did he live before?

- Speculation.

How can we change the end of the story?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

If Hickory had to choose the best place to live, what do you think he should do or where should he go? Live in a barn, live in a hole in a wall in a house, or live in the slipper?

If Hickory was looking for a home where was his home before?(Question repeated for clarification)

How can we change the end of the story?
(Question repeated and expanded for clarification)

If Hickory had to choose the best place to live, what do you think he should do or where should he go? Live in a barn, live in a hole in a wall in a house, or live in the slipper?

Additional Questions about listening.

What was it like not seeing any pictures?

Hands up if it was easy to listen too?

Hands up if it was okay to listen too? Emma, Reece, Alyson, Joel, Darren.

Hands up if it was hard to listen too? Joel, Terry, Daniel, Alyson, Tamara.

APPENDIX 1.3 HICKORY THE MOUSE (RETELL)

Retell with 10 children.

Teacher- Melody would you like to tell me about the story of Hickory the Mouse . What do you remember about it?

Melody -Well,he went to a slipper and he was..... and dere was nobody in dere and he went in dere and he find a beehive... and he couldn't get in dere 'cause a bees was....was making honey. And.. and dem find a dem find a basket and dem couldn't get in dere 'ecause a cat was in dere. Dem find a snail shell and dem couldn't get in dere cause a snail was in dere.

Teacher- Thank you. Is that all there was in the story?

Melody- I 'got some.

Teacher- You forgot some. Don't you remember it?..... Do you want to have a think about it? You tell me if you remember any more. Is there any more? What..what part do you remember now?

Melody-I remember when dem find a apple.

Teacher- An apple. Any thing else..... Okay , thank you Melody, do you want to go tell Daniel to come in.

Teacher-Hello, have a seat. Can you remember the story of Hickory the Mouse ...that we just had. You can't remember it! Can you tell me a little bit about it . You try... Have a little think.... I think I've already told you what his name was. Do you know his name?

Daniel- Hickory the Mouse.

Teacher- That's right and what was he doing?

Daniel- Trying to find a home.

Teacher- Well what did he do?.....Can you tell me?

Daniel- He found a shoe.

Teacher- Alright, can you tell me something else he did?

Daniel- He found a beehive.

Teacher- What else?.....Do you remember the story or did you forget it?

Daniel- F'got it.

Teacher- You forgot it. So you don't remember any places he looked. Do you want to have a little think about it.....You remembered the beehive, is there any other place he looked.....Alright, thank you Daniel that will do.

Teacher-Hello Tamara, have a seat. Would you like to tell me about the story we had before, Hickory the Mouse. Can you tell me what happened?

Tamara-He was he was he was looking for a great house, but in the end he found one and it was a slipper.

Teacher- Is that all the story?

Tamara-No

Teacher-Tell me some more.

Tamara- Um and then he found all different houses except everyone was living in them.

Teacher-What kind of houses were there?

Tamara- There was a rabbit house and ,um I can't remember what else.

Teacher- Want to have a little think about it?

Tamara- There was a bee hive... and.....

Teacher-Too many things to remember were there.

Tamara- Uh ha.

Teacher-So you forgot it. Maybe when we ask some questions later you'll remember to tell me, okay. You can go back.

Teacher- I just told you the story of Hickory the Mouse Leigh, would you like to tell me what it was all about?

Leigh- Well, he had to find a home and he found a round shell and someone was living in it and he found a basket and a cat was living in there.

Teacher- Anymore. And what happened?

Leigh- And he found an old slipper....

Teacher- What did he do with the old slipper?

Leigh- He, um, lived in it.

Teacher- Do you want to tell me anymore about any of the other things? You don't remember them. That's alright. Would you like to tell Shaylea to come in now please. Thank you.

Teacher- You remember I was telling you the story before about Hickory the Mouse, do you rememeber any of the story Shaylea?

Shaylea- No response.....

Teacher- What was the story about?.... Who was the little person in the story?

Shaylea- The mouse.

Teacher- And what was he looking for?

Shaylea- Um .. house.

Teacher- Did he find one?

Shaylea- No

Teacher- He didn't find one! Well what did he do?

Shaylea- He kepted on going.

Teacher- He kept on going. And what happened at the end of the story?

Teacher- He found a house.

Teacher- He found one. Tell me about it?

Shaylea- Um, when he found one and then he lives, then he lived in it.

Teacher- What kind of a house was it?

Shaylea- Um... A wood house.

Teacher- Do you know anything else about it?..That's all. So your shaking your head and nodding but you can't tell me any more. Okay, thank you.

Teacher- Hi Luke. You remember the story I read before called Hickory the Mouse?

Luke- Yep.

Teacher- Can you tell me about it?

Luke- Um, um...um.....

Teacher- Ooo.. is it hard to think about it, have a little think , get your brain organised..... I can help you first, who was it about?... Who was in it?

Luke- A mouse.

Teacher- A mouse.. and what was he doing?

Luke- Finding a house..... Mouse- house they rhyme.

Teacher- They do to. Can you tell me more about what he did?

Luke- At the end he said "I bet there's no one in this home, in this slipper.

Teacher- So what was the slipper for?

Luke- Um for a man's foot.

Teacher- Alright! So, what did he do through the story.

Luke- Um he tried to find a house. (Yes) And at the end he um..um.. he went inside it and um

Teacher- Inside what?

Luke- The slippier and den he went up the after.

Teacher- So is that the first house he looked at? (nup) Well what else did he do?

Luke- Um, he found a brown shell, (yes) and a um orange basketball and a yellow basket.

Teacher- Is that all, nothing else? So that was how the story went. (Yep) Alright, thank you very much we'll wait for the next person.

Teacher-Do you remember the story I told before, Hickory the mouse. (yep) Do you remember what happened in the story?

Ashton-Well then he went in a snail hole (yes) den he found a snail dere, in dere already and den he went toto(nervous giggle)

Teacher- What next.. ?

Ashton- Um.. he went.. don't know.

Teacher- Can't remember after the snail house, do you remember any of the things he went to visit.

Ashton-Yep. He went to a beehive but there were bees al already there making honey. (Right, what else) And and um den he went to the picnic basket, went to the picnic basket but dere's already a cat in there. And den he went to den he went to the slipper but but dere was nothing inside it.

Teacher- Oh, so what happened?

Ashton Um ...well, den he um well den he um packed his um case aaand and um made his bed and um fell fast asleep.

Teacher-That was a lovely story and you remembered lots of the story didn't you? (yes) Well done. I wonder whose the next person coming. Okay thank you.

Teacher- Do you remember the story I told before, Hickory the mouse. (yes) You do. that's good. Can you tell me about it.....Do you remember what happened in the story?.... You try and tell me....can you tell me what happened?

Stephanie-The mouse was looking for a house.

Teacher- That's right, can you tell me some more.....(interuption)....What happened to the little mouse?

.....Do you know what happened at the end then? What happened?

Stephanie- The mouse found a house.

Teacher- He did, where was it?

Stephanie- In a slipper.

Teacher- Was that the only place it looked.....Where else did it look?..... You don't remember any of the places ? Maybe we'll talk about it later. Alright, thank you Stephanie ask Joel to come in.

Cord pulled out of player so Joel was re-recorded.

Teacher- Sit down and you can tell me all about Hickory the Mouse again. Do you remember it, you don't remember it, you are shaking your head. Do you remember what happened at the end. What happened?

Joel- It was the end of the story.

Teacher- Was it , what did the mouse do during the story?..... You can't remember.

Joel-It looks in the um in the dog's cage.

Teacher- Right, what else?

Joel-Someone else got his um his house.

Teacher-Someone got his house, how come? Why did they get his house?

Joel- Cause, cause they thought it wasn't his.

Teacher- Oh, do you know what his house wasyou don't know. Did he find a house eventually?..... He didn't at all, so the poor little mouse was with out a house for ever and ever. What a sad story. Alright, thank you, tell Terry to come in now.

Teacher- Hello, how are you today. Have a sit down. Can you tell me about the story of Hickory the Mouse, do you remember what its about..... was it about an elephant, what was it about?

Terry- He couldn't find a home.

Teacher- Then what did he do then?

Terry- He found a home.

Teacher- Where abouts?

Terry- At the end.

Teacher- What was his home , do you remember what it was? You don't remember. What happened at the beginning of the story?..... Do you remember any of the parts, what the little mouse was doing during the story.

Terry- He walked away and he couldn't find a home.

Teacher- Oooh, and he was feeling very sad,.....so what... you don't know what he did then he just looked.
Thank you very much Terry you can go.

APPENDIX 2

THE APPLE TREE BY LYNLEY DODD

Grandpa gave Michael and Beth an apple tree. They planted it next to the wall, watered it and waited. All winter, the wind howled and the rain lashed. The apple tree stayed the same, bare and still. Michael and Beth waited. Spring came. One morning, there were green shoots on the apple tree which turned into leaves, shiny and new. Then there was blossom, pink and white. Bees buzzed busily all over the tree. Michael and Beth waited. The blossom withered and blew away, instead there were fat bumps on the stalks which grew and grew and grew...into apples the size of marbles, the the size of ping pong balls, then the size of tennis balls. Micheal and Beth waited. At last the apples were ready, big and round and red. 'We'll pick them tomorrow', said Michael and Beth. But that night, a mean, greedy, rotten old possum sneaked up and....SCRUNCH, CRACKLE, SHLURP he ate the whole lot, stalks, pips and all.

APPENDIX 2.1 PREPLANNED QUESTIONS

BOOK TITLE: The Apple Tree by Linley Dodd

CONTENT/GENRE: Fantasy

DATE: 19/5/94

QUESTIONS:

A. CONVERGENT

1. One response.

What kind of tree was in the story?

2. Yes or no.

Did the tree grow any apples?

3. True or False.

Did the children eat the apples?

4. Multi-choice.

Were the apples green, yellow or red?

5. Listing.

No question

6. Analysis.

- **Recall of detail (literal).**

What did the children do when grandpa gave them an apple tree?

- **Recall of sequence.**

What happened to the tree in the Spring?

- **Analysis of process or events.**

Why did the children water the tree?

7. Synthesis

- **Recall.**

Who can retell the whole story of 'The Apple Tree'?

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

Why do you think the children bought a spade before grandpa's visit?

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

No question.

- **To solve a problem.**

What should the children do to stop the possum eating the apples?

2. Fantasy

- **Suppositions**

What if the apples on this tree were magic apples?

- **Predictions.**

No question

C. INTERPRETIVE

Based on information.

- **Provided in a story**

Why did the apple tree stay bare in the winter?

- **From a given situation.**

Why did the possum eat the apples?

- **Based on personal reaction.**

How would you feel if the possum ate all your apples?

D. INFERENTIAL

No question

E. COMPARATIVE

- Similarities.

No question

- Differences.

No question

F. EMPHATIC.

What would you do to stop it happening again?

G. PREDICTIVE

- Forming a hypothesis.

Do you think all possums would eat the apples?

- Speculation.

What would have happened if the possum came a day later?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

No Question

APPENDIX 2.2 QUESTIONS ASKED-DAY 2

PRE-PLANNED
QUESTIONS

A. CONVERGENT

1. One response.

What kind of tree was in the story?

2. Yes or no.

Did the tree grow any apples?

3. True or False.

Did the children eat the apples?

4. Multi- choice.

Were the apples green, yellow or red?

5. Listing.

No question

6. Analysis.

- **Recall of detail**
(literal).

What did the children do when grandpa gave them an apple tree?

-**Recall of sequence.**

What happened to the tree in the Spring?

- **Analysis of process**
or events.

Why did the children water the tree?

7. Synthesis

- **Recall .**

Who can retell the whole story of 'The Apple Tree'?

NON-ACTIVE
LISTENING GROUP'S
QUESTIONS

What kind of tree was in the story?

Did the tree grow any apples?

Did the children eat the apples?

Were the apples green, yellow or red? (Question repeated for clarification, Ashton answered 'pink')

What did the children do when grandpa gave them an apple tree?(Question repeated)

Do you know why the children watered the apple tree?(Question repeated)

Who can retell the whole story of 'The Apple Tree'?

ACTIVE LISTENING
GROUP'S QUESTIONS

What kind of tree was in the story?

Did the tree grow any apples?

If it did get to grow some apples did the children get to eat the apples?

Were the apples green, yellow or red?

What happened in the Spring?

<p>- Summary. No question</p> <p>- Connecting several points of previously unrelated data. Why do you think the children bought a spade before grandpa's visit?</p>	<p>Why do you think the children bought a spade before grandpa's visit? (Question repeated and clarified)</p>	
<p><u>B. DIVERGENT -Imaginative ("open-ended")</u></p> <p>1. <u>Brainstorming-reality based.</u> - To gather ideas /seek alternatives. No question.</p> <p>- To solve a problem. What should the children do to stop the possum eating the apples?</p> <p>2. <u>Fantasy</u> - Suppositions What if the apples on this tree were magic apples?</p> <p>- Predictions. No question</p>	<p>What should the children do to stop the possum eating the apples?</p> <p>What if the apples were magic apples?</p>	<p>If some apples grew on the tree, why would the possum eat the apples?</p>
<p><u>C. INTERPRETIVE</u> <u>Based on information.</u> - Provided in a story Why did the apple tree stay bare in the winter?</p> <p>- From a given situation. Why did the possum eat the apples?</p> <p>- Based on personal reaction. How would you feel if the possum ate all your apples?</p>	<p>Why did the apple tree stay bare in the winter? What does bare mean?</p> <p>Why did the possum eat the apples?</p>	<p>How would you feel if the possum ate all your apples?</p>

D. INFERENCE

No question

E. COMPARATIVE

- Similarities.

No question

- Differences.

No question

F. EMPHATIC.

What would you do to stop it happening again?

If you saw the possum was going to eat your apples what would you do to stop it?

G. PREDICTIVE

- Forming a hypothesis.

Do you think all possums would eat the apples?

Would all possums eat the apples?

- Speculation.

What would have happened if the possum came a day later?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

No Question

APPENDIX 3

THE FOX AND THE LITTLE RED HEN BY BRENDA PARKES

Retold Tale

Once upon a time, a little red hen lived by herself in a house in the woods. On the other side of the woods a crafty fox lived with his mother in a cave. Every day, Little Red Hen went out into the woods to scratch for food. Every day, Fox watched her and wondered how he could catch her to eat for supper.

One morning, crafty Fox said to his mother, 'Have a pot of boiling water ready, for tonight I shall bring Little Red Hen home for supper.' Then he picked up a big bag, and off he went. When Fox came to Little Red Hen's house, she was out in the woods scratching for food.

Stealthily, Fox sneaked into her house. He lay under the table, waiting and watching. When Little Red Hen came inside and shut the door, he.... *POUNCED!* With a squawk, Little red Hen flew up and perched on the rafters. 'I'll soon get you down,' snarled Fox. He began to chase his tail, around, and around, and around. *'FASTER AND FASTER AROUND AND AROUND, I'LL TURN AND I'LL TURN TILL YOU FALL TO THE GROUND.'* Fox made Little Red Hen so dizzy that she fell from the rafters. Quickly he stuffed her into his bag and set off home.

As Fox walked back through the woods, the sun made him hot and tired. He decided to lie down and have a rest. Soon he was snoring, *ZZZZZZZ ZZZZZZZZZZZZ*. When Little Red Hen heard him snoring, she quickly wriggled out of the bag. She rolled a big stone into the bag. Then she ran home as fast as she could.

After a long time, Fox woke up and set off again with the bag over his shoulder. The bag was so heavy. 'What a fat little hen,' he thought. 'What a feast we will have tonight.' At last he came to his cave. He called to his mother, 'Have you got the water ready?' 'Yes,' replied Mother Fox. 'Have you got Little Red Hen?' 'She's right here in my bag,' said Fox. 'Lift off the lid and I'll throw her in.' *SPLASH!* Into the pot fell the heavy stone. Fox and his mother felt so silly that they never tried to catch Little red Hen again. She lived safely and happily in her house in the woods for the rest of her life.

APPENDIX 3.1 PREPLANNED QUESTIONS

BOOK TITLE: The Fox and the Little Red Hen Retold by Brenda Parkes.

CONTENT/GENRE: Animal Fantasy

DATE: 1/6/94

QUESTIONS

A. CONVERGENT

1. One response.

No question

2. Yes or no.

No question

3. True or False.

No question

4. Multi-choice.

Where did the little hen live? In a hen house, in the woods or on a farm?

5. Listing.

No question.

6. Analysis.

- **Recall of detail (literal).**

What happened when the little red hen went scratching in the woods?

- **Recall of sequence.**

What happened when the little red hen was caught by the fox?

- **Analysis of process or events.**

Why did the mother fox put a pot of water on the fire?

7. Synthesis

- **Recall .**

Do you remember how the little red hen escaped?

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

No question.

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

Think of some different ways the fox could have tried to catch the hen?

- **To solve a problem.**

How could the little red hen protect herself from the fox?

2. Fantasy

- **Suppositions**

What would have happened if the little red hen was a friend of the Ninja turtles?

- **Predictions.**

No question.

C. INTERPRETIVE

Based on information.

- **Provided in a story**

What did it mean in the story "the crafty fox"?

- **From a given situation.**

Why did the fox take a sack with him to the little red hen's house?

- **Based on personal reaction.**

How did you feel when the hen tricked the fox?

D. INFERENTIAL

Why did the little red hen live safely and happily ever after?

E. COMPARATIVE

- **Similarities.**

No question

- **Differences.**

No question

F. EMPHATIC.

What would you have done to the fox when he was asleep?

G. PREDICTIVE

- **Forming a hypothesis.**

In fantasy stories do the good characters always win?

- **Speculation.**

If the fox family had been friendly how might the story have ended?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

Should the fox try to catch the little red hen again or look for rabbits to eat?

APPENDIX 3.2 QUESTIONS ASKED-DAY 3

PRE-PLANNED QUESTIONS

A. CONVERGENT

1. One response.

No question

2. Yes or no.

No question

3. True or False.

No question

4. Multi- choice.

Where did the little hen live? In a hen house, in the woods or on a farm?

5. Listing.

No question.

6. Analysis.

- Recall of detail (literal).

What happened when the little red hen went scratching in the woods?

-Recall of sequence.

What happened when the little red hen was caught by the fox?

- Analysis of process or events.

Why did the mother fox put a pot of water on the fire?

NON-ACTIVE LISTENING GROUP'S QUESTIONS

Who can tell me the character in the story?(question needed clarification).

Did the little red hen get caught? Did the little red hen get eaten?

Adwin can you tell me how many foxes were in the story? Put up your hand if you know how many?

How many foxes went to catch the little red hen?

Where did the little hen live? In a hen house, in the woods or on a farm?

Adwin where did the little red hen live?

That was a sneaky old fox how did he catch the hen?

ACTIVE LISTENING GROUP'S QUESTIONS

Who were the animal characters in the story?

Were there any other characters in the story?(Child's answer clarified)

Where abouts did they live Lisal?

Who can tell me the story of the little red hen?

How did it make it dizzy?

What did it do then Michael?

Why did the little red hen go and scratch in the woods each day?

7. Synthesis

- Recall .

Do you remember how the little red hen escaped?

- Summary.

No question

- Connecting several points of previously unrelated data.

No question.

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

Think of some different ways the fox could have tried to catch the hen?

- To solve a problem.

How could the little red hen protect herself from the fox?

2. Fantasy

- Suppositions

What would have happened if the little red hen was a friend of the Ninja turtles?

- Predictions.

No question.

C. INTERPRETIVE

Based on information.

- Provided in a story

What did it mean in the story "the crafty fox"?

- From a given situation.

Why did the fox take a sack with him to the little red hen's house?

- Based on personal reaction.

How did you feel when the hen tricked the fox?

Brooke can you tell me what happened to the little red hen? (question expanded for clarification)

Who can tell me what the surprise in the story was? (repeated three times and explained in more detail) What happened with the rock? What was the surprise?

D. INFERENCE

Why did the little red hen live safely and happily ever after?

E. COMPARATIVE

- Similarities.

No question

- Differences.

No question

F. EMPHATIC.

What would you have done to the fox when he was asleep?

G. PREDICTIVE

- Forming a hypothesis.

In fantasy stories do the good characters always win?

- Speculation.

If the fox family had been friendly how might the story have ended?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

Should the fox try to catch the little red hen again or look for rabbits to eat?

APPENDIX 4

PEACE AT LAST BY JILL MURPHY

The hour was late. Mr Bear was tired, Mrs Bear was tired and Baby bear was tired, so they all went to bed. Mrs Bear fell asleep. Mr Bear didn't. Mrs Bear began to snore. "SNORE," went Mrs Bear, "SNORE, SNORE, SNORE." "Oh NO!" said Mr Bear, I can't stand THIS".

So he got up and went to sleep in Baby Bear's room. Baby Bear was not asleep either. He was lying in bed pretending to be an aeroplane. "NYAAOW! NYAAOW!" "Oh NO!" said Mr Bear, "I can't stand THIS."

So he got up and went to sleep in the living-room. TICK-TOCK... went the living-room clock... TICK-TOCK, TICK-TOCK. CUCKOO! CUCKOO! "Oh NO!" said Mr Bear, I can't stand THIS." So he went off to sleep in the kitchen. DRIP, DRIP... went the leaky kitchen tap. HMMMMMMMMMMMMMM... went the refrigerator. "Oh NO," said Mr Bear, "I can't stand THIS."

So he got up and went to sleep in the garden. Well, you would not believe what noises there are in the garden at night. "TOO-WHIT-TOO-WHOO!" went the owl. "SNUFFLE, SNUFFLE," went the hedgehog. "MIAAAOW! sang the cats on the wall. "Oh NO!" said Mr Bear, "I can't stand THIS."

So he went off to sleep in the car. It was cold in the car and uncomfortable, but Mr Bear was so tired that he didn't notice. He was just falling asleep when all the birds started to sing and the sun peeped in at the window. "TWEET TWEET!" went the birds. SHINE SHINE, went the sun. "Oh NO!" said Mr Bear, "I can't stand THIS."

So he got up and went back into the house. In the house, Baby Bear was fast asleep, and Mrs Bear had turned over and wasn't snoring any more. Mr Bear got into bed and closed his eyes. "Peace at last," he said to himself.

BRRRRRRRRRRRRRRRRRRRRRR! went the alarm clock, BRRRRRR! Mrs Bear sat up and rubbed her eyes. "Good morning, dear," she said. "Did you sleep well?" "not VERY well, dear," yawned Mr Bear. "Never mind," said Mrs Bear. "I'll bring you a nice cup of tea." And she did.

APPENDIX 4.1 PREPLANNED QUESTIONS

BOOK TITLE: Peace at Last by Jill Murphy

CONTENT/GENRE: Animal Fantasy

DATE: 30/5/94

QUESTIONS

A. CONVERGENT

1. One response.

What were the animals in the story?

2. Yes or no.

Were there three bears in the story?

3. True or False.

Was Goldilocks in the story?

4. Multi- choice.

No question

5. Listing.

No question

6. Analysis.

- **Recall of detail (literal).**

Tell me why father bear couldn't sleep?

- **Recall of sequence.**

What happened when father bear finally went back to his own bed?

- **Analysis of process or events.**

Why did the alarm clock go off?

7. Synthesis

- **Recall .**

No question

- **Summary.**

Can you tell me quickly why dad had a bad night?

- **Connecting several points of previously unrelated data.**

No question.

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

No question.

- **To solve a problem.**

What could dad have done to get a good night's sleep?

2. Fantasy

- **Suppositions**

What if Goldilocks came to visit when all the bears were up the stairs?

- **Predictions.**

What would happen when she walked up the stairs?

C. INTERPRETIVE

Based on information.

- **Provided in a story**

What did dad mean when he said "Peace at last".

- **From a given situation.**

No question

- **Based on personal reaction.**

No question

D. INFERENCE

Why was dad still tired when mum brought him his cup of tea?

E. COMPARATIVE

- **Similarities.**

Does this story remind you of any other stories?

- **Differences.**

Why is it different to the story of Goldilocks and the three bears?

F. EMPHATIC.

No questions

G. PREDICTIVE

- **Forming a hypothesis.**

No question

- **Speculation.**

What if Goldilocks knocked at the door before she went in?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

Which was the best place for father bear to go to sleep?

APPENDIX 4.2 QUESTIONS ASKED-DAY 4

<u>PRE-PLANNED QUESTIONS</u>	<u>NON-ACTIVE LISTENING GROUPS QUESTIONS.</u>	<u>ACTIVE -LISTENING GROUPS QUESTIONS</u>
<p>A. <u>CONVERGENT</u></p> <p>1. <u>One response.</u> What were the animals in the story?</p> <p>2. <u>Yes or no.</u> Were there three bears in the story?</p> <p>3. <u>True or False.</u> Was Goldilocks in the story?</p> <p>4. <u>Multi- choice.</u> No question</p> <p>5. <u>Listing.</u> No question</p> <p>6. <u>Analysis.</u> - Recall of detail (literal). Tell me why father bear couldn't sleep?</p> <p>-Recall of sequence. What happened when father bear finally went back to his own bed?</p>	<p>Adwin who were the animals in the story please?</p> <p>Were there three bears in the story? Yes or no?</p> <p>Is Goldilocks in the story? Put your hand up this time? (Question repeated)</p> <p>Who thinks they could tell me why father bear couldn't sleep? Why couldn't father bear go to sleep?</p> <p>What happened when father bear went back to his own bed? What happened Daniel? Question repeated. What happened when he went back to his bed? Go on tell the whole story? Adwin and Joel just told us something. I think you should have heard what he said. Can you tell me what he said? (Teacher discussed talking about listening to another child to ensure that what they said was correct.</p>	<p>Who can tell me why Father Bear didn't sleep? Anyone else? Question repeated.</p> <p>What happened when Father Bear went back to bed?</p>

- Analysis of process or events.

Why did the alarm clock go off?

7. Synthesis

- Recall .

No question

- Summary.

Can you tell me quickly why dad had a bad night?

- Connecting several points of previously unrelated data.

No question.

B. DIVERGENT -Imaginative
("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

No question.

- To solve a problem.

What could dad have done to get a good night's sleep?

2. Fantasy

- Suppositions

What if Goldilocks came to visit when all the bears were up the stairs?

- Predictions.

What would happen when she walked up the stairs?

Why do you think the alarm clock went off?

Is it getting easier for you to listen Joel?

Daniel can you tell me the whole story now?

Who can tell me , why did the alarm clock go off?

Can you tell me really quickly why Father Bear had such a bad night?
Why didn't he sleep well?

If Father Bear was having such a bad night what could Father Bear have done to make it a good night's sleep?
Prompting from teacher for extended answer.

What if Goldilocks came to visit and the three bears were upstairs?

What would have happened if she walked upstairs?

C. INTERPRETIVE

- Based on information.
 - **Provided in a story**
What did dad mean when he said "Peace at last".
 - **From a given situation.**
No question
 - **Based on personal reaction.**
No question

D. INFERENTIAL

Why was dad still tired when mum brought him his cup of tea?

E. COMPARATIVE

- **Similarities.**
Does this story remind you of any other stories?
- **Differences.**
Why is it different to the story of Goldilocks and the three bears?

F. EMPHATIC.

No questions

G. PREDICTIVE

- **Forming a hypothesis.**
No question
- **Speculation.**
What if Goldilocks knocked at the door before she went in?

When dad said "Peace at Last" what did he mean?

Why was dad still tired when mum brought him a cup of tea?

Does the story remind you of any others?

Can anyone think of a different story?

In the story of Goldilocks and the three bears, she was rude and didn't knock at the door before she went in? What would have happened if she knocked and waited for someone to answer it?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

Which was the best place for father bear to go to sleep?

Which was the best place for Father Bear to go to sleep?

You are much better listeners today, why?

Do you find it easier to look at people and use your ears too?

What's the difference in the stories I've read in the last few days? I have read you four stories, what have you been doing?

Your ears have been doing the work, not your eyes. Listening only! I will show you the pictures later.

APPENDIX 5

TRUCKS BY J. & Y. POLLOCK

There are many kinds of trucks. Sometimes they carry cars to the car yard. Sometimes they carry containers to the wharf. Sometimes they carry horses to the show grounds. They even carry a house. Sometimes they carry petrol to the service station. Sometimes they carry bricks to the building site. Sometimes they carry garbage to the tip. They can even carry a boat. Sometimes they carry logs to the sawmill. Sometimes they carry frozen food to the supermarket. Sometimes they carry milk to the dairy. Sometimes they carry all sorts of things. What could this truck be carrying?

APPENDIX 5.1 PREPLANNED QUESTIONS

BOOK TITLE: TRUCKS by J. and Y POLLOCK

CONTENT/GENRE: FACTUAL

DATE:2/6/94

QUESTIONS

A. CONVERGENT

1. One response.

What was the book about?

2. Yes or no.

Are there cars in the book?

3. True or False.

All the trucks rocks?

4. Multi- choice.

The trucks were big trucks, small trucks or all sizes?

5. Listing.

What things did the trucks carry?

6. Analysis.

- Recall of detail (literal).

What animal could be carried on a truck?

-Recall of sequence.

No question

- Analysis of process or events.

Why do some trucks carry food?

7. Synthesis

- Recall .

What did some trucks carry?

- Summary.

No question

- Connecting several points
of previously unrelated data.

No Question

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

What do you think trucks are used for?

- To solve a problem.

No question

2. Fantasy

- Suppositions

What if a truck could talk, what would it say?

- Predictions.

If nails were all over the road what would happen to the truck travelling on that road?

C. INTERPRETIVE

Based on information.

- Provided in a story

No question

- From a given situation.

No question

- Based on personal reaction.

No question

D. INFERENTIAL

If there was a petrol strike and the truck could not be driven what do you think has happened?

E. COMPARATIVE

- Similarities.

No question

- Differences.

No question

F. EMPHATIC.

No question

G. PREDICTIVE

- Forming a hypothesis.

No question

- Speculation.

No question

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

No question

APPENDIX 5.2 QUESTIONS ASKED-DAY 5

PRE-PLANNED QUESTIONS

A. CONVERGENT

1. One response.

What was the book about?

2. Yes or no.

Where there cars in the book?

3. True or False.

All the trucks carried rocks?

4. Multi- choice.

The trucks were big trucks, small trucks or all sizes?

5. Listing.

What things did the trucks carry?

6. Analysis.

- **Recall of detail**

(literal).

What animal could be carried on a truck?

-**Recall of sequence.**

No question

- **Analysis of process or events.**

Why do some trucks carry food?

7. Synthesis

- **Recall .**

What did some trucks carry?

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

No Question

NON-ACTIVE LISTENING GROUP'S QUESTIONS

What was the book about?
(repeated 3 times)
Who heard the story before?
Who has never heard the story before?

Were there cars in the story?
What do you remember Brooke?
(No response)
Joel responded instead.
Tell me if this is true or false?

The trucks were big trucks, small trucks or all sizes?
What do you think Joel?
(Prompting from teacher, question clarified)
Was there one of those trucks in the story?
Was the story I read today fantasy or real? (Question clarified)
Do you remember some of the things the trucks carry?
Who can tell me what animal was carried on the truck?
Did you hear there was an elephant on the truck or did you know there was an elephant in the story?
Are we using our imagination?
I asked what was carried on the truck?
Who thinks it was a horse?
You don't think they had a horse Adwin and Brooke?
Who is listening better?

ACTIVE-LISTENING GROUP'S QUESTIONS

Who knows what the story is about?

Where there any cars in the story? (Answers needed clarifying)
But there were no cars driving along. Who agrees with her?

Who can tell me what the trucks are used for?
Were there logs in the story? (Question needed clarifying)

B. DIVERGENT -Imaginative
("open-ended")

1. Brainstorming-reality based.
- To gather ideas /seek alternatives.

What do you think trucks are used for?

- To solve a problem.

No question

2. Fantasy

- **Suppositions**

What if a truck could talk, what would it say?

- **Predictions.**

If nails were all over the road what would happen to the truck travelling on that road?

C. INTERPRETIVE

Based on information.

- **Provided in a story**

No question

-**From a given situation.**

No question

-**Based on personal reaction.**

No question

D. INFERENTIAL

If there was a petrol strike and the truck could not be driven what do you think has happened?

E. COMPARATIVE

- **Similarities.**

No question

- **Differences.**

No question

F. EMPHATIC.

No question

This is a thinking question. If someone spilt nails all over the road what would happen to the truck that went along that road?

If there was a petrol strike (meaning explained), there was no petrol at all, and the trucks wouldn't go.

What happened to the truck?
(Question needed clarification)
I want to know what happened to the truck? (Question repeated)
Who'd like a job as a truck driver?
Hands up if you don't want to be a truck driver

G. PREDICTIVE

- **Forming a hypothesis.**

No question

- **Speculation.**

No question

H. EVALUATIVE.

- **Choosing from**

several options with reference to specific information or understanding.

No question

Do you think that big trucks carry as much as smaller trucks?
(Question repeated)
Who thinks the big truck carries the most?
Which truck is the busiest?
the truck that delivers each day or the one that delivers once a week to the shops? (Question needed clarification)
If the man comes to this place everyday does he bring more than the man who comes only on Friday?

APPENDIX 6

MARVELLA AND THE MOON BY LINDA MASSOLA

Marvella the robot was sad. She wanted to go to the moon. Each night Marvella looked at the moon and the moon looked back at Marvella. She asked a bird who was flying in the sky.

"Can you take me to the moon?" "No!" said the bird. "I can't go to the moon. It's much too far for me. But I'll ask my friend the hang-glider."

"Can you take Marvella to the moon?" "No!" said the hang-glider. "I can't go to the moon. It's much too far for me. But I'll ask my friend the helicopter."

"Can you take Marvella to the moon?" "No!" said the helicopter. "I can't go to the moon. It's much too far for me. But I'll ask my friend the hot air balloon."

"Can you take Marvella to the moon?" "No!" said the hot air balloon. "I can't go to the moon. It's much too far for me. But I'll ask the aeroplane."

"Can you take Marvella to the moon?" "No!" said the aeroplane. "I can't go to the moon. It's much too far for me. But I'll ask my friend the rocket."

"Can you take Marvella to the moon?" "I'd love to," said the rocket. "Jump in." So she did. The rocket took off straight away. It flew on and on through the dark until it reached the moon. Marvella was so excited she jumped out and went for a walk....but there were No trees, No flowers, No people, and worst of all, NO ROBOTS. Marvella was lonely.

"Take me home!" she cried. So the rocket took off again with Marvella on board. It flew on and on through the dark until it landed back on earth. Next night, when Marvella came out it smiled at Marvella and Marvella smiled back.

APPENDIX 6.1 PREPLANNED QUESTIONS

BOOK TITLE: MARVELLA AND THE MOON by Linda Massola

CONTENT/GENRE: FANTASY

DATE: 3/6/94

QUESTIONS

A. CONVERGENT

1. One response.

Who wanted to go to the moon?

2. Yes or no.

Did the robot get to the moon?

3. True or False.

No question

4. Multi- choice.

Did she go to the moon in the plane, the helicopter, or the rocket?

5. Listing.

Tell me all the things that the robot asked to take it to the moon?

6. Analysis.

- **Recall of detail (literal).**

No question

-**Recall of sequence.**

Who did she ask first..... second..... third..... last?

- **Analysis of process or events.**

No question

7. Synthesis

- **Recall .**

Can you tell me what the balloon said to the robot?

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

No question

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

If the rocket could not go to the moon then how was the robot to get there?

- **To solve a problem.**

Marvella didn't like the moon, could you help her change her mind?

2. Fantasy

- **Suppositions**

No question

- **Predictions.**

No question

C. INTERPRETIVE

Based on information.

- **Provided in a story**

No question

- **From a given situation.**

No question

- **Based on personal reaction.**

What would you do if you met Marvella and she asked for your help?

D. INFERENCE

Why did she smile at the moon when she returned to earth?

E. COMPARATIVE

- **Similarities.**

Does this story remind you of another story where something asked for help?

- **Differences.**

Why is this story different to that story?

F. EMPHATIC.

Can you tell me why you would like to go to the moon?

G. PREDICTIVE

- **Forming a hypothesis.**

What will fly higher the balloon or the plane?

- **Speculation.**

If Marvella had met another robot on the moon what would she have done?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

No question

APPENDIX 6.2 QUESTIONS ASKED-DAY 6

<u>PRE-PLANNED QUESTIONS</u>	<u>NON-ACTIVE LISTENING GROUP'S QUESTIONS</u>	<u>ACTIVE LISTENING GROUP'S QUESTIONS</u>
<p>A. <u>CONVERGENT</u></p> <p>1. <u>One response.</u> Who wanted to go to the moon?</p> <p>2. <u>Yes or no.</u> Did the robot get to the moon?</p> <p>3. <u>True or False.</u> No question</p> <p>4. <u>Multi- choice.</u> Did she go to the moon in the plane, the helicopter, or the rocket.</p> <p>5. <u>Listing.</u> Tell me all the things that the robot asked to take it to the moon?</p> <p>6. <u>Analysis.</u> - Recall of detail (literal). No question -Recall of sequence. Who did she ask first.... second.... third.... last? - Analysis of process or events. No question</p> <p>7. <u>Synthesis</u> - Recall . Can you tell me what the balloon said to the robot? - Summary. No question - Connecting several points of previously unrelated data. No question</p>	<p>Who went to the moon? Who was Marvella? Was it a girl or a robot? How will we find out? If I said "Marvella the robot was sad."Am I saying a robot or a girl.</p> <p>Did she go to the moon in a plane, a helicopter, or a rocket?</p> <p>Tell me one of the things she asked?</p>	<p>Who would like to tell me what Marvella was, Melody? Hands up if you think it was a robot, dog, or a girl?</p>

B. DIVERGENT -Imaginative
(“open-ended”)

1. Brainstorming-reality based.
- To gather ideas /seek alternatives.

If the rocket could not go to the moon then how was the robot to get there?

- To solve a problem.
Marvella didn't like the moon. could you help her change her mind?

2. Fantasy
- **Suppositions**
No question
- **Predictions.**
No question

C. INTERPRETIVE

- Based on information.
- **Provided in a story**
No question
- **From a given situation.**

- No question
- **Based on personal reaction.**

What would you do if you met Marvella and she asked for your help?

D. INFERENTIAL

Why did she smile at the moon when she returned to earth?

E. COMPARATIVE

- **Similarities.**
Does this story remind you of another story where something asked for help?

- **Differences.**
Why is this story different to that story?

Marvella didn't like the moon?
How could we make her like it, so she would change her mind?

What would you do if you met Marvella and she asked you for help?

When she came back to earth why did she smile?

Does this story remind you of another story where something was asking for help?
We had one earlier in the year when something asked for help?
Who remembers the little blue jug, the little yellow duck etc.?

Why are those stories different to these stories?

F. EMPHATIC.

Could you tell me why you would like to go to the moon?

G. PREDICTIVE

- **Forming a hypothesis.**

What will fly higher the balloon or the plane?

- **Speculation.**

If Marvella had met another robot on the moon what would she have done?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

No question

Why would you like to go to the moon?

What would fly higher, the balloon or the plane?

If Marvella had met another robot on the moon, Jessica, what would she have done?
(Question repeated)

Who would like to tell me something about listening?

APPENDIX 6.3 MARVELLA GOES TO THE MOON (RETELL)

Retell with 10 children

Teacher- Do you want to tell me about what happened in the story Melody?

Melody- Yep, well der's a dog what wanted to go to the moon and he visit a plane but it wouldn't take him cause it was too far up and he visit a rocket ship and and a rocket ship and he said he would be glad to give him up to a moon and den and den he gave him up to a moon he was scared so he wanted to go back down and and see he friends.

Teacher- You did very well ! Wow, what a memory! That's great, thank you very much.

Teacher- How are you today Daniel?

Daniel- Good

Teacher- How did you go with the story today. Do you think you could tell me all about it? Okay you tell me what happened. Remember it was called Marvella and the moon. (yes) Can you tell me what happened?

Daniel- Marvella (yes) went into a rocket (yes) and into an aeroplane.....

Teacher- And then what happened..... she went in a rocket (yes) and what happened?

Daniel- She wanted to go home again.

Teacher- Why?

Daniel- Cause she missed her mum.

Teacher- And that was a nice story. Did you like the story at all. (yes) Can you tell me anything else that she saw?

Daniel- A helicopter

Teacher- Alright a helicopter, anything else?

Daniel- Aeroplane

Teacher- An aeroplane yes.

Daniel- An air balloon

Teacher- All these things. What did she say to them?

Daniel- Can you get me to the moon.

Teacher- So she said "Can you get me to the moon." (yer) Why didn't she just fly up?

Daniel- Cause she didn't have anything on her back.

Teacher- So she couldn't fly. (no) Why did the rocket take her?

Daniel- Cause he wanted to go to the moon.

Teacher- You've done very very well, you remembered the story this time. (yep) Is it getting easier to listen to stories now or is it still as hard?

Daniel- Easy

Teacher- It's getting easier, wonderful. Good boy go and tell Stepanie to come into me in the staffroom.

Teacher- How are you today?

Stephanie- Good.

Teacher- And did you listen to the story of Marvella going to the Moon? (nod) Alright can you tell me what happened in the story? Do you know who Marvella was? What was she?

Stephanie- A robot.

Teacher- A robot. Okay now tell me what happened to her?

Stephanie- She went to the moon?

Teacher- Did she. Have you got a bigger voice than that? Cause I can't hear your voice its so soft, you say it a bit louder. She went to the moon. You say it again.

Stephanie- She went to the moon.

Teacher- That's better, what else did she do?

Stephanie- She wanted to go back home.

Teacher- She wanted to go back home, why?

Stephanie- Cause she didn't like going on the moon.

Teacher- She didn't like going on the moon. So what happened then?.....

Stephanie- She went back home.

Teacher- She did, I know she did she went all the way back home. How did she get there, were there any other people in the story? Any other things in the story, what were they?.....

Stephanie- A rocketship

Teacher- A rocketship, yes, any others? Tell me some more?

Stephanie- A hot air balloon.

Teacher- Yes. A hot air balloon..... You were a good listener today. What's happening now that we're reading stories with no pictures, can you listen better or is it still hard to listen.

Stephanie- It's still a bit hard.

Teacher- It's still a bit hard. Can't you remember..? Can you tell me why it's a hard....? Do you like looking at pictures to help you? You know you've remembered lots today. You certainly have. Good girl.

Teacher- How are you today Luke?

Luke- Good.

Teacher- Good, do you remember the story we had this morning?

Luke- Um, yep (Name of story retained)

Teacher- What was it called?

Luke- Um I don't know the robot's name.

Teacher- Marvella.

Luke- Marvella and the moon.

Teacher- Alright tell me all about it.

Luke- Marvella wanted to go to the moon and um the rocket took her and a but all the other things couldn't help.

Teacher- Why didn't the other things take her?

Luke- Because they only go up to the top of the sky but a rocket can go up into space.

Teacher- Do you know any of the things that wouldn't take her?

Luke- Helicopter, aeroplane, hot air balloon and um.

Teacher- I think you remembered nearly all, maybe there was one more.

Luke- Um, that's all I remember.

Teacher- You did very well. What do you think about listening to stories without any pictures?

Luke- Um, I think of them in my head.

Teacher- Do you, is it easy or hard?

Luke- Easy.

Teacher- Is it getting easier or your learning to do it? (Nup) You don't know how to do it? (yer) You do know how to do it.

Luke- Yer, you just put your head down.

Teacher- The first time I read a story was it hard to do? (nu) So it's always been easy for you? (Yep) Alright, you did very very well. All we need is Leigh now. Thank you.

Teacher- That music is very loud. How is your sore throat now?

Leigh - A bit better.

Teacher- That's good. Would you like to tell about the story we heard this morning Marvella and the Moon?

Leigh- Well, Marvella liked the moon and she wanted to go to the moon and she and the rocket took her to the moon.

Teacher- Is that the only thing she met,... was there anything else in the story?

Leigh - She met a balloon and an aeroplane and a hangglider and a bird.

Teacher- Well, you did very well, have we missed anything, or is that the whole story?

Leigh - Whole story.

Teacher- Alright. How do you like listening to stories without pictures?

Leigh - I like them because you can think them up in your head.

Teacher- And you get different pictures don't you? (nod) Alright, you did very well Leigh. You can tell Tamara to come in.

Teacher- How are you today Tamara?

Tamara- Good

Teacher- Okay, we listened to a story this morning do you think you can tell me all about it?

Tamara- Well, the little girl kept on looking at the moon and she wanted to go up there and she asked everyone and then she finally got the rocket except when she went up there it was very lonely so she went back down again.

Teacher- Oh, what were some of the things she asked?

Tamara- She asked an aeroplane and she asked..... umum.....Just an aeroplane and I can't remember anything else.

Teacher- Mmmmm, I can't remember either so we're both in the same boat. I think they all went in the air though, too. (Yes) What do you think of listening to stories now without any pictures?

Tamara- It's good.

Teacher- You enjoy doing that?

Tamara- Mmm

Teacher- When you had to do it the first time was it easy or hard?

Tamara- Hard.

Teacher- What about today?

Tamara- It was easy.

Teacher- Why is it getting easier do you think?

Tamara- Because you've been doing it for a long time.

Teacher- Are you hearing more things in the story? (Nod) Well I think you did very well, you told me lots about the story today. Thank you very much. We'll get the next person.

Teacher- Hi Ashton, how are you today?

Ashton - Good.

Teacher- Do you know we had a story this morning about Marvella going to the moon? (yep) Can you remember to tell me all about it? Off you go.

Ashton - Well then um um um .. Marvella had to look at the moon and the moon had to look at her.....annnd and and and then she had to ask the

Teacher- You don't know what she asked.... Were there any of the things in the story you know that she asked?

Ashton - Yep. She asked the helicopter but the helicopter said, "No it's much too far for me".

Teacher- Alright, wait a minute, that was little bit loud wasn't it. So the helicopter said it was too far. Did she ask anything else?

Ashton - Yep, she um asked the aeroplane but the aeroplane said, "No, no thank you its away to far for me".

Teacher- Did she ask anyone else? (Yep) What else?

Ashton - She asked the rocket "I love ta take ya".

Teacher- Oh! Did it. So were did it take her?

Ashton - To the moon.

Teacher- And what did she do when she got there?

Ashton - Well and she walked around and she saw there was no robots and no people and no trees.

Teacher- And what did she do?

Ashton - Well then she said can we please go home.

Teacher- Was that the end of the story? (yep) Did she do anything else when she got back to earth?

Ashton - Yep, she um smiled at the moon and annnd the moon smiled at her.

Teacher- Well do you know Ashton that was wonderful You are a very good listener. When we listened to the story last week when you told me about it, was it hard or easy to listen to?

Ashton - Nup

Teacher- Nup. You didn't like listening last week. (Nup) It was too hard?

Ashton- Too hard.

Teacher- What about today? (yep) What about it? Hard or easy?

Ashton- Easy

Teacher- Easy, well I'll tell you what you remembered lots about it didn't you. (yep) You did very well thank you. let's get Shaylea.

Teacher- How are you today Shaylea?

Shaylea- Good.

Teacher- Did you remember the story we listened this morning, Marvella going to the moon?.....Have a little think about it. Do you remember who was in the story?.....Have a little think, I bet its all the way inside there because you've been a very good listener of late. Do you know one of the things you heard in the story?

Shaylea- The plane.

Teacher- The plane, what did it do?

Shaylea- It was.....

Teacher- Go on, you keep telling me.....Was there anything else but the plane?

Shaylea- A rocket .

Teacher- A rocket and a plane. Anything else?.....

Shaylea- Can't remember.

Teacher- Can't remember. do you know what the rocket did?

Shaylea- It flew

Teacher- Where to

Shaylea- Up the moon

Teacher- What did it do at the moon?

Shaylea- Um....don't know.

Teacher- You don't know, did it go there just for a ride? Probably. Alright, thank you very much Shaylea let's get Joel.

Teacher- How are you today Joel.

Joel- Good.

Teacher- You remember we had a story this morning called Marvella went to the moon? Do you want to tell me all about it? Can you remember it? You think about it and tell me what it was about ?

Joel- Marvella wanted to go up to the moon?

Teacher- Yes..... What was she?

Joel- It was a rocket.

Teacher- Okay tell me some more?.....

Joel- She asked.....

Teacher- Can you remember any of the things she asked? Have a little think,because you have been a very good listener lately.

Joel- I've got a book of at home and it's the same.

Teacher- Same as this! Then you should be able to tell me all about it.....Well tell me why the rocket went to the moon?

Joel- Because it must, it was his home.

Teacher- It was his home and he stayed there. Did he come back at all?....No. You don't think so. I'm having a little think, what else was in the story that you heard about? Any things, anythings that flew?

Joel- Rockets

Teacher- Just the rockets, anything else that flew?

Joel- Birds, in the air.

Teacher- Anything else?

Joel- There was a spaceship.

Teacher- Mmm yes what else?

Joel- Robots

Teacher- Yes, what was the robot doing?

Joel- They were just walking along.

Teacher-Alright, can't remember anything else? (Shake of the head) Okay, thanks Joel, last one Terry.

Teacher-How are you today?

Terry- Alright.

Teacher- Do you remember the story we had this morning, Marvella goes to the Moon?

Terry- Yep, and and the rocket took um Marvella to the moon. And all the.. The aeroplane and the helicopter and um all them things didn't um didn't give her, didn't let her go to the moon.

Teacher-My word you're a good person for remembering, is there anything else you want to tell me? What happened when she went to the moon?

Terry-She got happy.

Teacher- She got happy did she? Did she stay there?

Terry- She wanted the rocket to take her back.

Teacher-So what happend when she got back to earth?

Terry-She didn't, she didn't, she liked it.

Teacher- She liked it. Who were the things she talked to when she wanted to go to the moon?

Terry-Helicopter.

Teacher-Yes, did it take her up there?

Terry-Nup

Teacher- Why not?

Terry- Because it had some sick people.

Teacher-It had some sick people okay. Anything else?

Terry- The aeroplane had to take someone, it had had some people already full.

Teacher-Did it, so it couldn't take her either... Anything else?... Nothing else. The last time I had you tell the story was last week. Was it hard to listen to the story or easy?

Terry-Easy

Teacher-Easy. what about today was it hard or easy?

Terry-Easy

Teacher-Easy, was it easier, which was the best day to listen to the story, last week or this week?

Terry- This week.

Teacher- This week, alright well you've told me lots and you're a very good listener. Have you got that book at your house (shake of head), you've never heard it before? Well you remembered lots and lots didn't you. Well thankyou Terry.

APPENDIX 7

AND BILLY WENT OUT TO PLAY BY BRONWEN SCARFFE

Billy is six years old and likes to choose what clothes to wear, but sometimes he isn't allowed to. On Monday Billy wanted to wear his cap but it was a windy day. His mum said, "Not today Billy. The wind will blow it away." So Billy had to wear his woollt hat.

On Tuesday Billy wanted to wear his sneakers but it was a rainy day. His mum said, "Not today Billy. Your feet will get wet." So Billy had to wear his boots.

On Wednesday Billy wanted to wear his T-shirt but it was a cool day. His mum said, "Not today Billy. You'll get cold." So Billy had to wear his jumper.

On Thursday Billy wanted to wear his overalls but it was a warm day. His mum said, "Not today Billy. You'll get too hot." So Billy had to wear his shorts.

On Friday Billy wanted to wear his thick red socks but it was a hot day. His mum said, "Not today Billy. Your feet will get sweaty." So Billy had to wear his sandals.

On the weekend Billy said, "What will I wear today?" His mum said, "Anything will do."

So Billy put on his cap, his sneakers, his T-shirt, his overalls and his thick red socks, and then.....He went out to play.

APPENDIX 7.1 PREPLANNED QUESTIONS

BOOK TITLE: AND BILLY WENT OUT TO PLAY by Bronwen Scarffe

CONTENT/GENRE: REAL LIFE

DATE: 6/6/94

QUESTIONS

A. CONVERGENT

1. One response.

Who is Billy?

2. Yes or no.

Was he 5 years old?

3. True or False.

Is it true or false that he played inside all of the time?

4. Multi- choice.

What did he put on on Monday, his cap, his boots, or his jumper?

5. Listing.

List some of the clothes he wore?

6. Analysis.

- **Recall of detail (literal).**

Why did he wear his shorts?

- **Recall of sequence.**

What days did his mum tell him what to wear?

- **Analysis of process or events.**

Why wasn't he allowed to choose what to wear?

7. Synthesis

- **Recall .**

What kind of weather was in the story?

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

No question

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

No question

- **To solve a problem.**

No question

2. Fantasy

- **Suppositions**

No question

- **Predictions.**

No question

C. INTERPRETIVE

Based on information.

- **Provided in a story**

No question

- **From a given situation.**

Why did Billy wear his shorts?

- **Based on personal reaction.**

Who chooses the clothes they wear to school each day?

D. INFERENCE

Billy wore his jumper yesterday because it was cold. If Billy is wearing his jumper today what type of weather is it outside?

E. COMPARATIVE

- Similarities.

Does your mum tell you what to wear every day like Billy's mum?

- Differences.

No question.

F. EMPHATIC.

Who can dress themselves for school each morning?

G. PREDICTIVE

- Forming a hypothesis.

If I wear a t-shirt and shorts what kind of weather is it outside today?

- Speculation.

If it was raining what would you wear?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

If Billy needed help in getting dressed would he ask his mum or his little sister?

APPENDIX 7.2 QUESTIONS ASKED-DAY 7

PRE-PLANNED
QUESTIONS

A. CONVERGENT

1. One response.

Who is Billy?

2. Yes or no.

Was he 5 years old?

3. True or False.

Is it true or false that he played inside all of the time?

4. Multi-choice.

What did he put on on Monday, his cap, his boots, or his jumper?

5. Listing.

List some of the clothes he wore?

6. Analysis.

- Recall of detail

(literal).

Why did he wear his shorts?

- Recall of sequence.

What days did his mum tell him what to wear?

- Analysis of process or events.

Why wasn't he allowed to choose what to wear?

7. Synthesis

- Recall .

What kind of weather was in the story?

- Summary.

No question

- Connecting several points of previously unrelated data.

No question

NON-ACTIVE
LISTENING GROUP'S
QUESTIONS

Who is Billy?

Who thinks it is someone else?

Was he 5 years old?

Can you tell me if it is true or false? Did he play outside all the time?

What did he put on, on Monday, his cap or his boots?

Who would like to tell me what he put on?

What days did his mum tell him what to wear? (Question needed clarification)

Where there any days where he could choose for himself?

I wonder why he couldn't choose his own clothes?

I think you have told me what I wanted to know next. What type of weather was in the story?

ACTIVE LISTENING
GROUP'S QUESTIONS

Who was the boy?

Who can tell me if he was 5 years old?

Who heard how old he was?

Is it true or false that he played inside all the time?

Who can tell me why Billy wore his shorts one day? (Question needed clarification)

Who chose the clothes that he wore to school?

Who thinks that is wrong?

If Billy is wearing a jumper today, what type of weather is it outside?

Can you tell Michael the question Leigh?

Who can remember the question?

Question repeated for the children to think about an answer.

B. DIVERGENT -Imaginative
("open-ended")

1. Brainstorming-reality
based.

- To gather ideas /seek
alternatives.

No question

- To solve a problem.

No question

2. Fantasy

- **Suppositions**

No question

- **Predictions.**

No question

C. INTERPRETIVE

Based on information.

- **Provided in a story**

No question

- **From a given**

situation.

Why did Billy wear his
shorts?

- **Based on personal**
reaction.

Who chooses the clothes
they wear to school each day?

D. INFERENTIAL

Billy wore his jumper
yesterday because it was cold. If
Billy is wearing his jumper today
what type of weather is it
outside?

E. COMPARATIVE

- **Similarities.**

Does your mum tell you
what to wear every day like
Billy's mum?

- **Differences.**

No question.

F. EMPHATIC.

Who can dress
themselves for school each
morning?

Does your mum tell you what to
wear each day like Billy's mum?
What's special that you wear on
school days?

Who dresses themselves on
school days?

G. PREDICTIVE

- Forming a hypothesis.

If I wear a t-shirt and shorts what kind of weather is it outside today?

- Speculation.

If it was raining what would you wear?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

If Billy needed help in getting dressed would he ask his mum or his little sister?

If I wear a t-shirt and shorts what kind of weather is it outside?

Who disagrees and thinks its hot?

If it was raining what kind of clothes would you wear?
Tell the person next to you.

If Billy needed help to dress who would he ask, his mum or his little sister?

Who knows the whole story and can tell me?

So on the day he wanted to wear his cap did his mother let him?
(Children's answers needed clarification)

He wanted to wear his overalls but his mum said no, why?

In the story were there any days he could wear the clothes he chose?

APPENDIX 8

THE BUSH BUNYIP BY BRONWEN SCARFFE

Once there was a bush bunyip who lived in an old grey gum. He made a loud roaring noise and he had long sharp claws on each of his paws. when he stood up on his hind legs he was as tall as a human and when he shook his fur he looked very fierce.

One day he woke up feeling grumpy because he hadn't had enough sleep. I'll fix those other animals for keeping me awake all night. How dare they make so much noise! I'll give them a scare like they've never had before.

So off scuffled the bunyip into the bush until he came upon a kookaburra. He lurched forward, threw back his head and lett out a loud ROARRRRR. The kookaburra threw back her head and began to laugh loudly OOhaahaahaaOOhaahaahaa! "Oh dear, she makes as much noise as I do! said the bunyip. I can't scare her."

So off scuffled the bunyip into the bush until he came upon a koala. He lurched forward and opened his claws. The koala stopped munching and opened her claws. "Oh dear, she has claws like me! said the bush bunyip. "I can't scare her."

So off scuffled the bunyip into the bush until he came upon a kangaroo. He lurched forward and raised himself up on his hind legs. The kangaroo jumped foward and leant back on her tail. "Oh dear, she is as big as I am!" said the bush bunyip. "I can't scare her."

So again the bunyip scuffled off into the bush until he came upon an echidna. He lurched forward and shook his coat until it stood on end. The echidna gave a shuffle and raised her quills. "Oh dear, she looks as fierce as I do!" said the bush bunyip. "I can't scare her."

Disillusioned, the bunyip went on until he came to a billabong. He sat down beside it, feeling even grumpier. He took a deep breath, threw back his head, let out a loud ROARRRRR, opened his claws, stood on his hind legs, and shook his coat till it stood on end. Just then he caught sight of his reflection. "Oh dear, a billabong beast is coming to get me," cried the bush bunyip. "I'm scared of billabong beasts." So off he went scuffling into the bush, and word has it that he was never seen again.

APPENDIX 8.1 PREPLANNED QUESTIONS

BOOK TITLE: THE BUSH BUNYIP by Bronwen Scarffe

CONTENT/GENRE: FANTASY

DATE: 7/6/ 94

QUESTIONS

A. CONVERGENT

1. One response.

What was the fierce animal in the story?

2. Yes or no.

Did the bunyip frighten anyone?

3. True or False.

Is it true that the bunyip was as small as a cat?

4. Multi- choice.

No question

5. Listing.

What animals did the bunyip see?

6. Analysis.

- **Recall of detail (literal).**

What happened when the bunyip met each animal?

-**Recall of sequence.**

What animal did he meet first? What animal did he meet second?

- **Analysis of process or events.**

Why didn't it scare any of the animals?

7. Synthesis

- **Recall .**

No question

Who can remember the whole story and tell it quickly?

- **Connecting several points of previously unrelated data.**

No questions

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

No question

- **To solve a problem.**

What could the bunyip have done instead of trying to scare the animals?

2. Fantasy

- **Suppositions**

No question

- **Predictions.**

No question

C. INTERPRETIVE

Based on information.

- **Provided in a story**

What did it mean when it said the bunyip caught sight of its own reflection?

- **From a given situation.**

Why was the bunyip frightened of the kangaroo?

- **Based on personal reaction.**

What would you do if you met a bunyip?

D. INFERENTIAL

Why did the bunyip run away after seeing his reflection in the water?

E. COMPARATIVE

- **Similarities.**

Do you know any other stories about bunyips?

- **Differences.**

Why is this story different?

F. EMPHATIC.

How would you make friends with the bunyip?

G. PREDICTIVE

- **Forming a hypothesis.**

No question

- **Speculation.**

How could we make a new ending for this story?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

No question

APPENDIX 8.2 QUESTIONS ASKED-DAY 8

PRE-PLANNED QUESTIONS

A. CONVERGENT

1. One response.

What was the fierce animal in the story?

2. Yes or no.

Did the bunyip frighten anyone?

3. True or False.

Is it true that the bunyip was as small as a cat?

4. Multi- choice.

No question

5. Listing.

What animals did the bunyip see?

6. Analysis.

- Recall of detail (literal).

What happened when the bunyip met each animal?

NON-ACTIVE LISTENING GROUP'S QUESTIONS

Who was the fierce animal in the story? (Question repeated, clarified for Joel)
You thought it was a crocodile Joel. Why did you think it was a crocodile?

Did the bunyip frighten anyone?
What did you think Daniel? Did you understand the story? Hands up if you didn't understand it? (three children indicated they did not understand the story)
What is an echidna, Darren?
What is a kangaroo?
What is a kookaburra?
What is a koala, Daniel?
How big was the bunyip?

Is it true it was as small as a cat?
How do you know? Was there any part of the story that told you?
What is the part that told you it was small or tall?
Why do you think that Joel?

See if you can remember what the bunyip saw when it went walking?

ACTIVE LISTENING GROUP'S QUESTIONS

Was the animal in the story fierce? You don't know Lisa?
What does fierce mean? (Question needed clarification)
Do you know what the animal was?
Did you hear of a bunyip before?

Was it real or pretend?
Who heard of a bunyip before? (Question clarified through discussion of a story heard previously in class)
Who'd like to tell me what happened when the bunyip met each of the animals? (Question needed clarification)

How did he try to scare them?
Michael can you help?
Did he want to eat them or did he want a good nights sleep?
Who did he try to scare?
This story or the other story?
Who can help her?
The bunyip tried to scare the kookaburra but how did he do it?
Did he try to scare the kangaroo?
Did he try to scare the echidna?
Did he scare any of the animals at all?
Did he scare anyone?

-Recall of sequence.

What animal did he meet first? What animal did he meet second?

- Analysis of process or events.

Why didn't it scare any of the animals?

7. Synthesis

- Recall .

No question

Summary

Who can remember the whole story and tell it quickly?

- Connecting several points of previously unrelated data.

No questions

B.DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based

- To gather ideas /seek alternatives.

No question

- To solve a problem.

What could the bunyip have done instead of trying to scare the animals?

2. Fantasy

- Suppositions

No question

- Predictions.

No question

Can you tell me some of the story Sean? Who can help him?

Was kangaroo in the story?

Was a bunyip in the story?

Was a koala in the story?

Was an owl in the story?

What flew in the sky?

Do they come from other countries?

Do kangaroos come from Africa?

Do you know if the animal in the story was fierce?

If I speak to you I look at you and listen.

If the bunyip woke up grumpy in the morning was there anything else he could have done instead of trying to scare them?

Why did the bunyip run away when it saw its own reflection?

C. INTERPRETIVE

Based on information.

- **Provided in a story**

What did it mean when it said the bunyip caught sight of its own reflection?

- **From a given situation.**

Why was the bunyip frightened of the kangaroo?

- **Based on personal reaction.**

What would you do if you met a bunyip?

That bunyip had no friends, how was he going to make friends?

D. INFERENTIAL

Why did the bunyip run away after seeing his reflection in the water?

E. COMPARATIVE

- **Similarities.**

Do you know any other stories about bunyips?

- **Differences.**

Why is this story different?

F. EMPHATIC.

How would you make friends with the bunyip?

G. PREDICTIVE

- **Forming a hypothesis.**

No question

- **Speculation.**

How could we make a new ending for this story?

How would we make a new ending if we don't want the bunyip to run away but stay?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

No question

APPENDIX 9

THE LITTLE BLACK CHRISTMAS PRESENT BY JOAN ARONSTEN

John rubbed his eyes and opened them wide. He sat up in bed and said to himself, "It seems to be early. I wonder why I'm awake?" He turned his head and his eyes opened wider and wider. For there on the floor, beside the bed, standing tall and straight, was a Christmas-tree! It was covered with twinkling coloured balls and silver ribbon. There were parcels on it too, wrapped in coloured paper, and right on the top was the shining Christmas star. "Of course," John shouted. "It's Christmas Day!" He jumped out of bed and called, "Mummy! Daddy! It's Christmas. Come and see!"

First mummy came hurrying. Then daddy came in through the door, then grandmother and grandfather and, last of all, baby Susan. "It's a Christmas-tree!" shouted John. "There are presents on it. Father Christmas left them! Let's look for our names!" Mummy found hers first. It was a flat pink box tied with silver ribbon. When she opened it, she found six coloured hankies all in a row. Daddy's was tied with a big red ribbon. Inside his box was a striped tie and tie-pin. Grandmother found a new pair of gloves, and grandfather a shiny brown pipe. When they looked for baby Susan's, they found a round cuddly bear that growled when she tipped him up. "But where's mine?" asked John. "I don't see anything for me. There's nothing left now but this little red cushion. I didn't ask Father Christmas for a red cushion." "Perhaps there should be something else *with* the cushion," said mummy, "I think," said daddy, that there should be something lying on that red cushion. Perhaps it's somewhere else. Let's look for it.

"So mummy looked behind the door, daddy looked behind the wardrobe, grandmother looked under John's pillow, and grandfather looked in John's water proof boots. Baby Susan looked in the toy cupboard. But nobody found anything. Not anything that would go with a little red cushion. "What sort of thing would it be?" asked John. "Well it might be black," said mummy. "And it could have a little white spot on it," said daddy. "And it could have a tail on one end," said grandmother. "And a black nose on the other end," said grandfather. "Can it walk?" asked Susan. "It must be able to, said John "because its walked off the cushion." "Let's look again," said mummy. So she looked in the hall. Daddy looked in his golf-bag. Grandmother looked in her darning basket and grandfather looked on his favourite chair. Baby Susan looked in her dolly's pram, but they all said, "No there's nothing there." "Why don't *you* look," said daddy. "You haven't looked anywhere yet." So John looked. He looked for something black with a white spot. It might have a tail ne end and a little black nose the other end, and it should have been lying on the cushion. John looked in his wheelbarrow and in daddy's umbrella, and even in grandmother's best hat - but there wasn't anything. "Nobody's looked under your bed yet," said mummy. "How about looking there?" "All right," said John, "that's where I'll look." He looked hard because it was a bit dark.

He looked under and into the corners and up and down and, all of a sudden, a little warm something came close to his hand. And when he looked down he saw a little black nose and two brown eyes, two black ears and a little black tail. Right in the middle between the black nose and the black tail was one white spot. "Hurrah!" he called. "I've found it. It's a new puppy and he's licking my hand! "He must have walked off the red cushion" said mummy. "Father Christmas knew what you wanted," said daddy. "He's round and fat," said grandmother. "And handsome," said

grandfather. Baby Susan patted him softly and the new black puppy with the white spot looked up at John and wagged the black tail at the other end. "He's saying 'Happy Christmas'," said John.

APPENDIX 9.1 PREPLANNED QUESTIONS

BOOK TITLE: THE LITTLE BLACK CHRISTMAS PRESENT by Joan Aronsten
CONTENT/GENRE: REAL LIFE
DATE: 8/6/94

QUESTIONS

A. CONVERGENT

1. One response.

How many children were in the story?

2. Yes or no.

Was there a mother and a father in the story?

3. True or False.

Is it true or false that the boy got an easter egg?

4. Multi-choice.

No question

5. Listing.

What was on the Christmas tree?

6. Analysis.

- Recall of detail (literal).

Tell me what happened in the story?

- Recall of sequence.

No question

- Analysis of process or events.

Why did they have to search the house?

7. Synthesis

- Recall .

Who can tell me the whole story?

- Summary.

No question

- Connecting several points of previously unrelated data.

No question

B. DIVERGENT -Imaginative

("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

What is a good place to look for presents that are hidden?

- To solve a problem.

How could a puppy be given as a present so that it would not walk away?

2. Fantasy

- Suppositions

What would you wish for if you could have anything you wanted?

- Predictions

What would have happened if Santa Claus was late in delivering the presents and arrived when they were all in the lounge room?

C. INTERPRETIVE

Based on information.

- Provided in a story

No question

- From a given situation.

Why was the Christmas tree up?

- Based on personal reaction.

What do you do on Christmas morning?

D. INFERENTIAL

No question

E. COMPARATIVE

- Similarities.

No question

- Differences.

No question

F. EMPHATIC.

No question

G. PREDICTIVE

- Forming a hypothesis.

If they were singing Jingle Bells on the radio and there were decorations in the shops and in the street, what would be happening soon?

- Speculation.

No question

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

If there are presents under the tree on Christmas morning, each having a label, which one is yours? The one with mum's name, the one with dad's name or the one with your name on it?

APPENDIX 9.2 QUESTIONS ASKED-DAY 9

PRE-PLANNED
QUESTIONS

A. CONVERGENT

1. One response.

How many children were in the story?

2. Yes or no.

Was there a mother and a father in the story?

3. True or False.

Is it true or false that the boy got an easter egg?

4. Multi- choice.

No question

5. Listing.

What was on the Christmas tree?

6. Analysis.

- Recall of detail

(literal).

Tell me what happened in the story?

-Recall of sequence.

No question

- Analysis of process or events.

Why did they have to search the house?

NON-ACTIVE
LISTENING GROUP'S
QUESTIONS

Have you heard the story before, at home or at kinder?

Who can tell me how many children were in the story? (Answer included the names of the characters in the story e.g. mum, grandma etc.)
Are they children? (Question needed clarification)

There was a girl Susan. Who was the other child? John was a?

Who was grandma and grandpa, were they grown ups or children? Were there any other grown ups in the story?

What did he just answer me?

Was there a mother and a father in the story?

Tell me if this is true or false, did the boy get an easter egg as his present?

What was the secret?

What was on the Christmas tree? Put your hand up Sean, I'll ask you after Stephanie.

ACTIVE LISTENING
GROUP'S QUESTIONS

7. Synthesis

- Recall .

Who can tell me the whole story?

- Summary.

No question

- Connecting several points of previously unrelated data.

No question

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

What is a good place to look for presents that are hidden?

- To solve a problem.

How could a puppy be given as a present so that it would not walk away?

2. Fantasy

- Suppositions

What would you wish for if you could have anything you wanted?

- Predictions.

What would have happened if Santa Claus was late in delivering the presents and arrived when they were all in the lounge room?

Who would like to retell the story?

Don't just tell me the people, tell me the story and what happened?

Do you know what happened?

Who would like to tell me the whole story?

Did you work out what he was telling us. (Answer needed clarification)

Jessica listened well she looked at the person who was speaking.

Sometimes when it gets close to Christmas someone hides presents at your home, where do they hide them? (Answers needed clarification, some answers were silly)

If you were going to give your mummy a puppy for a present, how would you stop it from wandering away?

If you could wish for anything for Christmas, tell me what you would have?

What would have happened if Santa had arrived late, and he arrived while they were all waiting in the lounge room?
Why was the Christmas tree up?

C. INTERPRETIVE

Based on information.

- Provided in a story

No question

-From a given

situation.

Why was the Christmas tree up?

-Based on personal reaction.

What do you do on Christmas morning?

D. INFERENTIAL

No question

E. COMPARATIVE

- Similarities.

No question

- Differences.

No question

F. EMPHATIC.

No question

G. PREDICTIVE

-Forming a hypothesis.

If they were singing Jingle Bells on the radio and there were decorations in the shops and in the street, what would be happening soon?

- Speculation.

No question

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

If there are presents under the tree on Christmas morning, each having a label, which one is yours? The one with mum's name, the one with dad's name or the one with your name on it.

Who would like to tell me what you do on Christmas morning?

If they were singing jingle bells what would be happening soon?

If there were presents under the tree on Christmas morning, each having label, which one is yours? The one with mum's name, the one with dad's name or the one with your name on it.

If you had to choose the story would you listen to it again?

APPENDIX 10

TWO LITTLE PIGS BY NOREEN SHELLEY

Once upon a time there were two little pink pigs. They lived in a very old sty on Farmer Brown's farm. One day a strong wind came and blew and blew until it blew the sty down. "Oh dear!" cried one little pig, "What shall we do?" "We must find a house to live in," said the other little pig.

"How can we find a house?" said the first little pig. "We must look, and look, and keep on looking until we find one."

So, when they had eaten a good, big breakfast, they set out. In the paddock they met a brown pony. "Please, Brown Pony," said one little pig, "have you seen a house?" "Yes," said the brown pony, "I have seen Farmer Brown's house on the hill." "Do you think he would give it to us to live in?" asked the other little pig. "No," said the brown pony. "He needs it to sleep in at night, Mrs Farmer needs it too, and so do the children." "Then we must keep on looking," said the first little pig sadly. "Good-bye, Brown Pony." "Good-bye, Little Pink Pigs."

They went on across the paddock, until they met Mrs Cow. "Please Mrs Cow," said one little pig, "have you seen a house?" "Moo Moo!" said the cow. "Yes, I have seen White Dog's house." "Oh!" cried the first little pig. "I am frightened of White Dog." "Do you think he would give us his house to live in, Mrs Cow?" asked the other little pig. "No," said the cow, "he sleeps in it every night." "Then we must keep on looking," said the first little pig sadly. "Good-bye, Mrs Cow." "Moo, Moo! Good-bye, Little Pink Pigs."

They went on, across the paddock, until they came to the slip -rails. On the other side they met a big red tractor. "Please, Big Red Tractor," said one little pig, "have you seen a house?" "Yes," said the tractor, "I have seen *my* house. It is that big red shed over there, at the far end of this paddock." "Please, Big Red Tractor," said the other little pig, "could you give us your house to live in?" "No," said the tractor, "I can't give you my house. I need it to sleep in every night, and I stay there on wet days." "Then we must keep on looking," said the first little pig sadly. "Good-bye, Big Red Tractor." "Good-bye, Little Pink Pigs."

They went on and on, across the big paddock, until at last one little pig sat down to rest his legs. The other little pig sat down too. "I'm hungry," he said. "So am I," said the first little pig sadly. They sat there for a long time, until the sky drew red at sunset. "Oh dear!" cried the first little pig. "We have no sty and no house to sleep in tonight." "It will be cold when the sun has gone," said the other little pig. "What shall we do?"

Just then they saw Farmer Brown coming along the track on his horse, Betty. "What is the matter, Little Pink Pigs?" asked the farmer. "Oh Farmer Brown!" cried one little pig. "A strong wind came and blew and blew until it blew our old sty down." "We have looked and looked all day for a house to live in," said the other little pig, "but we could not find one." Then they both said, "Oh! Farmer Brown - *we're so hungry!*" The farmer looked down at them from Betty's back. "Don't be sad, Little Pigs," he said. "I *thought* that the strong wind would blow the old sty down, so I have made you a strong new one. Can you see it over there near the big red tractor's shed?" The two little pigs looked, and there was a fine new sty at the end of the paddock. They were so happy that they jumped up with a skip and a hop.

Then they ran along the track after Betty and Farmer Brown, until they came to their beautiful new sty. The farmer gave them a good, big dinner. How happy they were! "Good-night, Little Pink Pigs!" said Farmer Brown. "Good-night!" said the two little pigs, and soon they were fast asleep, side by side.

APPENDIX 10.1 PREPLANNED QUESTIONS

BOOK TITLE: Two Little Pigs by Noreen Shelley

CONTENT/Genre: Animal Fantasy

DATE:9/6/94

QUESTIONS

A. CONVERGENT

1. One response.

Who had no home?

2. Yes or no.

Did they live on a farm?

3. True or False.

Is it true or false that pigs live in sties?

4. Multi- choice.

Did they speak to the pony or the cow first?

5. Listing.

No question

6. Analysis.

- **Recall of detail (literal).**

Who can tell me about the whole story?

-**Recall of sequence.**

Who did the pigs speak to after they spoke to the cow?

- **Analysis of process or events.**

Why did the pigs ask about finding a new home?

7. Synthesis

- **Recall .**

No question

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

If you knew the little pigs house had blown down and you saw the farmer with some wood.What do you think he was going to do?

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

What do you think the pigs should do about getting a new home?

- **To solve a problem.**

No question

2. Fantasy

- **Suppositions**

No question

- **Predictions.**

What if the big bad wolf happened to walk by?

C. INTERPRETIVE

Based on information.

- **Provided in a story**

No question

- **From a given situation.**

No question

- **Based on personal reaction.**

What would you say to the little pig if you met them?

D. INFERENCE

No question

E. COMPARATIVE

- **Similarities.**

Do you know another story like this one? How is it the same?

- **Differences.**

How is it different?

F. EMPHATIC.

No question

G. PREDICTIVE

- **Forming a hypothesis.**

No question

- **Speculation.**

If the little pigs met a man with some straw or some sticks what might have happened?

H. EVALUATIVE.

- **Choosing from several options with reference to specific information or understanding.**

Who do you think was the best person to ask about a new home?

APPENDIX 10.2 QUESTIONS ASKED-DAY 10

<u>PRE-PLANNED QUESTIONS</u>	<u>NON-ACTIVE LISTENING GROUP'S QUESTIONS</u>	<u>NON-ACTIVE LISTENING GROUP'S QUESTIONS</u>
<p>A. <u>CONVERGENT</u></p> <p>1. <u>One response.</u> Who had no home?</p> <p>2. <u>Yes or no.</u> Did they live on a farm?</p> <p>3. <u>True or False.</u> Is it true or false that pigs live in sties?</p> <p>4. <u>Multi- choice.</u> Did they speak to the pony or the cow first?</p> <p>5. <u>Listing.</u> No question</p> <p>6. <u>Analysis.</u> - Recall of detail (literal). Who can tell me about the whole story?</p> <p>-Recall of sequence. Who did the pigs speak to after theyspoke to the cow?</p> <p>- Analysis of process or events. Why did the pigs ask about finding a new home?</p>	<p>Who can tell me, who had no home?</p> <p>Joel is a good listener his hand is up. See who can answer yes or no. You have your hand up but I haven't asked the question, would you like to answer? If you listened to Ashton he told us the whole story. Shaylea what did he just tell us? When we have the story again you can tell me if it was three pigs or two pigs?</p> <p>Who can tell me if the little pigs lived in a pig sty? Brooke is that true or wrong? Hands up if you think that it is true. (Michael asked where the pigs lived.) What did I say?</p> <p>Who can tell us something about the story? You do not have to tell the whole story.</p> <p>Put your hand up if you think there was a wolf in the story.</p> <p>I will have to read the story again so you can tell.</p>	<p>Did the pigs get bricks and straw? Who thinks there was a wolf in the story? Michael would you tell us about the story you just heard? (Question repeated for clarification)</p>

7. Synthesis

- Recall .

No question

- Summary.

No question

- Connecting several points of previously unrelated data.

If you knew the little pigs house had blown down and you saw the farmer with some wood. What do you think he was going to do?

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

What do you think the pigs should do about getting a new home?

- To solve a problem.

No question

2. Fantasy

- Suppositions

No question

- Predictions.

What if the big bad wolf happened to walk by?

Was there a goat in the story or a different animal?

Do you know another story like this one?

Why is this one different to the other one?

Did this one have a brick house in it? Not the story of the three little pigs but the story I read.

Adwin what did the farmer do?

Who thinks they know another story just like this one?

Another story not the three little pigs.

Can I tell you this name and you can see why it is the same 'Hickory the Mouse.'

(Teacher's response -It was the same because they both looked for house.)

C. INTERPRETIVE

Based on information.

- Provided in a story

No question

- From a given

situation.

No question

- Based on personal

reaction.

What would you say to the little pigs if you met them?

D. INFERENTIAL

No question

E. COMPARATIVE

- Similarities.

Do you know another

story like this one?

How is it the same?

- Differences.

How is it different?

F. EMPHATIC.

No question

G. PREDICTIVE

- Forming a hypothesis.

No question

- Speculation.

If the little pigs met a man with some straw or some sticks what might have happened?

H. EVALUATIVE.

-Choosing from several options with reference to specific information or understanding.

Who do you think was the best person to ask about a new home?

What would you say if you met the two little pigs?

Sean, if one of those little pigs met a man with some straw or some bricks what would they do? Do you think they could both build their own houses? Is that fact or fantasy?

APPENDIX 11

MR BROWN'S MAGNIFICENT APPLE TREE BY YVONNE WINER

Mr Brown had a magnificent apple tree. On this tree hung five ripe, red apples. Each day, Mr Brown went out to count the apples. 1, 2, 3, 4, 5! Five ripe, red apples. One night, a tiny, grey mouse ran up the trunk of the tree. *Tip, tap! Tip, Tap!* She chewed through the stem of one apple.

"P L O P !" It fell to the ground where the mouse family was waiting. *Nibble nibble nibble* The mouse family soon ate up every piece of the apple then scampered back home.

The next morning, Mr Brown came out of his house and counted the apples. 1, 2, 3, 4! Only four apples! 'A tall, tall thief must have come in the night and stolen my apple,' he said. He went back into his house very puzzled. Late that night, when everything was quiet, the tiny, grey mouse ran further up the trunk of the tree. *Tip, tap! Tip, tap! Tip, tap!* She chewed through the stem of another apple. **P L O P!** It fell to the ground. *Nibble, nibble, nibble.* The mouse family soon ate up every piece of that apple then scampered back home.

The next morning, Mr Brown came out of his house and counted his apples. 1, 2, 3! Only 3 apples left! 'An even taller thief must have come in the night and stolen my apple,' he said. He went back into his house, very puzzled. That night when everything was quiet, the tiny mouse ran up the trunk of the tree- even further than the night before. *Tip, tap! Tip, tap! Tip, tap! Tip, tap!* She chewed through the stem of another apple. "**P L O P!**" It fell to the ground where the mouse family was waiting. The mouse family soon ate up every piece of that juicy apple then scampered back home.

The next morning, Mr Brown came out of his house and counted the apples. 1, 2! Only 2 apples left! 'I can't believe it! I think a GIANT must have come in the night and stolen my apple!' Mr Brown wanted to see the giant thief who had stolen his apples. That night, after it was dark, he crept out of his house. He hid behind a bush and waited. When everything was quiet, the tiny mouse ran up the trunk of the tree. *Tip, tap! Tip, tap! Tip, tap! Tip, tap!* She chewed through the stem. Mr Brown watched in amazement. "**P L O P!**" It fell down to where the mouse family was waiting, *Nibble, nibble, nibble.* The mouse family soon ate up every piece of that apple then scampered back home. Mr Brown went back into his house, shaking his head.

Next morning, he got out the ladder, climbed up and picked the last apple. He ate every piece of it. That night, the little mice peered out of their holes and squealed, 'A GIANT has stolen our last apple!'

APPENDIX 11.1 PREPLANNED QUESTIONS

BOOK TITLE: MR BROWN'S MAGNIFICENT APPLE TREE by Yvonne Winter
CONTENT: FANTASY
DATE: 10/6/94

QUESTIONS

A. CONVERGENT

1. One response.

What kind of a tree was it?

2. Yes or no.

Did the birds eat the apples?

3. True or False.

Was the person in the story Mr. Brown? True or false?

4. Multi- choice.

No question.

5. Listing.

No question.

6. Analysis.

- **Recall of detail (literal).**

What happened after the mouse ran up the tree?

- **Recall of sequence.**

No question.

- **Analysis of process or events.**

Why did Mr. Brown wait behind the bush to watch the apple tree?

7. Synthesis

- **Recall .**

Who can tell the whole story?

- **Summary.**

No question

- **Connecting several points of previously unrelated data.**

No question.

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- **To gather ideas /seek alternatives.**

Where would the mice get there next meal from?

- **To solve a problem.**

How would Mr. Brown have stopped the mice from getting his apples

2. Fantasy

- **Suppositions**

What would you do if you could speak to the mice?

- **Predictions.**

No question.

C. INTERPRETIVE

Based on information.

- **Provided in a story**

Why did the mice climb the apple tree each night?

- **From a given situation.**

No question.

- **Based on personal reaction.**

How would you feel if it was your tree and all the apples were eaten?

D. INFERENTIAL

No question.

E. COMPARATIVE

- Similarities.

Does the story remind you of another story we had?

- Differences.

Why was it different?

F. EMPHATIC.

Would you pick the last apple if it was your tree?

G. PREDICTIVE

- Forming a hypothesis.

No question.

- Speculation.

What would have happened if Mr. Brown left bread out for the mice to eat each night?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

No question.

APPENDIX 11.2 QUESTIONS ASKED-DAY 11

QUESTIONS

A. CONVERGENT

- 1. One response.
What kind of a tree was it?
- 2. Yes or no.
Did the birds eat the apples?
- 3. True or False.
Was the person in the story Mr. Brown?
True or false?

- 4. Multi- choice.
No question.
- 5. Listing.
No question.
- 6. Analysis.
 - **Recall of detail (literal).**
What happened after the mouse ran up the tree?
 - **Recall of sequence.**
No question.

 - **Analysis of process or events.**
Why did Mr. Brown wait behind the bush to watch the apple tree?
- 7. Synthesis
 - **Recall .**
Who can tell the whole story?

 - **Summary.**
No question.
 - **Connecting several points of previously unrelated data.**
No question.

QUESTIONS ASKED ON DAY ELEVEN

- What kind of tree was it?

- Did the birds eat the apples?

- Is it true that Mrs Brown was in the story?
Did she watch the apple tree?

- What happened after the mouse ran up the tree?

- Who would like to tell me more?

- Do you know why Mr Brown was hiding behind the bush watching the apple tree?
(Question needed clarification)

- Did you say when Mr Brown was watching that he knew a mouse was going to steal the apple.
Who ate the last one?
He tricked the mice.
Do you think they knew it was Mr. Brown who was the giant who came out and ate the apple?

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.

- To gather ideas /seek alternatives.

Where would the mice get there next meal from?

- To solve a problem.

How would Mr. Brown have stopped the mice from getting his apples?

2. Fantasy

- Suppositions

What would you do if you could speak to the mice?

- Predictions.

No question.

C. INTERPRETIVE

Based on information.

- Provided in a story

Why did the mice climb the apple tree each night?

- From a given situation.

No question.

- Based on personal reaction.

How would you feel if it was your tree and all the apples were eaten?

D. INFERENTIAL

No question.

E. COMPARATIVE

- Similarities.

Does the story remind you of another story we had?

- Differences.

Why was it different?

F. EMPHATIC.

Would you pick the last apple if it was your tree?

G. PREDICTIVE

- Forming a hypothesis.

No question.

- Speculation.

What would have happened if Mr. Brown left bread out for the mice to eat each night?

Where do you think the mice will get their next meal from now the last apple is gone?

Who looks after the mice? Do these mice belong to anybody?

What does wild mean?

How could Mr. Brown have stopped the mouse from getting the apples? Not just the one he ate but all? (Children's answers clarified)

I think I know a story similar to this one. What's the same about it?

I was thinking about "The Apple Tree" Who ate the apples in the story? Who ate the apples? But what was different about it? In the story the apples got eaten.

How would you feel if the the mice ate your apples of the tree?

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

No question.

APPENDIX 11.3 MR BROWN'S MAGNIFICENT APPLE TREE (RETELL)

Retell with 10 children

Teacher-Hi Melody, how are you today?

Melody- Good

Teacher- How did you like the story?

Melody- Good

Teacher- Have you heard it before?

Melody- Yep

Teacher-Can you tell me all about it?

Melody- No

Teacher-You don't remember it. But you can tell me whose in it?

Melody- Yep.

Teacher-Who is?

Melody- A mouse and some more mice and a man.

Teacher- And what did they do?

Melody- Well..... a man had 5 apples and on a tree and.. another night um a mouse came and stole a apple and comed out when it was the morning and den he counted a apples and der was 4 apples and then when the night came um he....a mouse came again and and he prewed from the stem and then and then and then he turned up and count a apples and deir was three apples.. another night dem.. he went to bed and a mouse went and prewed from a stem and then and then um a apple went plop on to ground and den a mouse eat da an' den der was two apples and ..and den he went to bed and what happened he ..when it was night time a mouse came again an den an den when he came out an den der was only two apples...so he went to bed again an den a mouse chewed again andwhat happened is.....

Teacher-You know, you've remembered all of the story so far. What happened this time?

Melody-The mouse came out and then he chewed the stem and den... he cided to go out when it was nearly dark and see who was the fiever and den...den he saw a thief and he just grabbed the apple and 'nother night when mouse camehe said where have a last apple went.

Teacher- And is that the end of the story, (nod) that's the end. You did very well Melody thank you very much.

Teacher- Hi Daniel, how are you today? Do you remember the story we had before?

Daniel - Yes.

Teacher- Can you tell me all about it?

Daniel - no response

Teacher- Do you want me to give you a start off?... Who was in the story? Who were the people in the story?

Daniel -Three little pigs.

Teacher- Three little pigs. Is that the story we had this morning?

Daniel - No

Teacher- Then what's the one we had this morning?

Daniel -Mr Rown.

Teacher- That's right and what did he grow?

Daniel - Apples

Teacher- Would you like to tell me what happened to the apples.

Daniel - The mouse the mouse ate the apples up.

Teacher- Well now we have no more interruptions.... so Mr Brown he had an apple tree. (yer) Can you tell me what happened?

Daniel - The mouse the mouse ate all the apples up.

Teacher- Did it.

Daniel - Yer

Teacher- Can you tell me a little bit more?

Daniel - The mouse come every night and one night Mr Brown ate an apple.

Teacher- He ate one apple, did he eat the first apple or the last apple?

Daniel - The last.

Teacher- And what did the mouse think then?

Daniel -Then the giant, giant, a giant took the last apple.

Teacher- Did he. Did you here this story before, do you have it at your house?

Daniel -Yes

Teacher- Do you have the same book?

Daniel -Yes

Teacher- Have you, and do you like that story?

Daniel - Yes

Teacher- You've done very well your a good listener now aren't you.

Daniel - Definite.

Teacher- Yes

Teacher-How are you today Stephanie?

Stephanie-Good

Teacher- I think we have to close the door I think the music is going to come through isn't it..... Do you remember the story we had this morning?

Stephanie- Yes

Teacher-You do. Well can you turn around because your voice is such a little quiet one isn't it. Can you tell me about the story?

Stephanie-Yes.

Teacher- Well you tell me all that you can remember.

Stephanie.....

Teacher-Do you know where to start? Do you want me to help you get started? (yes) Do you want me to tell you who was in the story or do you know?

Stephanie- I know.

Teacher-Who were they?

Stephanie- Some mice

Teacher- Some mice and what else?

Stephanie- A apple tree

Teacher-And what else?

Stephanie- A man.

Teacher- And a man, so what happened with them?

Stephanie- The mice ate some of the apples.

Teacher- Some of them, but what happened to the others?

Stephanie- The man ate one, the mice ate the rest.

Teacher- When did they go and get these apples?

Stephanie- At night.

Teacher- And when did the man get his apple?

Stephanie-In the next day.

Teacher- Did you enjoy the story. (Yes) Have you got that story at your house.

Stephanie- No.

Teacher- Have you heard it before?

Stephanie- No.

Teacher- You've never heard it, well you've got a very good memory and you must have listened very well because you could tell me what happened? Do you know how many apples there were?

Stephanie- No.

Teacher- You don't remember, well when we have the story later you'll be able to tell me.

Teacher--Hi, how are you today Luke.

Luke- Good

Teacher- Do you know about the story we had this morning?

Luke- Yep.

Teacher- Can you retell it for me?

Luke- Well, um, Mr Brown um wanted to keep all his apples safe and he didn't want the mouse, mice to get 'em and um and they did. He ate the last one.

Teacher- Is that all the story?

Luke- Yep

Teacher- How many apples were there?

Luke- um five.

Teacher- And and what happened each night?

Luke- A mouse.. a mouse scuttered up the um the tree.

Teacher- And when it got there?

Luke- It um chewed through the stem and it went right to the the ground and the mouse family ate it all up.

Teacher- What did you think of the story?

Luke- Um when Mr Brown um went inside he was puzzled and when he went inside I got puzzled.

Teacher- Why did you get puzzled.

Luke- 'cause I was being him.

Teacher- Oh you were pretending to be him. (yep) Have you got that story at home.

Luke- Nup

Teacher- Have you heard it before?

Luke- At kinder.

Teacher- So it's a long time ago.

Luke- Yep

Teacher- Alright, thank you very much. Let's have Leigh. Oh Leigh's away let's have, Tamara's away too, let's get Ashton.

Teacher- Hi Ashton, how are you today?

Ashton- Good

Teacher- Did you like the story we had this morning?

Ashton- Yes

Teacher- Can you tell me all about it?

Ashton- Yep

Teacher- Off you go.

Ashton- Um well um then this man um he had a big some five apples on the apple tree and den that night... um, that night the um the the mouse came out and ate one apple. And then the bear comed out and there was only four apples. And then that night a mouse came up and he ate one apple and the daytime the bear um the bear came out and there was only only three apples so he went inside and that night the um the mouse came out of his home and went up the branch and and then he ate one apple and then in the morning the man came and the bear said "I want to see those thieves." So um he saw them.....

Teacher- Then what happened?

Ashton- And then the mouse, and then the um bear ate one apple and then the mouse said somebody has been stolen our apples.

Teacher- Do you know who is it was?

Ashton- The bear.

Teacher- Mr Brown.

Ashton- Mr Brown.

Teacher- And did the mice like that?

Ashton- Um, nup.

Teacher- Do you have that story at home?

Ashton- Yes.

Teacher- You have. Does mummy read it to you sometimes?

Ashton- Oday.

Teacher- Oday, alright, did you hear it at kinder too?

Ashton-Yes

Teacher- So you know that story very well. Thank you very much Ashton.

Teacher- How are you today Shaylea?

Shaylea- Good

Teacher- Do you remember the story we had this morning? What was it?

Shaylea- Apple tree.

Teacher- Alright can you tell me all about it?

Shaylea- The mouse was took the apples.

Teacher- Anymore... go on you tell me some more.

Shaylea- And um

Teacher- What did Mr Brown do?

Shaylea- He came out and hid behind the tree so the mouse couldn't steal the other apple.

Teacher- What did he do then?

Shaylea- He ate it.

Teacher- He ate it, ooooh what do you think the mice where thinking?

Shaylea-Think he really stole it.

Teacher- Did they know?

Shaylea- Nup

Teacher- They didn't know. Have you heard that story before?

Shaylea- (nodded)

Teacher- Where abouts?

Shaylea- At kinder.

Teacher- At kinder last year. Have you got it at your house? No. Alright thank you Shaylea we'll go and get Joel.

Teacher- How are you today Joel?

Joel- Good

Teacher- Do you remember the story we had this morning? Can you tell me all about it?

Joel - The mouse ate the apples an, an and the apples fell down.

Teacher- Yes, what else?.....Do you know who the people were in the story?.....

Joel - I can't remember their names.

Teacher- Can you tell me what they were?

Joel - There was a man.

Teacher- Yes, his name was Mr. Brown.

Joel-He was fat. Because he was on the front cover.

Teacher- You saw the front cover did you... and what happened?.....

Joel- Don't know.

Teacher- That's alright, you did a very good job anyway. Who ate the last apple?

Joel -The man.

Teacher- Oh, you did remember, what did the mice say when it went?

Joel- The last apple's gone, the big giant got it, but it wasn't a big giant it was Mr. Brown.

Teacher- You knew didn't you, do you think they'd ever find out.

Joel- Yep they did 'cause there were no apples because he got his ladder and got up the tree and got it.

Teacher- Right, okay. Have you heard the story before. (nod) Where abouts?

Joel- I heard it at home because we got it.

Teacher- Do you hear it often or just sometimes.

Joel- We hear it all the time.

Teacher- All the time. Is it a good story, do you like it. (nod) Let's get last person Terry.

Teacher- How are you today?

Terry- Alright.

Teacher- Terry would you like to tell me about the story we had this morning?.... Do you remember it?

Terry- The mouse the mouses came and ate all the um all the apples up.

Teacher- Did they, did anything else happen?

Terry- And the other one got left down and Brown um Brown come and picked them.

Teacher- Did he. Do you want to tell me anything else that happened in the story? That was it. So Mr Brown ate the last apple did he? What were the mice thinking?

Terry- They were, they were squealing.

Teacher- They were squealing, ooh they didn't like it then. No. When people squeal you don't like it. Did you hear this story before? Never, not even at kinder. So that was a brand new story for you and you listened very well because you could tell me who was in the story and what happened. How many apples were there?

Terry-Five.

Teacher-And how many did Mr. Brown eat?

Terry- One

Teacher-Well who ate the rest?

Terry- The mouses.

Teacher- The mouses did, the mice. When did they eat them?

Terry- In the night.

Teacher- How did they get them because they're only little?

Terry- They climbed up the tree and they fell down.

Teacher- How did they fall down.

Terry- They were too heavy and they all fall down.

Teacher-Alright, you remembered lots of that story, you're a good listener aren't you. Thank you Terry you can go back now.

APPENDIX 12 QUESTION FORMAT

BOOK TITLE:

CONTENT/GENRE:

DATE:

QUESTIONS:(Reference: Ministry of Education (1986) Learning Through an Integrated Curriculum: Approaches and Guidelines, The Ministry of Education (schools division), Victoria.)

A. CONVERGENT

1. One response.
2. Yes or no.
3. True or False.
4. Multi- choice.
5. Listing.
6. Analysis.
 - Recall of detail (literal).
 - Recall of sequence.
 - Analysis of process or events.
7. Synthesis
 - Recall .
 - Summary
 - Connecting several points of previously unrelated data.

B. DIVERGENT -Imaginative ("open-ended")

1. Brainstorming-reality based.
 - To gather ideas /seek alternatives.
 - To solve a problem.
2. Fantasy
 - Suppositions
 - Predictions.

C. INTERPRETIVE

Based on information.

- Provided in a story
- From a given situation.
- Based on personal reaction.

D. INFERENCE

E. COMPARATIVE

- Similarities.
- Differences.

F. EMPHATIC.

G. PREDICTIVE

- Forming a hypothesis.
- Speculation.

H. EVALUATIVE.

- Choosing from several options with reference to specific information or understanding.

APPENDIX 13 DATA GRID

Story: Hickory the Mouse. Date: 29/5/94 Group: 1					
Questions	Tamara	Melody	Luke	Michael	Jayden
Who can tell me the name of the mouse? Is Nickory his name?		2.It was Hickory.			1.Nickory
Was he looking for a friend?	1. He was looking for a home.			2.A house to live in.	
Who can tell me the place he looked for a home?		3. And he looked in a nest.	1. A shell	2. A shell, a hive, a basket.	
What happened when he looked in the nest?	1. A bird was in it already.			2. It had something in it already.	