

ORACY AT WORK: Training Elementary Students in Listening  
and Speaking Skills to Promote Social  
Responsibility

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### Abstract

This study examined the effects of a researcher developed unit. It was a six week, 12 lesson unit which taught speaking and listening skills (oracy). A brief training program was provided to an experienced classroom teacher to deliver the lessons to all students during regular class time. The lessons were designed to promote socially responsible behavior through a mixed methodology of directed and discovery learning, role playing, discussions, games, peer feedback, metacognition, and metapragmatics. Two intact classes of grades five and six were used in the repeated measures design which conducted assessment at pre-, mid-, and posttest. Twenty-one students were in the treatment group while, 20 students were in the control group. The functional pragmatic listening and speaking skills of the students were evaluated by the teachers using an abridged form of C. S. Simon's (1984) instrument for evaluating communicative competence. The students self-evaluated their listening and speaking skills. The researcher developed a 50-question scale for the students to complete. Two independent observers viewed videotapes of a variety of classroom interactions. The frequency of positive and negative listening and speaking behaviors were counted on 612 observational segments for each group.

As predicted, the students in the treatment group significantly improved their functional pragmatic language skills as assessed by the classroom teachers. Differences in students' self-report scores approached significance in the expected direction in favour of the treatment group. Significant increases in positive social language, as well as significant decreases in negative behavior were found.

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Dedication

To my children, my husband, and my mother for their  
inspiration, patience and support.

## Chapter One

### Introduction

#### Background to the Problem

Today's citizen needs effective communication skills in order to communicate personal needs, resolve problems and ask questions that arise out of technological and social change.

Employers in the increasing service industry need people who are communicatively competent in face to face interaction (Calfee, 1982). Michal-Johnson (1984) asserts that effective communication behavior is a key indicator of success on the job. Employee interpersonal communication skills are cited as among the top factors influencing a high performance rating. Social competence in children is considered to be an indicator of positive adult adjustment. Deficits in social skills may indicate future problems (Dodge, McClaskey, & Feldman, 1985; Lewis, Feiring, McGuffog & Jaskir, 1984). Communicative competence is increasingly demanded in classroom instructional methods such as cooperative learning, small group discussion, peer editing, and peer tutoring (Barnes, 1988; Ministry of Education, 1990a). In addition, personal awareness is expected in public health education programs like "Family Life Education" (B.C. Ministry of Education, 1987), or anti-drug education programs such as "Decisions" (B.C. Ministry of Health, 1986). Classrooms are also multicultural

workplaces. Kachru (1989) refers to the necessity of teaching communication skills that sensitize the listener to the cultural influences of the speaker. Second language instruction, in English, must also enable the speaker to ask clarifying questions to determine the cultural context of a particular word in English. In other words the listener must determine which "English" (e.g., British, Canadian, Australian etc.) the speaker is using. The listener cannot know all cultural contexts, or a person's "mental model of the world which is the product of that person's unique personal biography" (Wells, 1986 p.216). The student must be taught listening and speaking skills that can be applied to discover the particular context of a spoken word in order to promote clear communication.

Oracy, a term coined by Wilkinson (1965), is the act of speaking and listening. The two functions are inseparable. Improving oracy has been theorized to improve students' cognitive development, (Barnes, 1988; Simon, 1985b; Westby, 1985), promote self-regulated learning (Barnes, 1988; Tarleton, 1988) enhance the student's sense of empowerment, and improve writing and reading skills (Barnes, 1988; Flood, 1982; Wells and Chang 1988; Westby, 1985; Wilkinson, 1965; Wooster, 1986).

Barnes (1988) compared oracy education with the British Personal and Social Education (PSE), a program similar to provincial programs for "Family Life Education" (1987, Ministry of Ed), "Learning for Living" (Ministry of Ed.

1990d), and cooperative learning programs. All of these programs contain the following elements directed to the enhancement of:

- 1) the students' competence with their life.
- 2) small group collaboration.
- 3) sensitivity to others' perspectives.
- 4) decision-making strategies to inhibit conflict.

All of these programs are likely to treat communication as made up of decontextualized skills not dependent upon any particular topic or context, but linked to self-control and sensitivity to others.

Barnes(1988) states that when oracy is supported, self-empowerment, or an internal versus external locus of control, is enhanced. Oracy also develops the conscious awareness of people and their purposes rather than the words and structures. Barnes stressed that oracy must be taught within a meaningful context, not in isolation from the topics and context in which it is used.

### The Problem

Calfee stated, in 1982, that little systematic attention has been given to instruction in listening and speaking. In addition, Calfee stated that not much attention had been accorded to the combination of the two. Ten years later, a specific focus on oracy has continued to receive little attention in the education literature. The B.C. Ministry of Education (1988) provided a manual for enhancing oral language competence that primarily focuses on listening

acuity and formal speaking skills for public debates or speeches. Oral language training, for developing cognitive abilities and addressing deficiencies in discussion skills, has been limited to students who have been labelled "language disabled" (Simon, 1985). Further, students who do not participate in class discussion are rarely referred to speech specialists (Simon, 1985).

British Columbia classrooms are implementing the Year 2000 program that provides for opportunities in oracy and emphasizes communicative competence in such learning strategies as small group work, cooperative learning or peer helping (B.C. Min. of Ed., 1990c; 1991). Greater demands are placed on the individual's responsibility for social cooperation in these learning strategies.

The Year 2000 program from the B.C. Ministry of Education (1991) emphasizes the development of social responsibility within the Primary and Intermediate programs. In the Primary program experiences are to be provided that will help children to:

- "- accept and demonstrate empathy,
- value, tolerate and respect the ideas, beliefs, cultural identity and heritage of others,
- practise conflict resolution,
- make individual and collaborative decisions" (Min. of Ed. 1991, p. 86).

The Primary program advances that a responsible member of society "learns to cooperate and cooperates to learn" (Min.

of Ed., 1991, p.88). The proposed "Intermediate Program" (Min. of Ed., 1990c) and the "Learning for Living: Primary-Graduation" (Min. of Ed., 1990d) curriculum guides also promote the concept of continuing to develop social responsibility as an educated citizen who is "cooperative, principled and respectful of others regardless of differences" (Ministry of Education, 1990b, p.15; 1990c).

#### The Purpose of This Study

How will teachers help intermediate students to improve their communicative competence? That is, how can teachers develop such characteristics of social responsibility as empathy, respect, cooperative behaviour, and conflict resolution in their students?

Very little attention has been paid, in educational research, to ordinary intermediate students (grades 4,5,6,7). What is the state of communicative competence in typical, British Columbian, intermediate students in a classroom setting? What programs will help to develop the active listening and speaking skills needed for classroom cooperation, cooperative learning, peer helping, peer tutoring, or conflict resolution? Can teachers, with a minimum amount of training, effectively deliver a program that will improve the oracy skills of their students to promote the social responsibility defined above?

In the present study a systematic series of lessons in oracy was developed to improve listening and speaking behaviors in a class of grade five and six students. The

lessons were designed:

- a) to raise awareness of the individual's speaking and listening habits,
- c) to provide examination of and practise in 8 subcomponents of "active listening" including nonverbal communication,
- d) to raise the student's awareness of her or his own communicative competence and to develop self-monitoring strategies,
- e) to raise awareness and demonstrate sensitivity and respect for the perspectives of others,
- f) to provide identification and rehearsal in the subcomponents of conflict resolution such as stating "I-messages", generating solutions and decision making,
- g) and to provide examination of and rehearsal of questions that clarify understanding, and seek information.

The 12 lessons were an attempt to fulfill the principles outlined in the Learning for Living, and The Year 2000 Intermediate programs (Ministry of Ed., 1987; 1990; 1991). In addition, the study was conceived in order to determine if an experienced classroom teacher, provided with brief training in communication skills, could effectively deliver a unit on active listening and speaking skills to promote socially responsible behavior in the classroom.

The study was focused on the effect of this unit on the listening and speaking behaviors of grade five and six students as compared to a control group who received only informal instruction in listening and speaking behaviors.

It was expected that students in the treatment class would score higher on measures of a) students' perceptions of their listening and speaking behaviors and attitudes, b) pragmatic language (language for social purposes) as evaluated by their classroom instructor, c) parents' ratings of the student's listening and speaking habits with their peers at home, and d) independent observers' counts of the frequency of positive and negative listening and speaking behaviors videotaped in a variety of classroom interactions.

The goal of this research was to assess the effectiveness of a social language program, designed by the researcher, that attempted to apply C.S. Simon's (1985a) definition of an effective social language program. Such a program "increases student awareness of the rights and responsibilities of the listener and speaker roles and provides an opportunity to practice more productive strategies" (p.137).

### Hypotheses

The following hypotheses were tested:

#### Between groups.

With specific training in active listening and speaking skills students in the treatment group will have higher posttest scores than the control group on the measures of :

1. functional pragmatic use of language (use of language for varying purposes) as rated by the classroom teacher.
2. self-reported positive social language in conversing with their peers and teachers.

3. social language habits at home as rated by their parents.
4. the frequency of positive listening and speaking behavior during class time as rated by two independent observers. The frequency of negative speaking and listening behaviors in the treatment group is predicted to be lower than the control group frequency.

Within group hypotheses.

There will be a greater difference between the pretreatment and posttreatment scores in the treatment group than in the control group on the following measurements:

1. the frequency of positive and negative social behaviors, rated by two independent observers.
2. their functional pragmatic use of language, rated by their classroom teacher.
3. their self-reported positive social language with their peers and teachers.
4. their social language habits at home as rated by their parents.

## Chapter Two.

### Review of the Literature.

The review of literature has been guided by the following investigative questions which serve to organize the review.

1. What does the term "social competence" mean ?
2. What are the current issues in social competence research?
3. What training methods have been used to improve social competence ?
4. What are the new directions in Education related to Oracy?

### Social competence

In general, the construction of a model for intervention rests on the specification of the nature of social competence (Yeates & Selman, 1989). Social skill training became the focus of researchers in the 1970's and 1980's. However, there has been no consensus of agreement on a definition of social competence (Hughes and Sullivan, 1988; Schloss, Schloss, Wood, and Kiehl, 1986). Bierman and Furman (1984), Kelly (1982), Ladd (1981), and Oden and Asher (1977), working from a social learning perspective, were interested in providing practical interventions for clinicians, therapists, and counsellors to help socially isolated people in interpersonal relationships. Thus, social-skills training referred to the treatment approach used to directly increase the social-skill repertoire of clients. The social skills in this context

were defined as "those identifiable, learned behaviors that individuals use in interpersonal situations to obtain or to maintain reinforcement from their environment" (Kelly, 1982, p.3). In this sense, social skills are behavioral pathways to an individual's goals.

Yeates and Selman (1989) believe social competence is the

development of social-cognitive skills and knowledge, including the capacity for emotional control, that mediate behavioral performances in specific contexts, which are in turn judged by self and others to be successful and thereby increase the likelihood of positive psychosocial adjustment (p.66).

The most recent studies support the social-cognitive (Elias & Allen, 1991; Elias & Weissberg, 1990) or cognitive-behavioral (Dubow, Huesmann, & Eron, 1987; King, 1991; Vaughn, 1987; Vaughn & Lancelotta, 1990) approach upon which to base their intervention strategies.

Other researchers (McClure, Chinsky & Larcen, 1978; Nelson & Carson, 1988; Rose, 1985) used operational definitions of social competence, rather than a conceptual framework. This body of research supports the definition supplied by Anderson and Messick in 1974: "the capacity to produce desirable and constructive social interaction through the application of relationship, performance, thinking, and problem-solving skills" (cited in Rose, 1985, p.48).

Increasingly, social competence is viewed as

communicative competence (Simon, 1985). Language consists of five dimensions: the sound system (phonology), the system of meaning (semantics), the rules of sentence formation (syntax), the rules of word formation (morphology), and how language is used in social context, including nonverbal communication (pragmatics). The developing child must master all of these dimensions to be communicatively competent (Flood & Salus, 1982). Pragmatics looks at the interaction among the speaker, listener, content, and context. Simon (1985) states that "the study of pragmatics has provided a pool of research findings that better define the nature of communication and specific behaviours that should be developed to cope with communicative demands" (p.136).

Prutting (1980), provides a linguistic definition of communicative competence.

Communicative competence in this area of developmental pragmatics seems to involve an increased sensitivity to the perspective of the listener and the conditions under which certain speech acts are appropriate... turn allocations, topic maintenance, use of contingent queries to repair conversation, gaze, physical proximity, and interruptions are a few of the rules studied (p.128).

In this study, the nature of social competence refers to both functional pragmatic language skills and the behavioral-cognitive processes needed to develop those language skills. Functional pragmatic language skills are specific rather than

global. Complex language skills, such as problem solving or conversation embody the pragmatic language subcomponents. The specific focus of this thesis is on functional pragmatic language skills in order to measure a treatment which teaches listening and speaking skills. However, the treatment relies upon behavioral-cognitive engagement, by the students, to develop language for social purposes.

### Current Issues in Social Skills Research

The second purpose of the literature review was to explore the current issues in social skills research. Three concerns were identified by two critical reviews of social skills training studies. First, Hughes and Sullivan (1988), and Schloss, Schloss, Wood, and Kiehl (1986), revealed that there was a lack of conceptual development in the field of social skills research. Secondly, better outcome assessment needed to be developed. Thirdly, both critical reviews identified a lack of generalization data. Thus, in previous research, assessments often did not determine whether specific targeted behavior changed as a result of different treatments in these studies. Further, the research did not determine the impact of the treatment on peer acceptance or teacher ratings of adjustment across settings and time. Both "specifying" and "impact level" assessments needed to be included in the research (Kendall & Morison, 1984 in Hughes & Sullivan, 1988).

### Conceptual development.

There has been in a lag in building a consistent theoretical framework that can then be examined by subsequent researchers. Instead, the variety of conceptual understandings about social skills has resulted in scattered research that has not evolved into a consistent model for intervention (Yeates & Selman, 1989), or a systematic line of enquiry (Schloss, Schloss, Wood & Kiehl, 1986). Some researchers looked at factors that influence social acceptance by peers (Bierman & Furman, 1984; Gottman, Gonso, & Rasmussen, 1975; Ladd, 1981; Oden & Asher, 1977; Vaughn & Lancelotta, 1990). Other research has looked at social problem solving by unaccepted students (Elias & Weissberg, 1990; McClure, Chinsky, & Larcen, 1978; Nelson & Carson, 1988; Rose, 1985;). In another direction, some researchers examined which type of teaching methodology provided the best improvement in social skills (Elias & Allen, 1991; Dubow, Huesmann, & Eron, 1987). Increasing prosocial behavior by training perspective-taking processes and childrens' cooperative interactions has also been examined (Aronson, Bridgeman, & Geffner, 1979; Iannottii, 1978).

At one end of the investigative spectrum, global terms and concepts have guided the research. Consequently, the treatment descriptions use terms such as "conversation skills" rather than defining the discrete subcomponents of conversation skills to be targetted in interventions. Conversation skills can be broken down into listening and

speaking skills which have, in turn, further subcomponents. For example "active listening" includes the discrete behaviors of eye contact, gestures or body language, minimal encouragers, tone of voice or words, resisting distractions, asking clarifying questions and recognizing feelings embedded in body language. In previous research, complex behaviors were targeted for training in attempts to increase the social acceptance of low status children. Examples of complex behavior goals in previous treatments include: participating in games, cooperating, and communicating (Oden & Asher, 1977); problem-solving (Elias & Allen, 1991; McClure, Chinsky & Larcen, 1978; Nelson & Carson, 1988); asking questions, leading and offering support to peers, and conversation skills (Bierman & Furman, 1984; Ladd, 1981). The subcomponents of these complex behaviors have been only partially identified. Assumptions still remained about the students' abilities to listen and to adopt new language structures such as "questioning" or "self-expression".

Focusing on complex behaviors as the treatment goal obscures the identification of the key elements of the program. The measurement of complex behaviors has led to criticism by reviewers that social skills research does not adequately determine the key elements of a program in order for others to replicate results (Hughes & Sullivan, 1988; Schloss et al. 1986; Vaughn, 1990; Yeates & Selman, 1989).

In contrast to these studies, based on global concepts, Schloss et al. (1986) stated that social skills research,

with behaviorally disordered students, had a tendency to use isolated "topographical" responses such as eye contact, posture, questions, and compliments, for guiding the research. However, Schloss et al. (1986) argue that being overly concerned with specific definitions resulted in research ignoring broader conceptual systems and failing to "evolve a systematic line of inquiry" (p.2). Thus, future research should attend to both the specific behavioral elements to be included in an intervention, and the broader conceptual framework to explain how these elements fit together.

#### Outcome Assessment

Multimethod assessment of cognitive and behavioral skills is necessary in order to determine which skills contribute to a change in the participants' behavior or peer acceptance. Hughes and Sullivan (1988), advocate that treatment outcome measures should include specifying measures that determine whether specific targeted behaviors changed as a result of treatment. Also, impact measures help to determine whether the treatment had a significant effect on a socially valid outcome such as a teacher ratings of adjustment or peer acceptance (Hughes & Sullivan, 1988). A variety of sources have been used to determine the effectiveness of social skill training. These sources included the use of problem-solving tests or role plays, coding of structured conversations or interviews, self-concept scales, and behavioral observations. Sociometric

peer ratings have been used in current as well as past research (Elias & Allen, 1991; Oden & Asher, 1977; Nelson & Carson, 1988; Rose, 1985). A rating scale of classroom behavior, which is completed by teachers of the target students, is also commonly used (Elias & Allen, 1991; Nelson & Carson, 1988; Rose, 1985; Vaughn & Lancelotta, 1990). A problem occurs when using either sociometric ratings or teacher ratings to measure the impact of a treatment because these instruments do not provide information about the relevance of the behaviors targeted for intervention to the individuals involved in the treatment. Schloss et al. (1986) reported, in their analyses of social skills research with behaviorally disordered individuals, that only slightly more than half of research reported a rationale for the selection of social skills goals. Reports from participants through interviews, self-monitoring, and self-ratings were seldom used to guide the development of an intervention. Therefore, sociometric ratings and teacher behavior rating scales may not have been adequately assessing what was learned by the students involved in the study. For example, teachers in the Nelson and Carson (1988) study felt that the Comprehensive Behavior Rating Scale for Children was negatively slanted and not sensitive enough to changes in the students. Sociometric ratings are provided through the opinion of other children, not always involved in the treatment, about the target child's behavior. This is a problem that might also be present in other research promoting improved social skills. A

few studies have employed structured interviews or role plays to discover if the child learned targetted language structures (Bierman & Furman, 1984; Nelson & Carson, 1988). However, most research has not elicited information from the participants themselves about their perceived relevance of the intervention or about what they learned beyond what is revealed by cognitive tests or self-concept scales. Subsequent research could tap into the perspective of the participant to discover the salient details that contributed to a program's success or failure.

Direct behavioral assessment allows documentation of the application of skills taught to the treatment participants. Behavioral observations were conducted by Bierman and Furman (1984), Gottman, Gonso and Rasmussen,(1975); Ladd, (1981); McClure, Chinsky and Larcen,(1978); and Oden and Asher,(1977). Trained observers recorded and coded behaviors within the classroom setting (Gottman et al. 1975; Ladd 1981; Oden & Asher, 1977), coded videotaped conversations between a coach and a child (Bierman & Furman, 1984) or coded structured interviews of children (Bierman & Furman, 1984; Ladd,1981; McClure<sup>?</sup>et al 1978;). Gottman, Gonso and Rasmussen (1975) conducted an extensive collection of observations on 198 third and fourth grade children in order to study the relationship between social skills, social interaction, and popularity. Approximately 350 observations per child were collected by independent observers. About 90 observations per child were collected from various situations

including lecture or demonstration situations; seat work; small-group work or situations which involved free access to other children; and gym, recess, or play periods outside the classroom. The childrens' interactions were coded according to 17 different criteria such as "dispensing positive reinforcer verbally" or "receiving positive reinforcer verbally". Since this early study, few other researchers have conducted such extensive language samples across situations.

One of the better studies, based on the Gottman, Gonso and Rasmussen (1975) work, was conducted by Bierman and Furman (1984) who investigated the effects of social skills training and peer involvement on the peer acceptance of disliked fifth and sixth grade children. In addition to observation of children's conversation skills, they observed children for the rates of peer interactions. Four experimental conditions were created, each of which had 14 children in them (N = 56). To collect data for the rates of peer interaction, children were observed for two lunch periods for a total of fifty, 6-second time sampling intervals. More detailed data collection occurred for the conversation skills. The conversation skills of participants were observed during two, 15-minute art activity sessions with their peers. Each child was watched by observers for 1 minute at a time, alternating between 6 seconds of observing and 6 seconds of recording. Thus, there were approximately 10 records per session or a total of 2 minutes of observation

for each subject. The third measure employed in this study was a structured dyadic interview consisting of 24 stimulus statements. Childrens' responses were taped and coded. Two minutes of direct observation of conversation skills and only 50 intervals of frequency do not seem to be a substantial sample of childrens' language skills.

Since the Gottman, Gonso, and Rasmussen (1975) study less extensive direct observations have been made by Oden and Asher, (1977), and Ladd (1981). Hughes and Sullivan (1988) report in their critical review, of 38 studies involving social skills training with children, that naturalistic observation was used to assess treatment outcomes in only 12 (32%) of the studies.

Failure to evaluate the generality of treatment effects to other settings is one of the problems recognized by Schloss et al (1986) in their critical reviews of social skills research. Future research could address the issue of generalization across settings, types of interaction between peers or others, and across time by conducting more extensive language sampling. Language specialists also recommend gathering language samples from as many settings as possible in order to have a contextually relevant language sample (Daminco 1985; Muma, 1983; Simon, 1985).

Simon (1979) has synthesized observations from the research of Loban (1976), Bernstein (1964, 1970), Halliday (1973, 1978) and Bereiter and Englemann (1966) in attempt to delineate characteristics of competent versus incompetent

language form, function, and style. In Simon's (1985) discussion of functional flexibility, a model of language emerges that focuses on the rights and responsibilities of the speaker and listener roles. This model has heuristic value since "analysis of deficit behaviors becomes a less arduous task when awareness is heightened in terms of what to look for during evaluation" (Simon p.137). The coding of language samples by Ladd (1981), included asking questions of peers and verbally instructing or directing peers. These structures are similar to what Simon (1985) refers to as a "Regulatory" category of functional pragmatic language (Simon, 1984 in Simon & Holloway, 1985). Bierman and Furman (1984) also included some functional pragmatic skills in their coding system. Bierman and Furman coded personal references or information about oneself as "self-expressions". Personal statements can be coded according to six subcategories in Simon's (1984) *Evaluating Communicative Competence: A functional pragmatic procedure*. It seems prudent to recommend that future studies employ Simon's instrument for evaluating communicative competence, which focuses on the responsibilities of the listener and speaker roles, in order to aid investigation into the development of competent social language.

In summary, the outcome assessment in this thesis was designed to address weaknesses apparent in previous research. The focus of this thesis was to develop assessment instruments that specifically reflected the content of the

treatment. In addition, the issue of identifying a specific mechanism of change is reflected in this thesis by focusing only on the functional pragmatic language skills of listening and speaking as related to social responsibility. Measurement in this study was to examine the functional pragmatic language skills of listening and speaking as viewed from the students' perspective, the teachers' perspective, the parents' perspective, and by two independent observers. The intention of this thesis was to account for both impact level and specifying assessment. In addition, the design of the data collection was intended to gain information about the generalization of the effect of the treatment across settings, time, and types of interactions.

#### Target populations.

Previous research has looked at improving social skills of socially isolated people (Bierman & Furman, 1984; Elias & Allen, 1991; Frank, 1982; Iannotti, 1978; Kelly, 1982; Ladd, 1981; Oden & Asher, 1977; Vaughn & Lancelotta, 1990). Often studies have followed Gottman and associates (1975) in studying grade threes and fours (Elias & Allen, 1991; Ladd, 1981; McClure, Chinsky, & Larcen, 1978; Nelson & Carson, 1988; Oden & Asher, 1977). Very little research has been done with a normal class of grade 5/6 students. Also, little research has been conducted in a natural setting so that children with poor social skills are not spotlighted by a "pull-out" program. Elias and Weissberg (1990) have documented two long term elementary school programs which

have been successful in implementing a social problem-solving project into regular classrooms at the intermediate level. Elias and Weissberg (1990) state that in-class training "throughout the middle-school years" is a most appropriate time for intervention as students "continue to develop and encounter new stresses and challenges" (p.192). In addition, students in the intermediate years are progressively able to decenter, reflect on their experiences, and construct elaborated cognitive constructs (Case, 1985). Therefore, fifth and sixth grade students were targeted to participate in this study

#### Training Methods for Developing Prosocial Language

Researchers have sought to discover the salient details to enhance the social acceptance of socially isolated students. The main focus of this research has been to look at the conditions that best promote and sustain social skills improvement.

Early training methods for social skill development revolved around behavioral theory. Oden and Asher (1977) proposed that procedures be developed which would result in more lasting gains in the peer relationships of isolated children. Oden and Asher(1977) advocated new procedures in response to the lack of durability of social gains made through behavioral shaping, social praise, or tangible rewards to increase the frequency of peer interactions. The research conducted by Oden and Asher (1977) revealed that coaching social skills in small groups of two increased, on a

play sociometric rating, significantly more than simply pairing a socially competent student with the unpopular student. A one year follow-up indicated continued progress on the play sociometric rating for the children who had received coaching. This study inspired other researchers to expand on this premise.

Stevens (1978) developed a program for use with learning disabled and behaviorally disordered students. In developing his "Social Skills in the Classroom" program, Stevens dissected social skills into 136 discrete behaviors categorized as belonging to the environment (e.g., care for the environment), interpersonal behavior (e.g., coping with conflict), self-related (e.g., expressing feeling) and task-related (e.g., attending behaviors). Behavioristic shaping procedures, direct teaching, role playing, modelling, and behavioral rehearsal were methods proposed to be used within the classroom to promote social-skill development. For example, in order to elicit more eye contact with the teacher, Steven recommends that a reinforcement schedule be developed following a directed "discussion" or role playing of a prescribed teacher determined situation. After instruction, only children who produce appropriate responses are praised. The behavior is to be maintained through consistent reinforcement. Steven's program, although thorough and systematic, does not seem realistic to a regular classroom routine. Classroom teachers are not likely to use the 692 page recipe because it is impractically long. The

Stevens program is not integrated into existing curricula but rather is an adjunct to the curriculum.

Bierman and Furman (1984) examined the effects of social skills training and peer involvement on the social adjustment of fifth- and sixth-grade children. Their results supported the conclusion that conversational-skills training promoted skill acquisition and increased skillful social interaction. Peer involvement increased peer acceptance, as well as childrens' self-perceptions of their social efficacy. In this study, poorly accepted fifth- and sixth-grade children, who had the lowest rating on a sociometric rating and behavioral observations in a natural setting, were selected for one of three treatment groups or for a no-treatment control group. The treatment methodology consisted of 10 half-hour sessions over a 6-week period. Bierman and a trained college graduate served as coaches following a specific treatment manual. The treatment conditions involved coaching on an individual basis, or coaching in groups of three. One target child was grouped with two randomly selected children who scored in the upper two-thirds in sociometric status. The children who received the skills training did learn and generalize the social skills to naturalistic interactions, but their peers did not increase their liking for them. Thus, skills training alone, without attempts to restructure the peer environment, did not improve ill-accepted intermediate students' peer acceptance. Only peers who had the opportunities to interact with target

children in a collaborative, positive environment increased their liking for target children. In this study, communication within groups was structured to produce positive interactions. The group setting also encouraged the formation of associations and friendships while providing a setting for the practice of learned skills.

Another line of cognitive-behavioral training with students was advanced by an investigation instigated by Spivack and Shure (1974). Spivack and Shure (1974) developed a program to train preschool children in social problem-solving (SPS). Their program led to acquisition of social problem-solving skills and improvements in behavioral adjustment immediately following and at one-year follow-up. Application of this approach to older children met with mixed results. Nelson and Carson (1988) state "In general, evaluations of SPS interventions with entire classes of second to fourth graders have found increases of SPS [Social Problem Solving] skills, but either increases, decreases, or no change in peer acceptance, self-esteem, and behavioral adjustment" (p.80). The study by Nelson and Carson (1988) continued the investigation of social problem-solving skills and represents an attempt to devote "equal attention to affective skills, specific social behaviors, and a cognitive problem-solving set" (p.81).

Nelson and Carson (1988) hypothesized that children who received social problem-solving training would show positive changes in knowledge, performance, and generalization of

affective and SPS skill, self-efficacy, and peer acceptance. Only the cognitive effects of social problem-solving skills showed changes resulting from the social problem-solving-skills training. Future research was indicated in order to "investigate what types of peer-interaction skills are in fact related to teacher perceptions, self-perceptions, and peer perceptions of classroom adjustment" (p.96, Nelson & Carson, 1988).

Currently, research into programs that enhance social competence show a preference for interventions using social-cognitive problem solving methods (Elias & Allen, 1991). Each intervention has an implicit theory of skill acquisition that can be derived from its instructional design and format. Elias and Allen (1991) compared three different methods for teaching social decision making and problem solving skills to elementary school children. The first method, the *directed* approach, maintains that self-control and task-control strategies become internalized as children (a) first imitate and respond to direct adult modeling, (b) verbally rehearse rules or strategies the model is demonstrating, and (c) finally learn the strategies at a covert but primarily verbal level (Luria, 1961; Meichenbaum, 1977). The Luria-based theory emphasizes that by applying verbal labels, internalized through modeling and rehearsal to one's experiences, interpersonal coping is aided. The role of the teachers, in this condition, was to model the cognitive strategies they use when facing a problem (e.g., "After I

think of all the ways that I can to solve a problem I ask myself, what will happen if I try\_\_\_\_\_").

The second approach examined by Elias and Allen (1991) is based on Piagetian theory. Cognitive strategies are considered to be learned inductively through the interplay of the ongoing processes of assimilation and accommodation. Piagetian-related programs are characterized by *discovery* learning, rather than a more directed learning approach. Guided questioning, exposure to meaningful and relevant situations, and practice experiencing those situations aid the problem solving rules to be inductively discovered and applied in an integrated and generalized manner. Teachers in this condition did not model or tell children how to go about resolving problems. Instead the teachers were facilitators and elicitors of thoughtful comments. They encouraged children to listen to what others were saying by paraphrasing, and by asking questions that facilitated children's thought processes.

The third instructional method, that Elias and Allen (1991) compared to the discovery and directed approaches, was the "standard" approach composed of a mix of instructional approaches. Games, role playing, practice exercises, and discussion were used without attention to their coordination. Role playing and discussion methods were common approaches used in previous decision making and problem solving programs. This program model, which represented the most frequently used and accessible method, was considered a

benchmark for a comparison (Elias & Allen, 1991). In addition, the curriculum content and expectancies generated by the presence of an intervention served as a more effective comparison than a no treatment control (Elias & Allen, 1991).

Elias and Allen (1991), involved 158 children in third and fourth grade classes in their research. The training procedures were part of a social studies unit and lasted six weeks, with 22 lessons averaging 35 to 40 minutes each. Children in all three conditions, discussed above, experienced significant gains in social problem solving. However, subgroup analysis showed that the directed learning was most effective for competent students and least effective for the at-risk group. The discovery learning condition was associated with improvements in perspective taking, intellectual and school status, and constructive peer problem solving, but it also appeared to promote social isolation. The directed condition was linked to the greatest changes in popularity, and in dramatic decreases in social isolation and ineffective social problem solving with peers. Elias and Allen (1991) emphasize that "the consistent conceptual frameworks provided by the directed and discovery methods led to greater generalization in self-concept and peer-related behaviors as well as to application of the skills in an unpracticed analogue context" (p.267).

In summary, using or combining the discovery learning and directed instruction formats appears to be most effective. Programs which can be accepted by diverse

students as cooperative, engaging and enjoyable appear to provide for an efficient use of time and resources for school based prevention. The durability of improved social skills increases when students with poor social skills are trained in a natural classroom setting with their classmates. Vaughn and Lancelotta (1990) concluded, from their research into teaching interpersonal social skills to poorly accepted students, that social skills interventions must be structured to teach appropriate social skills, as well as to provide opportunities for low status students to be viewed positively by their peers if the interventions are to be successful.

#### Oracy and New Directions in Education

##### Oracy Defined.

The fourth concern of this literature review is to establish how oracy is related to research into social competence. Educational literature elaborates on the connection between listening and speaking and social competence. Students who become actively involved in their learning process - by their increased awareness of, participation in, responsibility for, and control over language processes- become better listeners, speakers, thinkers, writers, and readers (Atwell, 1991; Barnes, 1976,1988; Donaldson, 1978; Savich, 1983; Simon 1985a, 1985b; Wells, 1986; ). The task of the teacher is to help students to become flexible in handling a range of language demands in formal and informal communication ( Barnes, 1988; Calfee, 1982; Flood 1982; Simon, 1985b; Tarleton, 1988; Westby, 1985)

Oracy, a term coined by Wilkinson (1965) is the act of speaking and listening. The two functions are inseparable. Improving oracy has been theorized to improve students' cognitive development, ( Barnes, 1988; Simon, 1985b; Westby, 1985) promote self-regulated learning (Barnes, 1988; Tarleton, 1988) enhance the student's sense of empowerment, and improve writing and reading skills (Barnes, 1988; Flood, 1982; Wells & Chang, 1988; Westby, 1985; Wilkinson, 1965;).

Oracy includes the ideas that Thomas Gordon (1975) popularized. Gordon (1975) proposed that "I-messages", attentive listening, non-verbal encouragement, paraphrasing, and reflecting feelings be part of the communication lessons taught to students. Sensitizing students to another person's point of view is a concept that is needed if students are able to decenter and appreciate other people's unique mental model of the world (Wells, 1986).

#### Oracy and cooperative learning.

Recently, educational programs have been developed that enhance the opportunities for oracy and promote prosocial behaviors. Some cooperative learning programs such as those produced by Spencer Kagan (1992), Jeanne Gibbs (1987), Naomi Drew (1987) and Johnson, Johnson, and Holubec (1988, 1991) provide opportunities for developing cooperative social behaviours.

Johnson and Johnson (1991) concluded that "educators systematically failed to train students in the basic social skills necessary for interacting effectively with peers"

(p.31). Cooperative learning programs help teachers to restructure classroom interactions to increase positive communication between classroom participants. These cooperative learning structures interact with social language skills. Peers encourage and facilitate each other's efforts to achieve the cooperative goal. The reciprocating action is that peers must use positive social language in order to achieve that end. "The more socially skillful students are, and the more attention teachers pay to teaching and rewarding the use of social skills, the higher the achievement that can be expected within cooperative learning groups" (Johnson & Johnson, 1991, p.42).

Some of the cooperative learning manuals that are in the educational marketplace assume a level of communicative competence that may not exist in the students at a particular school. For example, in the Gibbs (1987) manual only one paragraph is devoted to developing "attentive listening". While specific lessons are not provided in developing "active listening" in the Gibbs' (1987) and the Kagan (1992) programs, sentence frames are modelled for and practised by children to develop pro-social speaking skills such as "I-messages", paraphrasing, and reflecting feelings. The cooperative learning programs by Kagan (1992) and Gibbs (1987) build on the assumption that active listening will occur naturally as part of the cooperative learning training. However, speech specialists note that the listener role also has specific requirements to develop improved communication (Simon, 1985;

Westby, 1985).

Another caution exists in relying on 200-300 page manuals such as "Advanced Cooperative Learning" (Johnson & Johnson, 1988), "Tribes" (Gibbs, 1987) and "Cooperative Learning" (Kagan, 1992) to develop the prosocial skills necessary for effective cooperative programs. That is, these programs may be perceived by some teachers as being too overwhelming in scope and length. By not following the recommended procedures, or by cutting short these programs, teachers may be inadequately training students in social skills. Instituting a generic cooperative learning structure in the classroom, without attending to the listening and speaking skills required to perform in these situations, places children in a situation that is not enabling. Teachers may assume a level of communicative competence that may not be true for their students and they may be unaware of, or ignore, multicultural language realities in the classroom. Teachers still embracing a traditional style of teaching need a manageable social-skills-training unit that helps both the teacher and student prepare for cooperative learning.

#### The Cultural Context of Oracy

Multicultural education means being sensitive to all the cultures and sub-cultures that exist within a classroom. Sensitivity to ethnography provides an "understanding of community norms, operating principles, strategies, and values that guide the production and interpretation of speech and

language"(Rees & Gerber, 1992, p.16). The social uses of language and the intended meanings are an important part of the development of language skills. Language socialization is the study of how children acquire the communicative competence necessary to be appropriate members of their society and culture (Crago, 1992; Garcia, 1992; Westby, 1992). Language is both sensitive to and constructive of culture. Language indexes social life and situational context (Ochs, 1990, in Crago, 1992). Acquiring language is intertwined with becoming a cultural member. When children interpret what is said to them, they are influenced by the interaction between their knowledge of the language and their assessment of what was intended by the non-linguistic behavior of the speaker (Donaldson, 1978). A common assumption by adults and students is that children always say what they mean and understand what is said to them ( Blank & White, 1986; Rice, 1989). The social uses of language residing in the student's background must be considered in order to establish clear communication ( Lieven, 1984; Westby, 1985). If the children's linguistic structures do not match the statements presented to them, children will repeat only the portion of the sentence that matched their level of development, and their dialect (Menyuk, 1963 cited in Anastasiow, 1979). Thus, understanding the child's use of language for social purposes (getting someone to do something) is necessary for classroom success (Rees & Gerber, 1992; Simon, 1985). Contextual influences include:

the language of the culture, or the sub-culture; the family's linguistic rules for participating in dialogues; the gender, age, status and level of education of the participants; and the discourse rules of their speech community (Crago, 1992; Iglesias, 1985;). The child's communication skills may match or mismatch the communication skill demanded by the teacher (Iglesias, 1985; Westby & Rouse, 1985). The social setting requires adjustment of both the topic and the style of language used, and it determines how language is interpreted. However, the social contexts of children's language are not universal. Language developed in one social context may not be enabling in another social context. Communicative competence includes the cultural knowledge necessary to understand how communication (both verbal and nonverbal) is shaped and interpreted within a particular culture or speech community (Saville-Troike, 1989, in Garcia, 1992).

Children bring different patterns of learning and using oral and written language to school. Their patterns of academic achievement vary greatly. Children whose home language is most similar to the school language perform better in school (Heath, 1985). Heath differentiates between high-context and low-context cultures. In high-context cultures most of the communicative information is contained in the physical environment surrounding the verbal message. For example in high context cultures a typical child statement would be " See that there ?". In low context cultures the

child would say " Do you see the bird out the window?". In low-context cultures most communicative information is conveyed through verbalization. The child gains experience with a variety of sentence structures to talk about things that are not present (Westby, 1985b; Heath, 1991). In order to have a meaningful interaction with another person, students must have the appropriate language structures to state their needs. For a high-context student to communicate successfully with a low-context student, a child needs to be fluent in labeling emotions and commenting about events such as, "I want a turn to say something," versus using tone of voice, or negative body language to draw attention to one's dissatisfaction. A reciprocal requirement for the low-context student would be to increase one's sensitivity to the body language and tone of voice of the high-context student.

Individuals need to be capable of recognizing intentions in others as well as having intentions themselves. Students need to be able to turn thoughts and language on to themselves in order to direct their own thought processes, to choose what to say, to interpret and weigh possible interpretations. Raising the awareness of the students about their own language helps to promote metapragmatics. Metapragmatics is the ability to reason and reflect on pragmatic language rules. This reflection may help improve communicative

competence (Savich,1983). Awareness of one's own thinking leads to control of one's thinking. Vygotsky argues control of a function is the counterpart of one's consciousness of it (1962). The children's increased awareness of their own language competence appears to affect their willingness to be involved in conversation (Savich,1983). By raising the awareness about the context of language, the teacher and students are sensitized to not make false assumptions about a decontextualized message sent by another. Questions must be asked to clarify the intent of the message. Incorrect assumptions about intended meaning must be corrected.

Findings from several ethnographic studies suggest that some children hold different expectations for their involvement in speech events that are an integral part of classroom instruction (Garcia, 1992). For example Westby (1985) points out that high-context cultures lack participant structures in which one person attempts to control many of the activities of other people in a group. To stand out from one's peers is to be avoided at all cost. Philips (1972, 1983, in Garcia 1992) found that Native American students in Oregon did not willingly respond when the teachers solicited individual volunteers or when they called on students to respond as a group or individually in front of the group. The participation level of these students increased when they interacted on a one-to-one basis with the teacher or when they participated in small groups by themselves.

The researcher involved with developing programs to promote social competence needs to attend to important variables in modern classrooms. Classroom participants reflect multicultural realities, include students with special needs, and students with a wide range of social competencies. Social competence programs must attend to the linguistic demands required of children and ensure appropriate educational support to maximize the students' sense of self-efficacy in producing new language structures. In addition, limited resources require new programs to be implemented with a minimum of training for classroom teachers.

#### Summary

In summary, successful implementation of a social language program that trains students in the rights and responsibilities of their listener and speaker roles, requires researchers to attend to a several variables. The literature review has also highlighted the importance of combining the directed and discovery instructional methods in order to handle a variety of students in a classroom setting. A conceptual framework should be implied in the treatment program. Another concern is to use multimethod assessment that reflects the content of the treatment and taps into the different perspectives of the people involved in the study. Assessing the generalization effects, across settings and time, is another issue to be concerned about when researching programs that promote social competence. A program that

enables students with poor social skills to be instructed in a cooperative context with students who are competent communicators is productive and cost efficient. Finally, a social language program that is designed to increase awareness of language contexts in all classroom participants, must attend to and support the self-efficacy of students from a variety of linguistic backgrounds.

## Chapter Three

### Method

#### Research Participants

The sample was selected from the School District No.66 (Lake Cowichan) population. Around the lake, the smaller communities of Youbou, Honeymoon Bay, Mesachie Lake, and Caycuse are included in the catchment area. The school district contains families from a broad socioeconomic base. Forestry is the main industry to employ local residents, but newer families to the community commute to the cities of Duncan, Nanaimo or Victoria to work in professional jobs or mills.

There is one intermediate school (grades 5, 6, & 7) for the area. The school population is 232 students. Children from four feeder schools in Honeymoon Bay and Lake Cowichan enter the intermediate school in grade five. Special needs students are integrated into the classroom. A special needs coordinator/learning assistant, and learning assistant/librarian, and an administrator/learning assistant coordinate their part time roles to provide support to the classroom teacher.

Three classroom teachers enrolling split grade 5/6 heterogeneous classes, expressed interest in the thesis proposal. One wished to be separate from the research and receive the treatment later in the year.

Two teachers agreed to a random assignment to control

group or treatment group conditions provided that the treatment was offered later in the year to the control group. The total sample size was 42 students. One student in the control group was not allowed to participate in the data collection therefore there was an N of 41. Each class had an enrollment of 21 students. In each class, three special needs students were identified. Other students were assigned randomly to the classes. The treatment class enrolled 12 grade five student and 9 grade sixes. The control class enrolled 13 grade five students and 8 grade sixes.

Both teachers participating in the study described themselves as being very similar in their styles of teaching. Each referred to herself as being able to walk into each other's classroom and easily continue each other's lesson. The treatment teacher had 20 years of classroom experience while the control teacher had 24 years of classroom experience. In previous years they often worked together designing educational units and coordinating extracurricular activities. The control group teacher and the treatment teacher coordinated their social studies lessons during the study. One teacher took the grade fives from both classes while the other teacher took all the grade sixes to teach social studies. Both teachers agreed not to discuss the research project while it was in progress.

### Procedure

#### Treatment Teacher Training.

The two grade 5/6 classes were assigned randomly to the treatment group or the control group. The treatment teacher was trained to deliver the lessons. The administration provided release time for a four-hour afternoon session on Monday September 28, 1992. Most of the training was conducted during this time period. One more training session was volunteered by the teacher to be conducted during her scheduled preparation time on October 1, 1992. At that time, teacher relevant role plays were practised by the treatment teacher with the researcher. The training sessions included:

1. an overview of the structure of the lessons with a rationale for each part of the structure,
2. a guided overview of the first eight lessons. This overview included examples of the lesson plan structure and activities that the children would do,
3. the treatment teacher practised "I-messages", paraphrasing, open and closed questioning, and perception checks with the researcher,
4. the teacher was taken through teacher relevant role-plays to practise the same communication skills that she would teach to the children,
5. information worksheets were provided for the teacher to practise the communication skills at home (See appendix A for examples of the workshop materials).

A review of lessons 9-12 was provided after school hours prior to their implementation in November. By this time the

format of the lessons was well known to the teacher and only a brief overview of the remaining lessons was needed.

Implementation of the classroom program was monitored by the researcher. Observation and feedback were provided for the classroom teacher on the second lesson. Periodic contact was maintained with the classroom teacher to clarify any concerns that arose. Only two concerns arose. The classroom teacher was reassured that she had the freedom to restate the scripted lesson in her own words and the freedom to adapt the timing of the lesson to suit the timetable of the school.

#### Treatment procedure.

Twelve, 60 minute lessons in listening and speaking skills were to be provided during a six week period between October 9, 1992 and November 17, 1992. The school's timetable necessitated offering each of the first six lessons in two sections of 30-40 minutes each. The first half of the lesson was delivered on one day and finished on the following day. As a result, this class sometimes received four sessions on communication skills in one week. The teacher also extended the lessons to connect with other subjects being studied. For example, during the discussion of multicultural differences in Lesson Two, the class had just experienced a communication problem between a Japanese exchange student and an adult outside of the school system on a field trip. The students also took home some activities from the lessons to try out at home or to gather

more information from their parents.

The Treatment content.

The scripted 12 lesson unit began by first identifying, for the classroom participants, the contextual influences in communication. The participants were sensitized to other "mental models of the world" by hearing each other's interpretation of particular context clues such as tone of voice, facial expression, eye contact, and body language. Peers explored the effects of positive and negative enactment of these context clues. Students became sensitized to the responsibilities of the listener and speaker. The first three lessons encouraged students to self-evaluate their listening and speaking behaviors.

The unit in listening and speaking skills also included practice in reading body language and context cues. Cognitive modelling provided peers with verbalized thought about what feeling or message was being perceived by a listener. Role plays about everyday student interactions, helped the students to appreciate another's point of view about a shared experience.

Another component of the program was to sensitize classroom participants to context cues used by each other to communicate their feelings. Practice in recognizing the feelings behind a message was provided through role-play activities. After approximately six lessons in the unit, the subcomponents of active listening had been taught. That is, students had experienced activities that helped them to

accept a different point of view, read body language, attend to their own body language, provide minimal encouragers and supportive context cues, and check their perception by asking questions.

A third component of the program focused on skills involved with the role of the speaker. After nine lessons in the unit, the students continued to practise active listening while gaining expertise in stating their own points of view. Students learned how to ask questions in order to clarify the intent of a message or the meaning of a phrase. As well, students learned to provide statements that clarified their own points of view such as the use of "I-messages".

A fourth component of the oracy unit focused on conflict resolution. Introducing new language structures through the listening and speaking program, such as perception checks and clarifying questions, laid a foundation for developing conflict resolution skills. The last three lessons of the unit built on the skills listed above by teaching a conflict resolution strategy. Students learned to apply their listening and speaking skills while practising a peer conflict resolution strategy in role plays about common classroom experiences.

The final component of the oracy lessons was the promotion of self-regulation in social language. Self-regulation requires the ability to act in socially approved behaviors in the absence of external monitors.

If the program design is to promote self-regulated learners, Meichenbaum (1977) suggested the use of interactive learning between teachers and students. Modelling, dialogue, guided discovery with graduated difficulty, prompts, feedback, social reinforcement, and a high degree of motivation are all needed for the program to help children achieve self-regulation. Viewing the child as an active agent- interacting with the design, implementation, and evaluation of the strategy - facilitates performance (Elias & Allen, 1991; Elias & Weissberg, 1990; Harris, 1990; Meichenbaum, 1977). Each lesson reflected these components in order to promote self-regulation of students listening and speaking skills.

Throughout the program, time and instruction were devoted to self-evaluation in order to promote self-regulation. The program was based on the view that self-evaluation must be perceived as part of the process in improving language skill rather than an evaluation of the self.

A principle of the program was that the development of self knowledge about one's abilities aids in the construction of learning goals. The pursuit of learning goals (competence and enhancement) promotes a mastery-oriented pattern (Elliot & Dweck, 1988; in Dweck & Leggett, 1988). A mastery-oriented pattern is needed in order for the child to feel a sense of control over the learning process. In contrast, a helpless pattern results in students giving

up, avoiding challenges, and deteriorating in performance (Dweck & Leggett, 1988). In order for a child to take the risk necessary in exploring and experimenting with language, it was assumed that a mastery-oriented pattern needed to be recognized by the children in the classroom. Dweck and Leggett(1988) tested and supported the hypothesis that performance goals and learning goals foster different response patterns. Performance goals- in which individuals are concerned with gaining favorable judgements of their competence- create a vulnerability to the helpless pattern (Dweck & Leggett,1988). It was important to communicate to the student that the student's language development would not become associated with a performance goal. Evaluation was then associated with the constructive feedback needed for a mastery-oriented pattern that leads to persistent challenge-seeking behaviors. The program was designed to help the student become committed to learning and developing social language skills for personal goals, rather than performing for someone else. Self-regulated learning is closely tied to students' efficacy beliefs about their capabilities to perform. Student beliefs that the tasks are interesting and worth learning are also closely tied to students' efficacy beliefs (Pintrich & DeGroot, 1990).

In summary, the design and structure of the program itself affects the student's commitment to the oracy program. See Appendix B for the complete set of lessons.

## Measures

Pre-test measures were conducted one week prior to the implementation of the program. During week four of the procedure, midtest measures were administered. Two weeks after the completion of the treatment, posttest measures were taken. The variables to be considered included four sources of information.

### The student self-report.

A 50 question measure was developed to provide self-reports of listening and speaking competency. A four-point scale was used (1 = hardly ever, 4 = almost always) for the student response. Statements included items such as "I listen carefully to people who are not my friends". This scale was developed to match the measurement instrument with the program content in the treatment. The importance of the outcome measures specifically relating to the treatment content was stressed by Hughes and Sullivan (1988) in their critical review of outcome assessment in social skills training research. In previous research student self-reporting instruments did not address classroom interaction situations. (Bierman & Furman, 1984; Ladd, 1981; Oden & Asher, 1977; Vaughn & Lancelotta, 1990; Elias & Allen, 1991) Behavior checklists, frequently used in previous research (Bierman & Furman, 1984; Elias & Allen, 1991; Rose, 1985; Vaughn & Lancelotta, 1990) tended to emphasize negative behavioral assessment rather than positive social interaction.

Statements on the survey required students to assess their oracy skills in classroom situations with a variety of people; their friends, other classmates, people they do not like, and teachers. Students were asked to assess their abilities in one-to-one interactions, small group interactions and whole class situations. The statements related to specific listening behaviors such as "I listen to the feeling in the message as well as the words" and speaking behaviors such as "I can state my opinion in a calm and reasonable way". Items on the teachers' measure corresponded to the statements on the student survey. All of the statements reflect the students' self-assessment of their social responsibility demonstrated in their listening and speaking behaviors. See Appendix C for an example of the student measurement instrument.

Time restrictions did not permit a systematic pilot study of this measure. However, the student scale was reviewed by other intermediate teachers not involved in the study for its readability and appropriateness.

During every administration of the scale each question on the student scale was read aloud to students by the researcher to ensure that all students understood each question. Clarification of the intent of each question was provided to the students when requested. Two questions required clarification for the students during the pre-test. Subsequent midtest and posttest administration did not reveal any other questions that needed clarification.

Special needs students were guided through the survey by their adult aides or by the researcher.

Teacher rating of functional pragmatic language skills

A thirty-three item measure was selected for teachers to report on each student. This instrument assessed the students' functional pragmatic language on a five point (0 = not at all; to 4 = almost always) Likert scale. The researcher provided release time, for the classroom teacher to complete the ratings, by volunteering to supervise or teach the class.

This measure was developed by Simon (1984) to assess the functional pragmatic communication skills of students. It was designed for the classroom teacher to fill out. This instrument assesses the student's language for varying purposes such as :

1. instrumental - making polite requests
2. regulatory - giving direction to a listener
3. interactional - conversation skills, poise using social rules
4. personal - expression of feelings
5. heuristic - asks adults questions
6. style - individual characteristics that enhance or detract from one's communicative effectiveness such as a general sensitivity to the demand of a communication situation.

An example of the teacher rating scale is provided in Appendix D.

### The frequency of listening and speaking behaviors

Videotaped language samples of student interactions were recorded two weeks prior to the start of the treatment, during week four of the treatment, and two weeks after the end of the lessons. Ongoing classroom activity was videotaped to provide a frequency count of positive and negative listening and speaking behaviors. Each videotaped sample was a total of 60 minutes, collected from communication interactions distributed over four consecutive school days (Thursday, Friday, Monday and Tuesday). Recorded intervals were selected from morning, midmorning, and afternoon class times for each research group. Six videotaped sessions were logged for each class during the pretest, midtest and posttest. In each of the six recording sessions, 10-15 minutes of communication behavior was recorded. At least four different curriculum subjects were selected in which to record classroom communication behaviors. Thus, the videotaped segments included formal lessons, informal peer discussions, small group work, class discussions, peer reporting, and peer editing.

Approximately 31 minutes of each videotape was used for each assessment period. Two hundred and four observations, at ten second intervals, were rated for each pre-, mid- and posttest videotape. Thus, a subtotal of 612 observations were recorded by each of the two independent observers for each research group yielding a total of 1224 observations.

The two independent raters, who were blind to the

purpose of the study, counted the frequency of the positive and negative behaviors on the videotapes. One observer was an adult female Industrial First Aid forestry worker and the other was an adult male classroom teacher who was experienced in teaching grade five and six. Raters were screened from each other as they simultaneously observed the videotape. Each 10-second interval was verbally cued by the researcher. The observers were directed to watch the same student in each segment. Simultaneous observation was considered important because of the number of uncontrolled variables that could result from two people viewing the videotapes without being directed to observe the same student at the same point in time.

Two hours of training was provided for the observers prior to the tabulation of the frequency counts. The meaning of each criterion was clarified for each observer in the training session until each observer was fluent in recognizing all criteria. Interrater reliability checks were conducted after approximately every 60 counts on each videotape.

In each research class, six randomly selected students were observed in a predetermined rotating order. At the beginning of each 10-second interval, one of these six students was named by the researcher to be observed by the raters. The observers classified the behavior within the 10 second span into one of three categories: negative behavior, positive behavior or neutral behavior. Conservative

counting decisions were made. If a student displayed one of the negative criteria within the ten second observation period then the count was determined to be negative. The observers also attended to information about the classroom context, such as the teacher's directions, to make judgements. The positive and negative criteria listed below correspond to specific concepts that were part of the treatment.

Negative communicative behavior was defined as:

1. no eye contact, head down and/or the body is turned away from the speaker,
2. not attending to or performing what is requested (ignoring),
3. distracted and/or fidgeting behavior,
4. rude faces,
5. verbal "put-downs", insults , name calling, or groaning.

Positive communication was defined as:

1. attending to the speaker by facial contact. Head up in the direction of the speaker,
2. indication of listening by performing correct task or responding to requests,
3. not fidgeting or not distracted from attending to the speaker,
4. supportive nonverbal responses, smiles, nodding of head, etc.
5. positive comments, being helpful toward class member.

The independent observers used a neutral behavior

category when the observed student was in a situation which did not require communication with anyone else, such as silent reading or independent seatwork. Counting intervals that are classified as nonoccurrence was necessary to account for intervals which were not part of the targetted behaviors (Nay, 1979). The positive and negative criteria were similar to previous research on coaching social skills (Bierman & Furman, 1984; Ladd, 1981; Oden & Asher, 1977;).

The behaviors described in the criteria were not coded in the frequency counts because a student could exhibit two or three behaviors simultaneously. Each observer might choose different criteria for a decision and result in both being correct in assigning a positive count. The 10 second interval did not permit observers to record several behaviors. The student's behavior was recorded as close to the beginning of the 10 second cue as possible. Only one category was reported within the 10 second time frame.

Interrater reliability was determined by the percentage of agreement for three categories of behavior after approximately every 60 counts. At the end of training the percentage of agreement was 94% for thirty-one 10-second intervals.

#### Parent Rating Scale.

A 20 question parent survey was distributed to the parents of the children involved in the study to evaluate the students listening and speaking habits at home. The Likert scale was designed by the researcher to reflect the

program's content and to focus on the specific speaking and listening skills that could occur between peers in a play context. The scale had to be brief to ensure a minimum amount of time to complete the form. In turn, it was hoped that the brevity of the form would encourage parents to participate in the study. The scales took approximately three minutes to complete. The responding parent would place an " X" along a five centimeter line. The line indicated a continuum that ranged from never to always. The "X's" were then measured, by the researcher, in centimeters and millimeters to assign a numerical value of each X (e.g., 3.4) along the continuum. The student couriers were instructed to make sure that only one parent filled out the form. See appendix E for an example of the parent rating scale.

#### Student interviews

Three representative students (high, medium and low ability) were selected from each class. Interviews were conducted by the researcher to derive information that would help interpret the quantitative data that was collected. Ten questions provided the framework for the interview. Students were asked about their perceptions regarding the state of peer relations in the classroom, the current status of peer problem solving, current listening and speaking behaviors or the class in general, and the social responsibility of classmates when a supervizing adult was not around. Further questions were asked in order to clarify

the student's statements or to elaborate on a topic. See Appendix F for an example of the interview questions.

In addition to the formal questions on the measurement instruments, open-ended questions on the parent, teacher and student final surveys were designed to elicit any further thought or suggestions from any of the participants.

## Chapter Four

### Results

#### Overview

The results from the teacher rating scale and the frequency count provided strong support for the hypothesis that the treatment students would improve their social language more than the control group. Results from the student scale did not clearly support the hypotheses. The parent data could not be used due to a flaw in the research design.

#### Reliability

To determine the reliability of the measures used in this study, each instrument was analysed by Cronbach's coefficient alpha. The teacher's scale, developed by Simon (1984) to assess the functional pragmatic communication skills of students, had an internal consistency of .97. The reliability of the researcher developed student self-report scale was .96. The parent rating scale developed for this study had a reliability of .88. For the frequency count, interrater reliability was determined by the percentage of agreement for three categories of behavior after approximately every 60 counts. At the end of training the percentage of agreement was 94% for thirty-one 10-second intervals. A more detailed report of the interrater reliability conducted throughout the study is reported in the frequency count results section.

### Teacher Rating of Student Functional Pragmatic Language

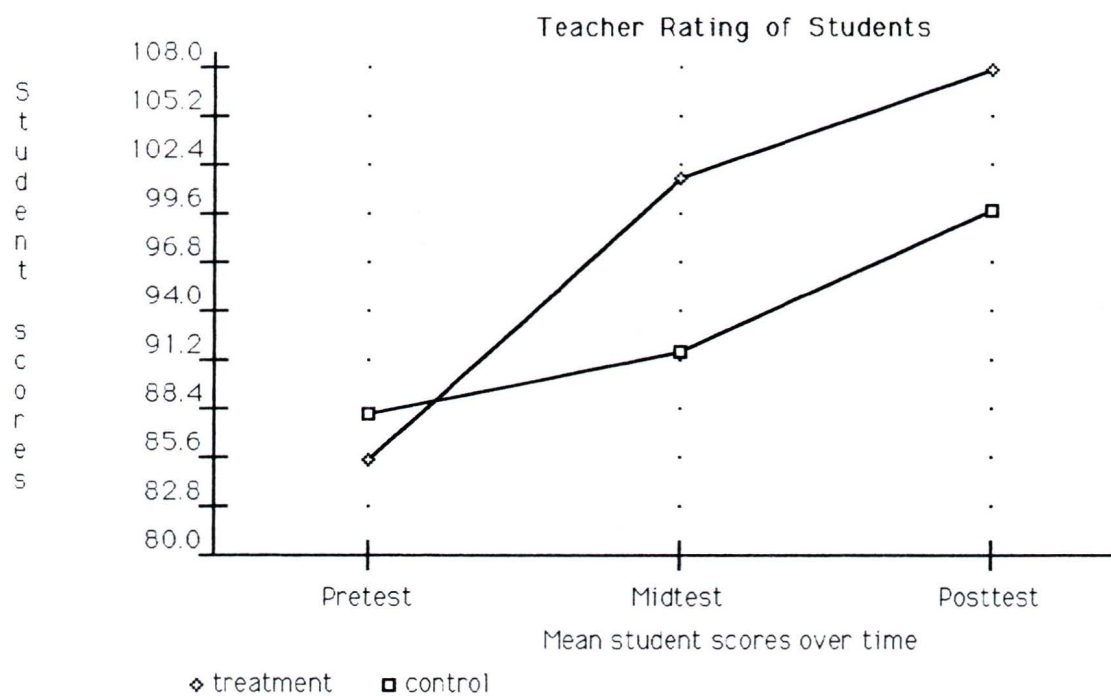
The lessons in oracy were expected to increase the functional pragmatic language skills of the treatment students. These students were expected to improve in active listening and speaking skills such as personal expression of feelings or poise in using social rules. Posttest scores were compared by an analysis of covariance, using the pretest score as the covariate. As reported in Table 1, mean pretest scores for the treatment group were somewhat lower than the pretest scores for the control group. However, after both the midttest and the posttest the treatment group scores surpassed the control group. The differences in posttest scores was statistically significant [ $F(1,38) = 5.55, P < .02$ ]. The hypothesis, that the treatment group would score significantly better on the posttest teacher rating, was supported by this analysis.

Students in the treatment group were expected to improve their functional pragmatic language skills more than students in the control group from pretest to posttest. In order to test this hypothesis a repeated measures analysis of variance was conducted. The analysis of variance confirmed a greater rise in posttest scores by all subjects. But, the significant interaction of group by time,  $F(2,38) = 3.37, p < .04$  (See Appendix D), supports the conclusion that this increase was greater for the treatment group. Figure 1 illustrates the comparison between groups.

Table 1.

Mean scores of teacher ratings over time.

Group	Statistic	Pretest	Midtest	Posttest
Treatment	X	85.47	101.57	107.90
( <u>n</u> = 21)	<u>SD</u>	29.90	21.96	22.23
Control	X	88.10	91.73	97.10
( <u>n</u> = 20)	<u>SD</u>	19.35	15.34	12.57

Figure 1. Comparison of Teacher Ratings

In summary, the between group and the within group hypotheses were supported in this study. Students in the treatment group improved more than the control group in their functional pragmatic language skills as rated by the classroom teachers.

#### Student Self-Report on Listening and Speaking Skills

Students in the treatment group were expected to rate themselves higher than the control group on the listening and speaking skills that relate to social responsibility. In order to control for possible initial differences between groups, the students' self-assessment scores were analysed by an analysis of covariance. The pretest mean scores were used as the covariate. As reported in Table 2, the differences between groups on the student self-report, approached, but did not meet a statistically significant level [ $F(1,38) = 3.13, p < .08$ ].

Table 2.

#### Group means across time on the student self-report

Group	Statistic	Pretest	Midtest	Posttest
Treatment	X	149.81	155.76	159.85
	<u>SD</u>	18.90	17.51	16.59
Control	X	143.78	137.47	146.73
	<u>SD</u>	32.84	44.22	26.62

It was expected that the treatment group would increase their self-rated scores from pretest to posttest more than the control group. A repeated measures analysis of variance was conducted on the pretest, midtest and posttest scores. Within the groups, the results approached significance in the expected direction ( $F(2,40) = 2.87; p < .09$ ), but the hypothesis could not be statistically supported.

### Behavioral Observations

Two independent observers, a forest industry worker and an intermediate teacher, viewed all six videotapes and made 1224 observations. These observations were put into one of three categories; positive listening and speaking behavior, negative listening and speaking behavior, and neutral behavior. A detailed account of the criteria used by the independent observers to count the positive and negative listening and speaking behaviors, is provided on p.53 of Chapter three.

A percentage of agreement and the frequency of disagreement is illustrated in Table 3. Total observations for each group at the pretest, midtest and posttest are presented for each observer. From Table 3 one can see that on 1224 observations the average percentage of agreement between the two observers was 96%. A more detailed table, which outlines the percentage of agreement and disagreement, by the two observers, on each randomly selected student over the three points in time, is found in appendix E.

Table 3.

Total Counts of Positive, Negative and Neutral Behavior As Rated by Two Independent Observers

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Treatment Group

Observer #1

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Group	Trial	Positive	Negative	Neutral	Total Counts
1	1	102	72	30	204
1	2	152	33	19	204
1	3	155	13	36	204

Observer #2                      Treatment Group

---

Group	Trial	Positive	Negative	Neutral	Total Counts
1	1	101	74	29	204
1	2	152	33	19	204
1	3	153	18	33	204

Number of Disagreements:

Pretest = 7/204. Midtest = 10/204. Posttest = 8/204.

Percentage of Agreement: Pretest = 97%, Midtest = 95%,

Posttest = 96%

---

Control Group

Observer #1

---

Group	Trial	Positive	Negative	Neutral	Total Counts
2	1	86	81	37	204
2	2	88	84	32	204
2	3	102	84	18	204

---

Control Group

Observer #2

---

Group	Trial	Positive	Negative	Neutral	Total Counts
2	1	93	74	37	204
2	2	89	82	33	204
2	3	101	83	20	204

---

Number of Disagreements:

Pretest = 11/204. Midtest = 8/204. Posttest = 4/204.

Percentage of Agreement:

Pretest = 95%. Midtest = 96%. Posttest = 98%.

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The lessons in oracy were expected to increase the frequency of positive listening and speaking behaviors, and decrease the frequency of negative oracy behaviors in the treatment group.

A Friedman two-way ANOVA using the mean scores for each group at pretest, midtest and posttest approached significance,  $p < .07$ , for the frequency of positive behaviors between groups. It was decided that a more complete understanding would be provided by analysing the total scores for each individual subject. Thus, a Friedman 2 X 3 ANOVA was performed on the scores for each of the six individuals in each group. The mean rank of positive frequencies for group one was 1.83. The mean rank of positive frequencies for the control group was 1.17. For 18 cases of Positive frequencies Chi-square = 8.00 (df 1),  $p < .004$ .

The mean rank of negative frequencies for the treatment group was 1.22. The control group had of mean rank of 1.78. For 18 cases of Negative frequencies Chi-square = 5.55, (df 1),  $P < .01$ .

The Friedman analysis indicated that the treatment group had significantly more observed positive behaviors in listening and speaking and significantly fewer negative listening and speaking behaviors than the control group.

To test the within group hypothesis the total negative and positive scores (See Table 4) for both groups (6 cases) were analysed by trial using a Friedman two-way ANOVA.

Table 4.

Mean Rank of Positive and Negative Behavior Counts by Trial

Group	Trial	Mean Rank	Cases	df	Chi-Sq.
Negative Behaviors					
1	1	1.5	6	1	.00
2	1	1.5			
1	2	1.17	6	1	2.66
2	2	1.83			
1	3	1.00	6	1	6.00 *
2	3	2.00			
Positive Behaviors					
1	1	1.67	6	1	.66
2	1	1.33			
1	2	1.83	6	1	2.66
2	2	1.17			
1	3	2.00	6	1	6.00 *
2	3	1.00			

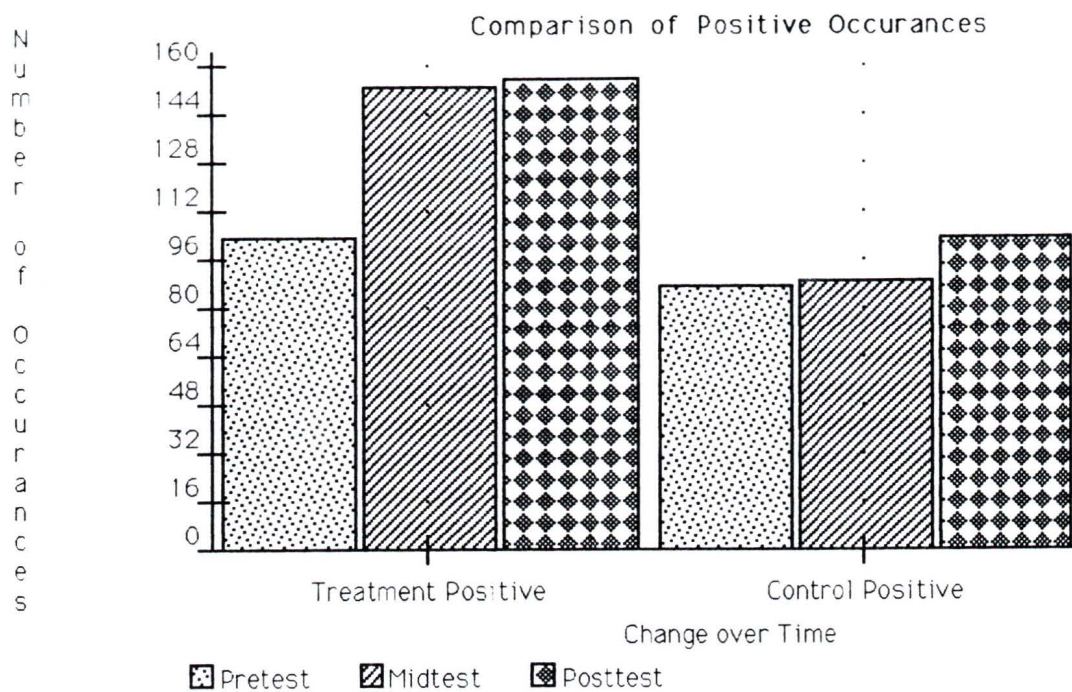
Note. \*  $p < .01$

The within group hypothesis was also supported by the statistical analysis. The students in the treatment group increased positive behaviors and decreased negative behaviors, by trial, more than the control group.

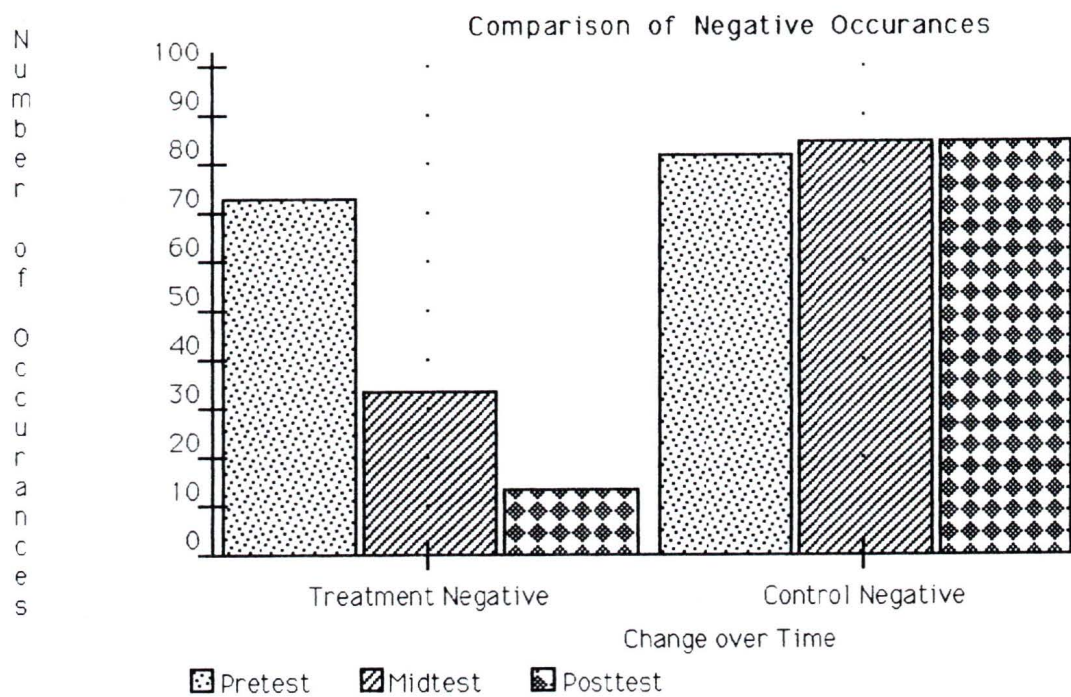
The graphs, in figure 2 and figure 3, illustrate the

differences in positive and negative behavior, over three points in time, between the two groups. A steady increase in positive behavior was shown by the treatment group (Figure 2). In contrast the control group improved only slightly. Conversely, there was a steady decrease in negative behavior by the treatment group (Figure 3), while the control group basically showed little change.

In summary, the frequency count by the two independent observers did support both the between group hypothesis and the within group hypothesis. This measure supports the claim that there was a significant increase in positive listening and speaking behavior in the treatment group. As well, a significant decrease in negative behavior was detected in the treatment group. The frequency count for the control group noted that there was no significant change in either positive or negative behavior across three points in time.



**Figure 2.** Comparison of Positive Behavior Change



**Figure 3.** Comparison of Negative Behavior Change

Parent Assessment of Student Oracy with Peers.

A flaw in the design of the study led to the decision to not analyze the parent data. The the parent data were incomplete and inconsistent because there was no control over who filled out the midttest and posttest data. Despite the verbal direction to the student couriers to ensure that the same parent filled out the survey at each point in time, this direction was not written on the parent form. One child informed me that a different parent filled out the posttest form. In addition, survey returns from the parents at midtest were poor (7 for the control group and 12 for the treatment group). Because of these considerations the parent data were not used in the analysis of this research.

## Chapter Five

### Discussion and Conclusions

#### Summary and Interpretation of Results

This study provided an examination of the impact of a six week, 12 lesson unit. The unit focused on developing oracy skills in grade five and six students to improve social responsibility. Social responsibility was defined as listening and speaking behavior that reflected tolerance and respect for different points of view regardless of differences, demonstrated cooperation, and practised conflict resolution. It was proposed that improved listening and speaking skills could be the mechanism of change when helping to develop prosocial skills in intermediate students.

Outcome measures related directly to measuring the listening and speaking skills of the target group. Measures were taken two weeks before, half-way through the treatment, and two weeks after the treatment. The classroom teachers, of a treatment group and a control group, completed an assessment of the student's functional pragmatic language. Teacher reports in previous studies focused primarily on cognitive functioning (Elias & Allen, 1991; Gottman, Gonso & Rasmussen, 1975; Ladd, 1981; Vaughn & Lancelotta, 1990). Students completed a self-assessment of their classroom listening and speaking behaviors. The third measure reported in this study was a behavioral observation. Previous studies which used behavioral observation (Bierman & Furman,

1984; Ladd, 1981; Oden & Asher, 1977) did not collect extensive language samples. In this study a total of 612 observations (average of 102 per child) were collected in this study as compared to Bierman and Furman who counted 50 intervals, Ladd who counted 36 scans per child and Oden and Asher with 72 intervals. The frequency of speaking and listening behaviors (according to specific criteria) was counted by two independent observers. All three measures focused specifically on the functional pragmatic language skills as perceived from three different sources: the teacher, the student and two independent observers.

The results of this research indicated that the program, did produce a positive effect. The teachers' ratings and the observations of classroom interactions most strongly supported the conclusion that oracy lessons improved the students' functional pragmatic language skills. In addition, all students in the treatment group made more progress than the control group in their social language development.

Results from the classroom observation data supports the conclusion that the improvement in oracy was generalized across a variety of classroom interactions (one to one, small group, whole class), people (homeroom teacher, itinerant teachers, teacher assistants, classroom peers, and other peers) and curricula (language arts, social studies, art, music etc.)

The student self-assessment did not provide clear

support for the hypothesis that the treatment students would rate themselves as being more socially competent than the control group after the program. The ability to make informed judgements may have affected the results of the student self-report. All treatment students may have become harsher critics of themselves as they became more informed about good listening and speaking skills in the program. The treatment group students might have been reluctant to award themselves a high rating because of the programs's emphasis to continue to work on listening and speaking skills after the end of the formal lessons. Thus, a higher standard of behavior could have been expected by the treatment students at the end of the treatment than at the beginning. The control group students might have easily awarded themselves a high rating on the self-report scales resulting in a posttest score that was not significantly different from the treatment group.

Another problem that may have affected the results of the student self-assessment was the departure from the recommended time frame for teaching the speaking skills section of the program. The last four lessons were rushed due to pressures on the classroom teacher to prepare for a Christmas concert. The teacher found it difficult to find time for the program and had to present three lessons in the fifth week of the program and only one lesson in the sixth week. As a result the students had less time to practise their skills before moving on to the next component in the

program. Speaking skills need many rehearsals before a student feels the necessary amount of confidence in one's abilities to perform without the use of language scaffolds (Simon, 1985; Westby, 1985). Scaffolds are temporary supports for new language structures. During the treatment, students were provided with the scaffolds for "I-messages" and for conflict resolution strategies. These scaffolds were to be gradually withdrawn until the new language structure is incorporated into the person's repertoire (Westby, 1985). The students may have considered that they did not have sufficient fluency in these speaking skills at the time of the posttest assessment.

Another limiting factor, in the results from the student survey, could have been the type of the students who participated in this research. The students were not considered by other teachers to be particularly poor in social skills at the start of the program. The student interviews support this perception. Both groups of students stated, at pretest, that their classmates are "usually pretty good, if you ask for help you usually get it", and "we work pretty well together". Also, very few instances of mean teasing or "put downs" were noted by the students at pretest. Most of the students could be considered to have good social skills. Therefore, little improvement in the level of social skills may have been possible.

However, within the treatment group, several anecdotal comments on the posttest report indicated that some students

found the treatment to be of great benefit:

1. "it [the program] has made a different listener in me",
2. " I lising [sic] more now",
3. "the program is a realy [sic] good idea",
4. " I really like the lessons and thint[sic] thay [sic] do make an effect".

Interviews with selected students provided further acknowledgement that the treatment students recognized an improvement within the class at posttest. These students rated the class "9 out of 10" when referring to their listening and speaking skills at posttest. Each student provided more elaborated answers to the interview questions than on the pretest. Their answers reflected a greater understanding of the impact of listening and speaking behaviors. They also rated the class highly in their perceptions of how considerate members of the class were each other. The students reported that their classmates asked questions to check their perceptions and provided supportive comments to all other students in the class. One student stated "People get along together. They have problems and then become friends again. Didn't use to happen before".

The control group students recognized improvement in cooperative behavior in small group work in the class at posttest but it was not universal. One student cautioned that "sometimes someone will act up, usually about two or

three", concluding these students couldn't be counted on to cooperate. The control group students felt less responsibility for personal problem solving than the treatment group students. In the control group, students noted that they ask the teacher to solve the problem about "half of the time" or " most often".

Raising personal awareness about one's listening and speaking skills was part of the goal of the program. Future research might investigate if the students do change their criteria for making self-judgements or if the students do become harsher critics of themselves as they progress through the program. Gathering information from the students is an important area that future research should include.

The oracy unit promotes the social responsibility defined by the Ministry of Education (1990c; 1991) as behavior that accepts, values and respects other individuals; demonstrates empathy (understanding another's point of view); and practises conflict resolution and cooperative behavior. This unit on oracy does help to fulfill the requirements in the Learning for Living curriculum (Min. of Ed.,1990d). Also, the unit helps students become better prepared for the classroom situations such as cooperative groups, peer helping, buddy reading, etc., that are based on an assumption of communicative competence in the interactions.

This study supports previous research in social skills training which demonstrated that students can be taught to

improve their prosocial skills through classroom instructional programs (Bierman & Furman, 1984; Dubow, Huesman & Eron, 1987; Elias & Allen, 1991; Elias & Weissberg, 1990; Ladd, 1981; Nelson & Carson, 1988; Oden & Asher, 1977; Vaughn & Lancelotta, 1990).

In addition, this study has shown that an experienced classroom teacher, with approximately four hours of training, can deliver a scripted communications skill training unit. Developing a program that could be delivered within the classroom, to all students, by the minimum number of people was purpose of this research that has been accomplished.

It is not only special needs students who need training in communication skills; normal children can also experience a richer quality of life with improved communication. Improving the listening and speaking skills of both types of students helps normal children accept and tolerate low status students (Bierman & Furman, 1984; Elias & Allen, 1990; Ladd, 1981). In turn the student with poor social skills learned the specific skills necessary for positive interaction with their peers. Dodge, Murphy and Buchsbaum (1984) demonstrated that children with behavior problems often misread the intention-cues of others. The treatment in this study allowed students at all levels of social competence (without the perception of labelling) to participate in a fun and interesting program that helped them to decenter and realize different points of view about

the same experience.

The instructional elements required for learning, such as repetition and reinforcement within context, (Thorndike, 1937), for metacognition and self-regulation (Meichenbaum, 1977; Pintrich, & De Groot, 1990; Schunk, 1990), and for instruction at a suitable working memory space for the learner (Case, 1985), were all part of the construction of this oracy unit.

In addition, this oracy unit included mixed instructional methods, such as discovery learning, guided instruction and practice, role playing, social reinforcement and feedback, and discussion. Using mixed methodology was supported by previous research as most effective in producing durable results (Bierman & Furman, 1984; Dubow, Huesman, & Eron, 1987; Elias & Allen, 1991; Oden & Asher, 1977).

Instruction that highlights the specific skills required to perform an act, and that uses peer models, helps to support the self-efficacy of the individual (Bandura, 1986). Students need to know specifically what is required, how to do it, and feel confidence in performing a skill before it will be performed in front of their peers. The structure of each lesson was designed to support the self-efficacy beliefs of the student. A sense of self-efficacy aids in cognitive engagement and performance (Pintrich & DeGroot, 1990; Zimmerman & Martinez-Pons, 1990). Students who choose to become cognitively engaged and self-regulating are those

who are interested in, and value, the tasks they work on (Pintrich & DeGroot, 1990),

### Limitations

One of the limitations of this research was the small sample size. As a result the generalizability of this research outside of the conditions found in each class used in the study is limited. Further research is needed with a larger sample of students to determine if the results are able to be generalized. The larger sample size may also help to clarify the results from the student perspective.

Using a four point Likert scale to measure the students' perspective may not have allowed for enough differentiation. A larger scale might allow the students to perceive a more refined record of personal growth. Students may have felt that they were halfway between three and four on the scale but not able to express this on the scale used. Perhaps using a nonnumerical scale, similar to the parents scale, would help the students to indicate their true level of progress.

In addition, a follow up examination of treatment effects was not completed with this group due to circumstances beyond the control of the researcher. Previous research does support the durability of improvements in social skills when the training was based on the mixed methodologies mentioned above ( Bierman & Furman, 1984; Dubow, Huesman & Eron, 1987; Elias & Allen, 1991; Ladd, 1981; Oden & Asher, 1977).

Another limitation of this study was the methodological problem in the data collection from the parents. The lack of data, from this point of view, limits the generalizability of the students skills to situations outside of the classroom. It also does not allow the researcher to investigate the parents' perceptions of their children while going through the program. Some parents in the treatment group did notice a difference in their children and commented about this during parent interviews which took place in the middle of the treatment program. One parent in the treatment group wrote on the posttest survey, " I believe making children aware of listening & speaking skills has a positive effect on their abilities to interact with their peers, & has been proven with my child." Thus, future research should include the parent perspective in the methodology. It would be interesting to discover if the student's improved communication skills affected any change within the parent-child interactions.

### Implications

This study helped to clarify a concern identified by Vaughn and Lancelotta (1991), that social skills research is needed to determine what components yield the most powerful results. The effects of this treatment could be assessed by the type of students involved in the treatment. The treatment in this study produced a significant between-group result with children who were not considered by other teachers in the school to be particularly poorly behaved in

social skills at the beginning of the study. The treatment also improved the skills of the special needs students in the class. Therefore the treatment is effective for both types of students and powerful enough to produce change in students who appear to be communicatively competent.

This raises the question about what level of social competence is desired in a classroom, and about when a program such as this one should be used. Related to this is the question of whether there is a difference in the conceptualizations of social competence in students according to their teachers versus their parents. Do these two groups have differences in their expectations for social competence? If there are differences, how does this affect a partnership between the parent and teachers concerning the education of the students? Could the differences be bridged, and by what method? Future research could also investigate the effects of the improved oracy on broader aspects of interpersonal and personal adjustment. Wooster (1986) reported a gain in reading ability when students were also taught communications skills and a belief in the worth of the self and others.

Gender differences in linguistic development generate research implications. Are there differences between boys and girls in the acquisition of oracy skills? Do boys require more social skill training than girls? Future research could investigate these question in order to further refine the oracy program.

Elias and Weissberg (1990) note that an obstacle to successful social competence programs is the training required for teachers to implement the program properly and effectively. The oracy unit proved to be efficient in terms of time and effort needed to train the experienced treatment teacher. The job requirements for the classroom teacher do not allow for prolonged training. Motivation for other classroom teachers to become involved would be limited if training took too much time, effort or money. Because the unit is only six weeks in duration it has a higher probability of being adopted by classroom teachers.

Elias and Weissberg (1990) analysed the key components for the successful implementation of their six-year old school based program which promotes social competence. They stated,

" it is vital for the program to look, from the very beginning, comfortable and familiar. If teachers are to be the primary implementors....then a program that takes the form of a curriculum has a hopeful chance of vaulting initial hurdles" (p.186-187).

Since this thesis seems to fit the requirements stated by Elias and Weissberg(1990) then, the results of a replication of this study on a larger sample, to ensure the generalizability of the program, could substantiate a proposal to implement the oracy unit in the intermediate grades across a school district. Research conducted by Elias and Weissberg (1990) supports that in class training for the

intermediate grades is the most appropriate time for intervention in children. School-based promotion of social competence is a promising strategy for the primary prevention of psychosocial difficulties in children (Elias & Weissberg, p.177).

In conclusion, the social uses of language and the intended meanings are an important part of the development of language skills. The social dimension controls early uses of language and confirms the child's effectiveness as a communicator (Rice, 1989). Peers play a significant role in child development and in providing referents for self-esteem (Johnson & Johnson, 1991; Rubin & Ross, 1982; Zahn-Waxler, Iannotti & Chapman, 1982). The classroom engages thirty individuals who interact with each other on a daily basis for at least five hours a day. This context lends itself to a systematic development of prosocial communication skills within a classroom community. A unit that enhances listening and speaking skills will help all classroom participants to first become aware of each other's "unique mental model of the world" and then be able to appreciate each individual's personal context. Improved interpersonal communication in the classroom community helps individuals to cooperate and to demonstrate social responsibility.

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## Appendix A

### Training Workshop

#### Introduction:

- Purpose of this workshop.
- The teacher's role as a volunteer in research .
- My role as a collaborative helper in supervising the implementation of the lessons.

#### Outline of Lesson Plan format (See overhead)

Provide rationale for each part of the lesson plan.

Use video tapes to provide examples of each section.

#### Presentation of Content. (Use overhead of Active Listening Components)

1. Work through the first 5 Active listening components through the use of role plays that the children will be doing. Point out verbatim parts of the lesson that I would like to be presented by the teacher.

Handouts: 1. "Listening : A Self-Evaluation" and,  
2. a Copy of Lessons 1 to 4.

2. Guide the teacher through teacher relevant role plays.
  - a) perception checks / paraphrasing( P.164 of Handout).
  - b)" I- messages" and ownership (Handout that I made).
  - c) Open and Closed questions.( Handout p.165 and p. 36).

#### Closure:

- Worries?, Problems?,
- Practise personal skill development during the week of the pretest.
- Peer Coaching will be provided during week one.
- Future meeting dates:

## Appendix A.

"I" Messages**"I" Messages:**

1. Open honest communication
2. Do not blame other people. They provide for owning your feelings and perceptions. Rather than assuming that other people can read your needs and share your perceptions, "I" messages clearly communicate your needs and describe what is going on inside you.
3. I- messages are a) a non-blameful description of behavior, b) a statement of your feelings, c) describes the effect that someone's behavior has on you
4. I- messages help others to know and meet your needs if they understand them clearly.
5. I-messages focus ownership. They prevent people for speaking for other people. You-Messages hold another person responsible for speaker's feelings. You-Messages make personal judgement and put people down.

**I-messages Examples:**

I feel scared when I'm yelled at.  
 I feel angry when you take my eraser .  
 When you leave me out , I feel hurt.  
 When you interrupt me I get angry.

**You-Messages Examples:**

You are a creep!  
 You always do that!  
 You think you know everything!  
 You have to..... You should.....You are not  
 thinking....You don't really mean that...

### Teacher Role Plays

1. You are frustrated with the lack of time in the library. Every time you try to go to the library the times are already booked.
2. Lately your class has been interrupted several times in the middle of a crucial lesson by the principal. This really annoys you.
3. It appears that you are always the last one to know anything on staff. This makes you feel left out or unimportant. You visit the staff room less frequently. One day another staff member says " Long time no see!"
4. Other teachers are complaining about kids leaving their room too early to go and play on your floor hockey team. You really enjoy coaching and feel you are doing a service to keep kids out of trouble.
5. Everyone is jumping on the bandwagon with yet another new educational technique. You are just mastering the last one, but you don't want to appear non-cooperative.
6. You feel pulled in 17 directions. You desire to be helpful but your load is overpowering and you feel you are ineffective . It seems like you can't do anything well enough.
7. You are angry that another staff member leaves at 3:00 every day, while you stay until 6:00 p.m. The person is congenial but her leaving time prevents you from getting to know this new staff person.
8. Because you are a quiet person everyone assumes that you are not interested in leading the next adventure in

education. But, really you are interested in this topic and are considering taking courses in this area. At the next staff meeting the topic will be raised.

9. You know another staff member is smoking in the school despite the fact that the school is a designated non-smoking school. This really irritates you because you can smell the smoke in your room.

## Appendix B.

Lesson Plans

## FRAMEWORK FOR THE LESSON PLANS

A WARM UP / ENERGIZER: 1. to create a feeling of fun, 2. to create a feeling of inclusion, 3. to release group energy.

## B. INTRODUCTION TO THE LESSON:

Share the objectives of the lesson with the students. Why are we doing this? and How are we going to do it?

Provide an outline on the board to help students anticipate what is coming.

REVIEW AND REHEARSE the last lesson before building on to it.

## C. THE ACTIVITIES:

Most activities will be discovery learning exercises. Direct instruction will occur during closure or throughout the activity as is needed.

Alert the students to what they need to be looking for to prepare for the discussion later.

During the activities raise questions that alert the students to their own experiences. Share a few of the student's experiences with the whole class before moving on to the next activity.

## D. DISCUSSION:

With the whole class review the discovery learning. Collate their discoveries on a chart (to be put up later). Draw conclusions through consensus.

## E. CLOSURE:

Review with the whole class what was learned during this period. Refer to the menu on the board. Finalize any group conclusions.

## F. DEBRIEF IN A CIRCLE:

Prepare students for the circle by telling them what question will be shared individually. "I liked .... and/or I learned.."

This is an important part of the lesson. The circle ensures that everyone can see each other and that no one is left out. It reinforces equality and respect for individual points of view. The sharing during the debriefing also helps students realize how much alike they are.

Outline the rules for the circle which are 1. to practise active listening, 2. respect other people's point of view, 3. who ever sits to the right of the teacher begins the sharing, 4. the right to pass.

## LESSON 1

## FRIENDSHIPS

Objectives: 1. to work together for a **common goal**. 2. to have fun 3. to **energize** the class. 4. To raise awareness of what **qualities** are desired in a **friend** and the **similarities in peer expectations**.

WARM UP: **Pull Ups.**

1. Match students in **pairs of similar size**.
2. **Sit** on the floor **facing each other**. Each student's feet are flat on the floor, toe to toe. **Holding hands, pull each other up to a standing position**.
3. Expand **challenge** to get **groups of four** to stand up together. Challenge some to try groups of eight. **Congratulate each other and return to seats**.

INTRODUCTION: Outline on the board the topic , the objectives.

## ACTIVITY:

1. With the whole class **brainstorm** friendship qualities. **"What is a friend?"**
2. Help the class **classify** (cluster) these qualities **into main ideas**. Teacher direction: **"Can you see any similarities between these ideas?"**. For example, the students may notice that " keeping secrets, showing up on time, always there for me, my friend no matter what," all have to do with trust.
3. Have the **students suggest titles** for each classification. **i.e. Trust**.
4. **Individually**, have the students **choose the four most important main ideas and rate them in descending order, from most important down, on a separate piece of paper**.
5. **Share** student ratings by calling on volunteers to put their ratings on the board.
6. Help the class **identify similarities** in the volunteer's lists.

## DISCUSSION:

1. Check with the whole class for the key friendship qualities found in everyone's rated list of four main ideas. **Reach consensus** by a "show of hands" vote **on the four main ideas**. Identify these on a permanent chart to be displayed in the room. These qualities are **not rated**.

## CLOSURE:

1. **Review** with the students **the process** that they used to develop a set of key friendship qualities. **Prepare students for the circle** debriefing.

## DEBRIEF IN A CIRCLE:

1. **Create a setting** for the circle that helps reflection such as turning out the lights if possible or lighting a candle, or a moment of silence.
2. Review rules for the circle. (See lesson framework)
4. Ask **each student** to begin the debriefing with **" I learned ....." and " I liked....."**. Rotate around the circle until all students have spoken or "passed".
5. **Summarize** for the students the debriefing and **indicate closure for the debriefing**.

### Multicultural Bingo

Write the name of a person who can answer YES to the statements in each square.

I LIKE SPICY FOOD _____	I SPEAK A 2ND LANGUAGE _____	I LIKE BASEBALL _____
I HAVE A RELATIVE IN ANOTHER COUNTRY _____	I KNOW WHAT SKOOKUM MEANS _____	I KNOW WHAT A SARI IS _____
I HAVE A PEN PAL IN ANOTHER COUNTRY _____	I PLAY SOCCER _____	I HAVE TRAVELLED TO THE U.S. _____
I AM A 5TH GENERATION CANADIAN _____	I HAVE BEEN TO QUEBEC _____	I HAVE BEEN NORTH OF PRINCE GEORGE _____
I HAVE VISITED ASIA _____	I LIKE TORTELLINI _____	I KNOW WHAT ST. NICHOLAS' DAY IS _____

## LESSON 2

## ACTIVE LISTENING

MATERIALS NEEDED: 1. transparency of Active Listening Chart (following lesson),  
2. pairs of paper shapes labelled "A" and "B",  
3. chart paper with prepared Consequences Headings.

## OBJECTIVES:

1. to become aware of 3 of the **subcomponents of active listening**
2. to become aware of **respecting cultural influences** on listening.
3. to identify **what active listening looks like**.
4. to identify the **consequences** when active listening does not occur.

## WARM UP: Multicultural Bingo.

1. Use the bingo worksheet provided to **distribute** to students.
2. Each student must **find another student** who can answer "Yes" to a statement on the sheet and **write** the name of the person in the blank.
3. All students get out of seats and mill about in a large group. Challenge the students to find as many people as they can within a **5 min.** time limit or to find a BINGO design.
4. Return to seat when the time limit is up. Ask students: "Who **learned something new** about another person in the class?". Take a few moments to **share** other discoveries.

## REVIEW AND REHEARSE:

Using the friendship chart, review the last lesson and **highlight** the friendship quality that has to do with **listening**. Tell the students that this lesson will help them demonstrate that quality.

## INTRODUCTION : ACCEPTANCE, EYE CONTACT, RESISTING DISTRACTIONS

1. Outline the topic of the lesson , the objectives and the lesson plan. Ask the class if they can **see a connection** between the last lesson, the warm up activity and the proposed lesson.
2. Display the **transparency** called "Active Listening". Outline the subcomponent for the students. Explain that only the **first three** will be part of today's lesson. Note that these items can also be referred to as "**body language**".
3. Explain that there are **different cultural expectations** regarding active listening. In Asian, and North American Aboriginal cultures, respect is conveyed by a bowed head and averted eyes. Demanding eye contact for someone from these cultures could be considered embarrassing or insulting. In our culture it is part of the norm.

ACTIVITIES WITH DISCUSSION: **Part I EYE CONTACT AND ACCEPTANCE**

1. Mix up pairs of colored **paper shapes labelled A and B**. Distribute them randomly throughout the class. Students find their paper mate and sit together.
2. Review the first and second indicators of "Active Listening" with the students- "**acceptance and facing the person**".  
**In pairs**, the "A" person is instructed to talk to the "b" person about their **favorite movie for one minute**. The B person **does not provide eye contact**.

3. **Reverse roles** after one minute.
4. Ask the students: "**What did that feel like?**" and "**What happened to your conversation?**" "**Was it easy or difficult to continue talking?**" "**What was it like to be listened to in this way?**".  
**Record** student responses under the title CONSEQUENCES OF NEGATIVE EYE CONTACT on a chart.
5. With the **same pairs** in place have student "A" **practise good eye contact** and body position. Tell student "B" to explain their favorite activity or game. Reverse roles after one minute of talking.
6. Again ask the students: "**What was it like to be listened to in this way?**", "**What did it feel like?**", "**Was it easy or difficult to continue talking?**"
7. Record responses under the title CONSEQUENCES OF GOOD EYE CONTACT on the chart.

## PART II: RESISTING DISTRACTIONS

1. Collect the partner shapes and redistribute them again to have students work with **new partner**.
2. Direct the students to **focus** this time on **Distractability**. Persons "A" will provide facial contact but will **pretend to be distracted** by other things in the room and by fidgeting with something in their hands. Persons "B" will tell them about childhood memory that they treasure.
4. **Reverse Roles** after one minute of talking.
5. Ask the students "**Was it easy or difficult to continue talking?**", "**What was it like to listened to in this way?**", "**What were you feeling when the other person was distracted?**"
6. **Record** responses under the title CONSEQUENCES OF DISTRACTION
7. Repeat this process directing the children to **practise both good facial contact and no distractability**. Persons A will talk about something that makes them a little irritated. Persons B will listen with good eye contact and without being distracted.
8. **Ask the reflective questions above.**  
**Record** responses under the title CONSEQUENCES OF NO DISTRACTION

### CLOSURE:

Using the information from the chart **summarize** for the students their responses to positive and negative body language. Review the purpose of the lesson.

### DEBRIEF IN A CIRCLE

1. Create the setting for reflection and provide a moment of silence for everyone.
2. Review the rules of the circle.
3. Ask each student to respond to the question "**What did you learn about yourself today? and 'What did you learn about someone else today?'**" or "**What will you do in your future communication with people?**"
4. Closure for the debriefing.

## ACTIVE LISTENING CHART

Active listening is a composite of the following behaviors.

1. Acceptance. Accept the person's point of view. You never have to agree. Only accept his or her right to view the world differently.
2. Face the person. Eye contact in the North American culture is considered to be an important part of conveying respect and interest toward the speaker.
3. Provide complete attention ( Resist Distractions). This requires the listener to ignore distractions and provide complete attention to the speaker. Fidgeting is considered to be a distraction.
4. The listener's body language. Nodding the head, smiling or frowning, responding facially to the message the speaker is sending, helps convey that active listening is occurring. The body should also be in a relaxed position to say that the listener has " time to listen" and is open to hearing what is being said.
5. Minimal encouragers. Replying to the speaker with verbal indicators that one is listening assures the speaker that the message is being heard. Some indicators are: "uh-huh", " yes," " Mm-hm", " Go on, I'm listening", " Tell me more", " That's interesting", "I see", "Oh"
6. Reading body language. The listener must also be aware of the speaker's body language. It provides additional information about what is said. The listener must look and listen for feelings revealed by a tense, worried, relaxed, or sad face and body.
7. Tone of voice. The listener needs to be aware of her or his tone of voice when supplying encouragers. Also the listener needs to attend to the speaker's tone of voice. Listening to the tone of voice helps the listener recognize the feeling behind the words. Check with the speaker to make sure you have interpreted their tone of voice correctly.
8. Clarify. (Check your Perception). When the listener is not sure what the real message is, ask the speaker to further explain. Ask questions such as: " Do you mean that....?", " What you are saying is....." "Let me ask a couple of questions to be sure I understand"

## Lesson 3

## ACTIVE LISTENING

**MATERIALS NEEDED:** 1. Transparency on active listening. 2. Pairs of matching shapes to create partners. 3. Handout on self monitoring. 4. Chart on Warm and Cold Body Language.

**OBJECTIVES:** 1. To raise awareness of the **listener's body language**. 2. To raise awareness of using **minimal encouragers**. 3. To **practise** the active listening subcomponents of acceptance, eye contact, complete attention, listener's body language and minimal encouragers in conjunction with each other. 4. To promote **self awareness and self-esteem**. 5. To promote **self-efficacy** of listening skills.

**WARM UP: Secret Sounds.**

1. Use the **pairs of paper shapes** to put students into random partner.
2. Direct each pair of students to create their **own secret sound code**. It could be a "beep beep" or "buzz" or snapping the fingers.
3. Have all students stand in a clear space in the room. Direct them to close their eyes while the teacher **mixes up** all the student pairs.
4. Direct the students to keep their **eyes closed** while they **find** their partner by using their secret **sound code**. When partners find each other open eyes, remain silent, and stay in one spot. Continue until all partners have found each other.
5. **Keep partners** for the next part of the lesson .

**REVIEW AND REHEARSE:**

1. **Review** the previous lesson on Acceptance, Facing the Person, and Resisting Distractions by viewing the overhead transparency.
2. **Practise** the three behaviors above by taking turns to **talk about "I hate it when....."**
3. Make sure persons "A" reverse roles with persons "B". after a two minute time limit.

**INTRODUCTION:**

1. Introduce the topic, the objectives and the outline of the lesson. Explain that these **components build on the previous work**.
2. While students remain with their partners, introduce the **Listener's Body Language and Minimal Encouragers**. Ask the students if any are already aware of these behaviors. Provide a few minutes to share observations by the students.

**ACTIVITIES WITH DISCUSSION: PART I, Body Language and Minimal Encouragers**

1. Direct the partners to practice all the first three components, but **do not provide positive body language** such as smiling, or looking interested. **Do not provide encouragers** such as "uh-huh", " Oh", "tell me more" etc. This is called COLD BODY LANGUAGE (Attentive but not positive).
2. Instruct the students to take turns in this role while their partner **talks about " I am good at ....."**.
3. After each partner has played the role of the poor communicator, **discuss** with the whole class, "**How did it feel talking to an expressionless person?**
4. This time **practise positive communication, using all five components**, with this partner. This is called WARM BODY LANGUAGE (attentive and positive)

Persons "A" will **talk about a bad dream** that they have had while "B" persons listen carefully using 1. eye contact, 2. acceptance, 3. resisting distractions, 4. nodding smiling, looking concerned, etc. and 5. provide encouragers.

5. Discuss by asking " **What did you notice about adding positive body language and positive encouragers to listen attentively?**". " **What did it feel like when the listener's facial communication was "Cold" versus "Warm" body language?**"
6. RECORD the CONSEQUENCES of "WARM versus "COLD" body language on the Active listening chart.

## Part II

1. Change partners to **practise using all five** active listening components again.
2. Choose one of the **previous topics** to talk to the new partner.
3. Reverse roles to ensure positive communication practise for all people.

## CLOSURE:

1. **HAND OUT** a self monitoring rating sheet . Note that there is more than one set of questions to be answered. The students will **keep this sheet for future reference** on different dates to help them note their own progress.
2. Direct the students to put today's date on the first set of questions and complete their responses. This is **not shared** with other people if they do not wish to.

## DEBRIEF IN A CIRCLE.

1. Create an **atmosphere for reflection**, provide a moment of silence before beginning.
2. Review the rules of the circle.
3. Have the students **summarize for themselves two things they will take away today and use tomorrow.**
4. Rotate to each student in the circle . Thank the students and provide closure.

**Hand out****Monitoring My Skills.**

Check you progress by asking yourself these questions and circling a response.  
Put a star beside your strengths.

Date \_\_\_\_\_

Are you:

1. Accepting the Speaker	Yes	Needs Work
2. Facing the Person	Yes	Needs Work
3. Resisting Distractions	Yes	Needs Work
4. Aware of your own Body Language	Yes	Needs Work
5. Providing Minimal Encouragers	Yes	Needs Work

Date: \_\_\_\_\_

Are You:

1. Accepting the Speaker	Yes	Needs Work
2. Facing the Person	Yes	Needs Work
3. Resisting Distractions	Yes	Needs Work
4. Aware of Your Own Body Language	Yes	Needs Work
5. Providing Minimal Encouragers	Yes	Needs work

Put a star besides your strengths.

Date: \_\_\_\_\_

Are You:

1. Accepting the Speaker	Yes	Needs Work
2. Facing the Person	Yes	Needs Work
3. Resisting Distraction	Yes	Needs Work
4. Aware of Your Own Body Language	Yes	Needs Work
5. Providing Minimal Encouragers	Yes	Needs Work
6. Reading Body Language	Yes	Needs Work
7. Aware of Tone of Voice	Yes	Needs Work

Put a star beside your strengths.

Date: \_\_\_\_\_

Are You:

1. Accepting the speaker	Yes	Needs Work
2. Facing the person	Yes	Needs Work
3. Resisting distractions	Yes	Needs Work
4. Aware of your own body language	Yes	Needs Work
5. Providing minimal encouragers	Yes	Needs Work
6. Reading body language	Yes	Needs Work
7. Aware of tone of voice	Yes	Needs Work

Put a star beside your strengths

## Lesson 4

## Active Listening

**OBJECTIVES:** 1. To practise **reading body language**. 2. To **listen for feelings** in a tone of voice. 3. To promote **creative thinking**. 4. To promote **self awareness in the use of tone of voice**.

**Materials:** 1. Balloons, 2. Self-adhesive sticker tapes. 3. Self Monitoring worksheets.

**WARM UP:** ( Word Association)

1. Have the students create their **own nicknames** by adding an adjective in front of their 1st name which begins with the same 1st letter of the name. ie **Dashing Doug. Write in on the sticker**
2. Provide help if a student has difficulty thinking of a name.
3. Direct the class to stand in a circle formation. **Bounce the balloon** around the circle.
4. Each student announces their nickname as they **stick their sticker on the balloon**.
5. Keep bouncing the balloon around until all students have put their name on it.

**REVIEW and REHEARSE:**

1. **Using the charts** from the last lesson call on **volunteers to explain** Acceptance, Eye contact, Resisting Distractions, Listener's Body Language, and Minimal Encouragers.
2. Ask **volunteers to demonstrate** each of the **five components** above.
3. **Discuss the appropriate situations for minimal encouragers.** Would it be appropriate during a class discussion?, talking individually with your teacher?, listening to a lesson to a whole group?, talking to a friend?, talking to your mother?, listening during group work? etc.

**INTRODUCTION:** Tone of Voice and Reading Body Language

1. Explain to the class that today's lesson will involve **recognizing different tones** of voice, and **reading the body language** of a speaker. This lesson can be likened to a drama class. A game format will be used to learn this skill.
2. Instruct the class that tone of voice is one of the **earliest communication** skills that is developed in babies. People are usually sensitive to changes in voice tone and read a lot into a message simply by tone of voice. The 1st activity demonstrates this.

**ACTIVITIES WITH DISCUSSION: Part I Tone of Voice**

1. This is a noisy lesson. Direct the whole class to try to discover as many **different ways of saying** the word "Oh". Provide a **time limit of 1 min.** to experiment on their own.
2. **Record** on the board **the number** of ways that the class has **discovered** for expressing the word "Oh". Some are in the following list:  

angry " Oh"	sad "Oh"	excited "Oh"	surprized "Oh"
wondering" Oh"	accidental" Oh"	disbelieving "Oh"	painful "Oh"
bored "Oh"	questioning "Oh"	disappointed "Oh"	interested" Oh".
3. Separate the class into **two teams**. **Play X's and O's** by having a person from each team choose one of the expressions on the board to act out using the word "Oh." The other members of the team have to try to correctly guess which expression was acted out. Each team alternates in

4. Correct guesses enable the team mate to place an X or O on the grid.
5. Play the best out of three rounds.

### Part II: Reading Body Language

1. Direct the students to individually **make up a pantomime that tells a story using body language to communicate a feeling.** They may use only the word "Oh" or "uh-Huh" in the pantomime to **express a series of feelings that make up a story. First you might have been sad, and then you discovered something exciting, and this made you happy.**
2. Provide 2 to 3 minutes for experimentation.
3. Ask for volunteers to share their skits. The audience tries to guess the story when the actor has completed the series of actions and voice tones.
4. **Debrief** after each actor " **What body action communicated the feeling of sadness?" etc**
5. Repeat by using all those who wish to try the pantomime.

### DISCUSSION:

Return to the whole class to summarize the events and their experiences with in them. 1. Ask the class:

- A) " **What did we learn about reading body language today?"**
  - B) " **How easy or difficult was it to read the speaker's tone of voice?"**
  - C) " **How does tone of voice affect how we get along with each other on a daily basis?**
  - D) " **What are some examples of everyday life where tone of voice makes a difference in achieving what you want. Or In NOT achieving what you want."**
2. Summarize and Record on the Active Listening Chart the **Consequences of being aware of the tone of voice in the listener's role and in the speaker's role.**
  3. Have students **check** their **skill** progress **on** their **worksheet** before debriefing.

### DEBRIEF IN A CIRCLE:

1. Ask each student to comment about: " **What did you discover that could be used in your everyday life?**
2. **Or " How will you use your experience in your role as a listener?"**
3. Provide closure by having the group close their eyes and imagine themselves checking their perception of friend who has given a mixed message.



2. Each pair takes turns **acting out what is directed on the card**. The observer must try to **guess** what tone of voice and body language is directed to the actor.
3. The observer uses one of the following phrases "**Are you feeling.....?**", "**Maybe you feel.....?**" or "**It appears that you are.....**", or "**Perhaps you're feeling.....**".
4. After **5- 8 minutes**, direct the partners to **reverse roles**.

#### **PART II: MORE PRACTISE**

5. **Change partners and information cards** ( pink card for orange cards) and repeat the practice session. Ensure each student has a turn playing the roles.

#### **DISCUSSION:**

1. "**What did you feel when someone used a negative tone of voice, no matter what the words said?**" ....when a positive tone of voice was used?"
2. "**What did you feel when someone used a positive tone of voice, no matter what the words said on the card?**"
3. "**What did you notice the most in the behavior of the actor in the role playing?**"
4. "**What did you notice when the listener asked questions about the feeling that you were trying to act out?**"
5. "**Where could you use these questions in your daily lives?**" ( record possibilities).

#### **CLOSURE:**

1. Have the students **check** their skill development on their **self monitoring** worksheet.
2. On a page in this notebook have the students **write out a personal commitment** to what they will work on in their communication in the next two hours. "**In the next two hours I am going to work on.....**"

#### **DEBRIEF IN A CIRCLE:**

1. Have students comment on "**What will you take home from the lesson and use tomorrow ?**"(rotate around the circle)
2. **Ask if there are any other discoveries that someone would like to share.**( random movement around the circle)

## MEMORY MATCHING GAME

1	2	3	4	
Acceptance Of Others	Do You Mean That...	Reading Body Language	Minimal Encouragers	A
Does Not Fidget	Shows Respect and Interest Toward the Speaker	Notices Narrow Eyes and Pursed Lips	Complete Attention	B
A Perception Check	Resists Distractions	Ignores Giggling Nearby	The Right To View the World Differently	C
Tone of Voice Helps the Listener	Recognizes the Feelings	Says, "Yeah", or "Uh-huh"	Maintains Eye Contact	D

## Lesson Six

## Active Listening Review

Materials: 1. Overhead of Lotto Game, 2. Worksheet of scenarios for small groups  
3. Self Evaluation Monitoring worksheet.

Objectives: 1. To **review and reinforce** the subcomponents of active listening.  
2. To extend the questioning skills to clarify communication. 3. To encourage **critical thinking skills** and to promote considering alternatives.  
4. To promote the **integration of dramatic skills into Language Arts**.

Warm Up: **Skin the Snake.** ( adapted from J. Gibbs, 1987)

**Note:** This requires a lot of space. If possible use the whole length of the classroom. Or have several smaller groups skin the snake.

1. Have people **line up** one behind the other. Reach between your legs and with **your left hand grab the right hand of the person behind you.**
2. The person in front of you needs to reach back to grab **your right hand** with their left hand.
3. Once the chain is formed, you're set to go.
4. The last person in line lies down on his back. The person in front of him backs up, straddling his body and lies down behind him.
5. Continue until the whole group waddles back.

Review and Rehearse:

1. Use **the LOTTO game** to review concepts from page 5 ( Active Listening Components).
2. Adapt the game by writing other content information that needs to be reinforced into the boxes on the overhead.
3. Review the charts of the previous lessons to take note of the build up of skills.

Introduction to Activity 1: **Analysing and Considering Alternatives**

1. Instruct the students that this lesson will **require all 8** subcomponents of Active listening to be used.
2. The students will work in **cooperative groups of four to analyse 5 classroom scenarios** to determine what could be improved in the interactions.
3. Each group will also **write an alternative** behavior for the characters in each scenario.
4. Assign **two scenarios** to each group ( or allow self selection). Allow 10 to 15 min for discussion and solutions.
5. Have **each group report back to the whole class** their findings for the scenarios that they analysed. Each group will also share their alternatives in their reporting.

Discussion:

1. " How difficult was it to analyse the scenarios and discover what was wrong with the communication.?"
2. Discuss the ease or difficult in preparing an alternative behavior. " What made it difficult or easy to prepare an alternative?"

**Activity II: Acting Out the Before and After Scenes.**

1. Have each group decide on one of the scenarios to **act out.** **Two** of the

- students **present the " before" scene** while the other **two students present the "after" scene**.
2. Allow time for sharing from each group.

Closure:

1. Have each student think about a fight that they have had with a sister or brother. Have them imagine what they could say to that person to help solve the problem.

Debrief in a Circle:

1. Ask students to **share** a time when they recently, actively **listened to someone outside** of the classroom.
2. Ask the students to **share a specific comment about their group's work today**.

## Lesson Six

## Active Listening Scenarios

1. Sarah doesn't like to play basketball because she can't make any baskets. She doesn't try very hard during the practise session before a relay. Sarah limply throws the ball in the air without enthusiasm. During the relay race her teammates lose patience when they see that they are going to lose the race, angrily telling Sarah to "Hurry Up! Get with it ! "

What was Sarah feeling in the beginning of the class? What happened to her as the story progressed?

What could have been handled differently in this scene?

2. Four students are working on a group social studies report on Canada. At the start of the small group session Jerry looks at Ian and says " Come on let's get to work!" while the two girls in the group are finishing a conversation about the weekend. Ian nods his head and moves away from the girls toward Jerry. Both boys ignore the girls and start to work. The girls say "Hey! What about us? Who said you are the boss?"

What was Jerry feeling? What do the girls feel?

What could have been handled differently in this scene?

3. Sitting at his desk, Bob notices his friend Tom entering the classroom with a scowl on his face. Bob continues to watch Tom as Tom slams his books on his desk as he slumps into his desk next to Bob's desk. Bob says nothing until Tom swipes Bob's best pen. Bob sneers at Tom: " Hey! Give it back!". Tom answers : " You owe me a pen anyway!"

What was Tom feeling?

What could have been handled differently in this scene?

4. Peter is a shy person and hates speaking in front of a group of people. But, everyone has to go up to the front of the class to share a news item. He worried about this all weekend and finally found something that was interesting enough to memorize. As Peter recited his news report he watched most classmates looking out the window or fiddling in their desks. Most of them didn't know when he had started or when he had stopped. When the teacher asked the class to ask questions Peter couldn't say anything to reply. Peter rushed back to his seat and put his head in his hands.

What was Peter feeling?

What could have been handled differently in this scene?

5. Susie just learned that she is going to Hawaii for a holiday. She has dreamed of going to Hawaii with her grandmother for a long time. She can't wait to get to school. The first friend she meets is Tina. As she talks to Tina, Tina says " Oh Yeah! and Great!" But, Tina is very frequently glancing away from Susie. In the middle of Susie's sentence about how excited she is, Tina yells out " Hey, Joanne!"; turns to Susie and says " See ya later".

How does Susie feel as the story progresses?

What could have been handled differently in this scenario?

6. Derek and Todd have been told to write reports about the same hockey game.

Each boy played on opposite teams in the game. Derek talks to Todd about what he is going to write. Todd scowls and says, "That is not why there was a penalty!". Derek insists in a heated tone of voice that "It was so!". The boys continue to argue until the teacher asks them to leave the room.

How were Derek and Todd feeling?

What could have been handled differently in this scenario?

7. Sharon is new to the school and seeks out her new friend Julia to tell her about her cat that was killed on the road. Julia, staring blankly, sits facing Sharon. As Sharon starts to tell her sad story, Julia does not say anything as she sits with her arms and legs crossed, listening to Sharon. Sharon starts to talk about her loss but changes the subject to a person that she once knew who lost her dog.

How does Sharon feel when she begins her story? and when she ends it?

What could have been handled differently in this scenario?

8. A teacher has discovered a really interesting, simple, science activity that is guaranteed to get kids interested in science. The teacher can't wait to have the class begin. As the teacher begins instruction half of the class are thinking about skating, playing hockey, or what they will do after school, while they fiddle with their pens. The other half of the class is not fidgeting. But, they lie slumped over their desks reading the posters above the teacher's head. When the teacher asks the class to perform the task, 10 hands go up to ask what to do. The teacher reexplains to the whole class. Again, as the class is starting the activity, another 6 hands go up asking what to do. The teacher becomes angry and cancels the activity due to not enough time.

What does the teacher feel as the lesson carries on?

What could have been handled differently in this scenario?

Dear Parents: Your child has completed six lessons on the listening skills outlined below. Please read over these points and discuss them with your child. Thank you for your continued support!

Active listening is a composite of the following behaviors.

1. Acceptance. Accept the person's point of view. You never have to agree. Only accept his or her right to view the world differently.
2. Face the person. Eye contact in the North American culture is considered to be an important part of conveying respect and interest toward the speaker.
3. Provide Complete attention ( Resist Distractions). This requires the listener to ignore distractions and provide complete attention to the speaker. Fidgeting is considered to be a distraction.
4. The Listener's Body language. Nodding the head, smiling or frowning, responding facially to the message the speaker is sending, helps convey that active listening is occurring. The body should also be in a relaxed position to say that the listener has "time to listen" and is open to hearing what is being said.
5. Minimal Encouragers. Replying to the speaker with verbal indicators that one is listening assures the speaker that the message is being heard. Some indicators are: "uh-huh", "yes", " Mm-hm", " Go on, I'm listening", " Tell me more", " That's interesting", "I see", "Oh"
6. Reading body language. The listener must also be aware of the speaker's body language. It provides additional information about what is said. The listener must look and listen for feelings revealed by a tense, worried, relaxed, or sad face and body.
7. Tone of Voice. The listener needs to be aware of her or his tone of voice when supplying encouragers. Also the listener needs to attend to the speaker's tone of voice. Listening to the tone of voice helps the listener recognize the feeling behind the words. Check with the speaker to make sure you have interpreted their tone of voice correctly.
8. Clarify.(Check Your Perception). When the listener is not sure what the real message is, ask the speaker to further explain. Ask questions such as:  
 " Do you mean that....?",  
 " What you are saying is....."  
 "Let me ask a couple of questions to be sure I understand"

## Lesson Seven

## Introduction to Speaking Skills

Materials: 1. Design Cards #1 and #2. 2. Copies of the "Rocky" paragraph.

## Objectives:

1. To promote understanding of a different perspective.
2. To practise speaking in complete sentences to provide sufficient information.
3. To practise active listening.
4. To practise giving and receiving feedback.

Warm Up: **Stand Up**

In pairs have the students sit back to back on the floor. Link arms at the elbow and bend knees. Now stand up together. Try it in 3's and 4's.

## Review and Rehearse:

**Reinforce** that Active Listening requires the listener to accept the right of another person to **view the world differently**. Ask the students to think of a scenario from the **last lesson** that focused on that issue (**scenario #6**).

**Review** with the students their solutions for what could have happened in the interaction between the two boys.

## Introduction:

Instruct the students that **clear communication is based on recognizing that another person has a different point of view from ourselves. Activity I and II are directed at helping us realize this.**

**Activity I: Recognizing Different Points of View. ("Rocky" Handouts)**

1. Hand out copies of the "Rocky" paragraph worksheet to everyone.
2. Instruct the students to read along silently as **you read the passage aloud**.  
**Do not give explanations** of what a word might mean. Instruct the students to keep their thoughts about the passage to themselves.
3. After reading the passage, instruct the students to write on the sheet what they thought the passage was mainly about.
4. **Reinforce that there are no wrong answers.**

## Discussion:

1. **Collect the interpretations** of the passage from all students in the room. Write the student reported themes on the board as each student reports what the passage meant to him or herself.
2. Ask the students "**What did you feel towards those who understood something differently than yourself?**" "**What did you feel when you discovered the other interpretation of the paragraphs?**"
3. **Provide Information to the students:** Often a prison theme or a wrestling theme is recognized. However, there are any number of other interpretations. This is a common experience **resulting from the your personal background** and experiences in life. If you are very familiar with wrestling then the passage will be interpreted in that way.  
**Whatever experiences that you have had in your life affect not only, how you interpret what you read, but also what another person has to say.** Explain that acceptance of another person is based on understanding that person's unique life experiences. A dog owner will understand a story about dogs in a different way than a person who has never seen a dog.
4. Look back in the passage to **discover which words evoked a particular theme for a reader**. Share the different interpretations of words such as "Rocky", "mat", "lock", "ridden unmercifully" "timing" etc.
5. Closure: Emphasize that everyone experiences the world differently. The purpose of this exercise was to sensitize ourselves to that reality.

### Activity II: Back to Back Exercises. Providing Clear Communication.

The next activity is designed to help us practise giving information that is clear enough to meet the needs of another person. Remind the students that the exercise is **NOT a test of the listener's abilities or of the speaker's abilities**. It is designed to help us realize what it feels like to have a speaker who cannot attend to the needs of the listener. Instruct the students to **pay attention to what they feel and think** when they are in the listener's role or the speaker's role.

#### Part I, Back to Back Directions.

1. Separate the students into **pairs** by using the colored shapes.
2. Have students gather a **pencil, a hardcover book to write on, and 2 blank sheets** of paper.
3. Direct each pair to **sit back to back** on the floor. Make sure the pairs are distributed over as wide an area as possible to **prevent peeking** at the work of another pair.
4. **Give Each "A" person Design Card #1**. Make sure that only the A person can see the card.
5. The "A" people must try to **direct the B people to draw** exactly what is on Design Card #1.
6. The B people **cannot ask questions**. Continue until person A tells person B to Stop.

#### Debrief:

1. Have each pair **share** their designs to see how accurately they were able to help the other person draw the figure.
2. Direct all B people to **provide feedback to the A people in the form of two stars and a wish**. A star is "I liked....." and a wish is "I wish you.....". **This gives each speaker information on two behaviors that they did well and one behavior to try to improve.**

#### Part II Repeat with Different Partners.

1. Collect Design Card #1. **Distribute Design Card # 2** to all "B" people.
2. Repeat the procedure above for the second experience.
3. Debrief as above.

#### Discussion:

When all students have provided feedback to their partners discuss the following questions.

1. **What did the students learn about giving instructions to others when they can not see what they are doing?**
2. **How did it feel in the speaker's role to not be asked any questions or given any immediate feedback about how you were doing?**
3. **In the listener's role, how did it feel when you could not ask for more information?**
4. **In the listener's role, how confident did you feel when you could not check with the speaker?**
5. **What did you learn from this experience that could be applied to a real situation such as helping another person learn how to skate?**

#### Closure:

1. Instruct the students that they will have a chance in the next session to work on providing clear communication.
2. **Review the progress made in this lesson** about sensitizing ourselves to another person's point of view. Refer to the "Rocky" passage, and the Back to Back exercises and their discoveries from these activities, and giving and receiving feedback.

#### Debrief in a circle:

1. Ask each student to provide feedback to the others about what he or she likes when someone is giving her or him directions. For example "**I like it when the speaker tells me directions slowly,**" and "**I wish that the speaker would make sure that they use the names of things instead of saying put this thing over there .**"

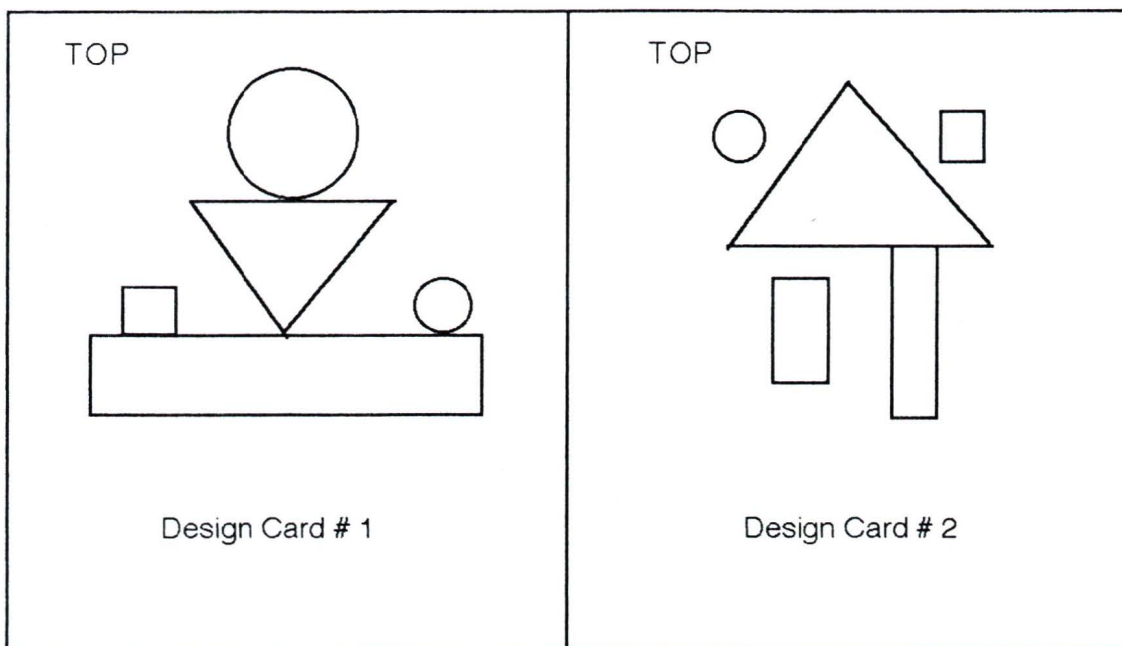
## Lesson Seven

## Warm Up " Rocky" Paragraph.

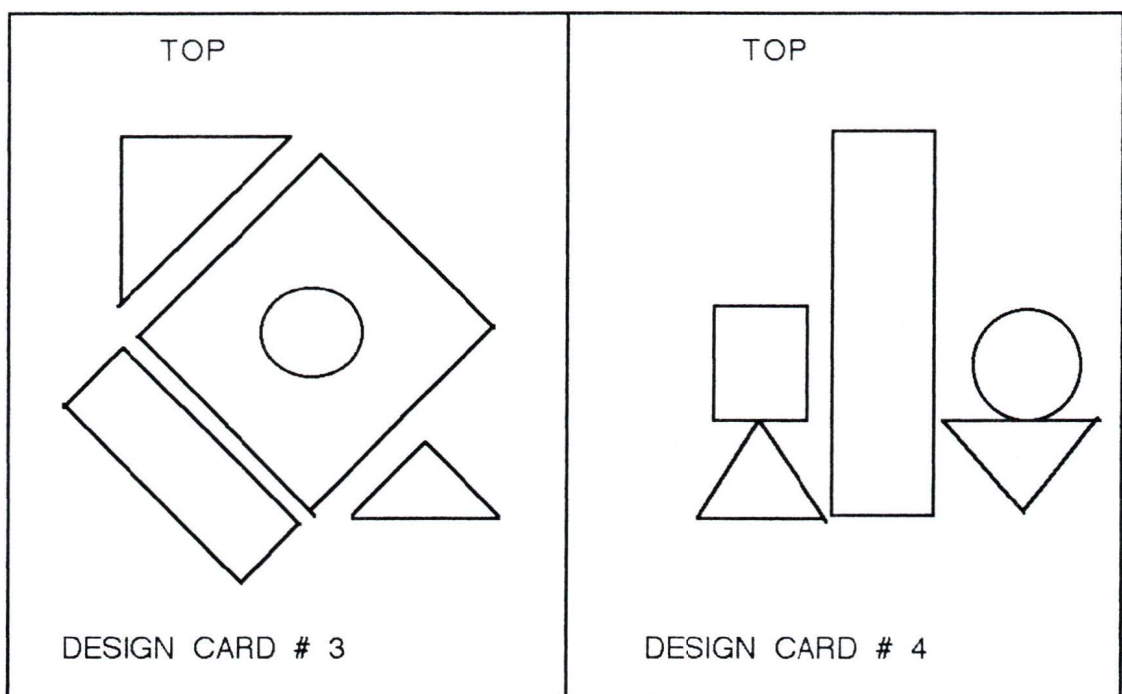
Rocky slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He thought about what he was doing right now. The lock that held him was strong but he thought he could break it. He knew, however, that his timing would have to be perfect. Rocky was aware that it was because of his early roughness that he had been penalized so badly---much too badly from his point of view. This was becoming frustrating; the pressure had been grinding on him for too long. He was being ridden unmercifully. Rocky was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds.

Please write below what you think this paragraph was about.

## Design Cards for Lessons Seven



## Design Cards for Lesson Eight



NOTE : Cards need to be cut out and mounted on construction paper. There need to be enough copies for half the class.

## Lesson Eight

## Speaking Skills

Materials: 1. "Saturday Night" paragraph copies. 2. Design Cards # 3, and #4.,  
3. Attribute blocks or anything that can be moved to make a pattern. 4. Chart for  
Comparing Activity I to Activity II.

Objectives: 1. to sensitize the listener to accepting a different point of view. 2. to  
practise providing enough information to a listener. 3. to practise giving and  
receiving feedback. 4. to develop self-evaluation and self-correction strategies.  
5. self-evaluation worksheet .

Warm up: **Mirroring**

1. In pairs have students stand and face each other. Have one student be the  
'Mirror' or the "leader". **Person B copies exactly what Person A does.**  
Encourage students to begin with mirroring facial expressions, progress to  
using arms and hands, try to include legs and the whole body in motion.
2. **Persons A and B switch roles.** B now leads the activity. Again, encourage  
the students to progress from the head to the toes, from mirroring one body  
part to mirroring movement of the whole body.( 2 mins)
3. Ask the students about **which role was easier , leading or following?**

Review and Rehearse: Recognizing Different Points of View ( **Saturday Night  
paragraph**)

1. Distribute the " Saturday night" paragraph to each student.
2. **Read the paragraph aloud** to the students while they read along silently.
3. Again have each student write down how they interpreted this passage.
4. **Survey the class for the differences in interpretation.** Write the themes  
that have been identified on the board.
5. Again identify **which words evoked a particular theme with the students.**  
Some of the words might be: turn, big final, starting position, threw in etc.

Introduction: **Speaking skills**

Remind students of their experience in the **last lesson** in the speaker's and  
listener's roles when they **could not ask** or answer questions while giving  
directions. Instruct the class that **this exercise will help them to practise  
active listening as well as asking questions to clarify the communication**  
The first exercise is focusing only on the spoken words and listening. The  
**working pairs are not allowed to see each other** until all directions are  
completed.

**Activity I : Back to Back With Questions.(6-8 mins).**

1. Randomly assign students to pairs by using the colored shapes. Direct  
students to gather a piece of blank paper, pencil and a hard cover book to  
draw on.
2. Distribute Design Card #3 to all "A "persons. Distribute Design Card #4 to all "  
B "persons.
3. The students sit on the floor back to back. Student A directs student B to draw  
Design Card #3 exactly as it is .
4. **Student B may ask questions of A. A is allowed to correct or change  
directions but A is not allowed to see B.**
5. When complete, share drawings.
6. Switch roles. Person B directs person A to draw Design Card #4.

**Activity II: Barrier Activity Using Attribute Blocks**

1. Have each pair sit at a table or desk facing each other. Put up a barrier, such as standing up a large text book, between each student.
2. Distribute 5 attribute blocks each to all students.
3. Instruct all "B" persons to construct a design with the blocks, **do not let "A" see what you have done.**  
(continued on next page)
4. The "B" persons will instruct the "A" persons to build exactly what they have constructed. **B may look at what A has done and self-correct the instructions until the A person has constructed it exactly as B has done. B May NOT SHOW how to place each block. Only words must be used to provide directions.**
5. B will give directions for two different designs before switching roles with A.

Discussion:

After all students have had a turn giving directions for two designs, discuss the differences between Activity I and Activity II. Record the main points on a chart.

**Listener's Role:**

1. How did it feel in the listener's role when you were allowed to ask questions?
2. In which activity did you feel the most comfortable? What made it comfortable?
3. Which feature was most important to you as a listener; questions and answers OR having the speaker see what you are doing?

**Speaker's Role:**

1. In which activity did you feel the most comfortable?
2. What made you feel most frustrated when you were giving instructions?
3. Which feature was most important to you as a speaker; being able to see the progress of the listener or being able to answer questions?

Closure:

1. Ask the class to **summarize the main ideas learned or reinforced** in the lesson.
2. **Hand out the Self-Evaluation** worksheet and ask all students to assess their speaking skills in the last Barrier activity. Direct the students to **keep** the self assessment in their notebooks.

Debrief in a Circle:

Establish a reflective setting. Ask each student to share: **What did you learn about your speaking skills?**, and **What will you try to improve?**

## Lesson Eight

Speaking and Listening Skills  
Self-Evaluation.

Please write down your assessment of your skills on the line below each question.

Give examples ( where possible) of what you did to support your assessment.

Did I:

1. -speak loud enough to be heard?

---

2. -have a pleasant tone of voice?

---

3. -rephrase directions if they were not understood?

---

4. - read the listener's body language for signs of frustration or comfort?

---

5. -provide encouragers to the listener?

---

6. - show the listener that I was patient?

---

7. -give directions that were too fast or too slow?

---

8. -check my perception of the listener ( Is this too fast? or Are you ready?).

---

9. -plan what I needed to say?

---

**Lesson Nine            Speaking and Listening Skills  
Peer Evaluation.**

**Put 3 stars beside the questions that you think the speaker did well.**

**Put no more than 2 check marks beside the questions that the speaker could improve.**

**Give examples to support your opinions.**

Did the speaker:

1. speak loud enough to be heard ?

---

2. have a pleasant tone of voice ?

---

3. rephrase directions if they were not understood ?

---

4. read the listener's body language for signs of frustration ?

---

5. provide encouragers to the listener ?

---

6. show the listener that the speaker was patient?

---

7. give directions that were too fast or too slow ?

---

8. check his or her perception of the listener ( Is this too fast? or Are you ready?).

---

9. plan what was needed to be said ?

---

## Lesson Nine      Speaking Skills Problem Solving in the Classroom.

Materials: 1. Peer evaluation worksheet. 2. Attribute blocks and barriers. 3. I-messages hand outs. 4. You statements worksheet.

Objectives: 1. To **Rehearse clear communication and active listenin**. 2. To **Practise providing feedback to peers**. 3. To **Learn to identify a problem and express it with an 'I' message**.

Warm Up: **Wink, Detective !**

1. Have all students **stand in a circle** with their eyes closed.
2. The teacher quietly walks around the outside of the circle and taps one person on the back. This person is IT.
3. Direct the class to open their eyes and mill around the designated space.
4. Instruct the class that the **"IT" person must try to wink directly at another person** in the class. **The person who has been "winked" at must count to 10 before slumping to the ground as they are now out of the game.**
4. **Other students** keep circulating in the space and **try to discover who is IT**. They may make a guess but, if they are wrong they are out of the game.
5. IT tries to 'wink' everyone out of the game before being found out.

Review and Rehearse: **Barrier Game with Peer Feedback.**

1. Distribute 6 attribute blocks to each student in the class.
2. Randomly assign students to pairs.
3. Students set up the Barrier and decide who will go first.
4. After the first student has completed giving directions to person B. **Person B will complete a Peer Feedback worksheet on the speaker. Keep this sheet to share later.**
5. Person B now takes a turn providing directions to person A. When the activity is completed person A completes a Peer Feedback worksheet on person B.
6. **Share the feedback sheets with each other.**

Discuss:

**How did it feel to receive feedback from the listener? Did the feedback match your perceptions? What will you do with the feedback that you have received?**

Introduction to New Concept: **I-messages.**

1. Explain to the students that we do not always have a worksheet provided to give feedback to people in everyday life. Therefore we need to **learn how to state our feelings ( positive or negative) in a manner that is effective. One way is to use "I" messages.**
2. Distribute **hand out on I-messages**. Review the information sheet with the class.
3. Advise the students that it is **most difficult to give I-messages when we have a problem**. The next activity will help us learn how to express our problems through the use of the I-message.
4. Write on the chalkboard:  
"I feel \_\_\_\_\_ (name the feeling)  
when \_\_\_\_\_ (describe the situation)".
5. Have each student in the class complete the sentence frame in their notebooks.
6. Challenge the students to **write as many** sentence frames as they can think of for **both problem situations and positive situations**.

7. Have each student share one of their I-messages with the rest of the class.

Activity : **Small Group Discussion.**

1. Organize the class into groups of 4-5.
2. Distribute worksheet containing a series of statements.
3. Direct each group to discuss how to **change the "YOU" statements into "I" statements. Write their rewritten statements on the worksheet.**
4. Return to class discussion. Have **each group present one** of their rewritten statements to the rest of the class.

Closure:

**Summarize** the main concepts that have been reviewed and introduced today. Advise that the next lesson will explore discovering alternatives to help solve the problems on the worksheet .

Debrief in a Circle:

1. Provide a few moments of silence to reflect on the lesson.
2. Ask each student to share **two I-messages, one positive statement and one problem identification statement.** " I liked it when \_\_\_\_\_ " and " I feel \_\_\_\_\_ when \_\_\_\_\_ .

## Lesson Nine

## "I" Messages

## "I" Messages :

1. Open honest communication.
2. Do not blame other people. They provide for owning your feelings and perceptions. Rather than assuming that other people can read your needs and share your perceptions, "I" messages clearly communicate your needs and describe what is going on inside you.
3. I- messages are a) a non-blameful description of behavior  
b) a statement of your feelings  
c) a description of the effect that someone's behavior has on you
4. I- messages help others to know and meet your needs if they understand them clearly.
5. I-messages focus ownership. They prevent people for speaking for other people. You-Messages hold another person responsible for speaker's feelings. You-Messages make personal judgement and put people down.

## I-messages Examples:

I feel scared when I'm yelled at.  
 I feel angry when you take my eraser .  
 When you leave me out , I feel hurt.  
 When you interrupt me I get angry.  
 You are late, it has delayed our work; that irritates me.

## You-Messages Examples:

You are a creep!  
 You always do that!  
 You think you know everything  
 You have to..... You should..... You are not thinking... You don't really mean that...

## Lesson Nine

## Identifying " You " Statements Worksheet

Directions: Change each You-statement below into an I-statement. Write the new statements beside each character's name. Number one is done as an example.

1. Joey and Jeff were told to work together to paint part of a mural. After paint was spilled on his picture Joey mutters to Jeff, " You're a creep!" Jeff blurted back, "Don't be a cry baby!" Name calling continued until the teacher came along.

Jeff's problem: I feel mad about paint being spilled on my picture.

Joey's problem: I feel angry that you blamed me for an accident

2. Jeanette was told to be the leader in her group while they worked on a social studies project. Jeanette is slowly trying to repeat the teacher's directions. Bill interrupts with the rest of the information. Bill takes over giving directions. Jeannette angrily sneers, "You always do that!" Bill pouts and refuses to do any work.

Jeanette's problem:

Bill's problem:

3. Dan is whining about his mark on a recent math test. Jim, sitting next to him is tired of Dan's whining so he brags, "You should have practised like me to get a better mark." Dan glares at Jim and says, " You always think you're so good!"

Dan's problem:

Jim's problem:

4 Jill and Shara have recently been assigned to sit next to each other. Jill is interested in Shara's troll pen and starts playing with the hair on the troll. When Shara discovered she was missing another pen from her desk, she said to Jill, " Get lost! Don't touch my pen! "

Shara's problem:

Jill's problem:

5. Jane is 9 years old and has played with her 5 year old sister Susie all day on Sunday and after school on Monday. On Tuesday after school Jane plans to play with her school friend. Susie has played by herself all afternoon so Susie yells "You never want to play with me!" Jane replies, " Don't be such a spoiled brat!"

Jane's problem:

Susie's problem:

6. Kelly felt hurt and angry when Kip muttered about her assignment to be the researcher for a small group project. When Kelly deliberately lost the place in the text book Kip sneared , "We will never get this done now , you dummy!"

Kelly's problem:

Kip's problem:

## Lesson 10                      Problem Solving: Considering Alternatives and Responsibilities.

Materials: 1. 5 balloons, 5 pencils. 2. Worksheets on Identifying "I messages".  
3. Lesson 10 **Worksheets on Finding Solutions.** 4. Chart of **Attitudes, Actions and Agreements.**

Objectives: 1. To stimulate **creative thought.** 2. To rehearse identifying "**I messages**". 3. To reinforce the **responsibilities of the Listener and Speaker.** 4. To **introduce alternatives** in a problem situation.

### Warm Up: **Creative Balloon Toss.**

1. Separate the class into **groups of 4-5** students by using the shapes eg. All pink and orange hearts together equals 4 students.
2. Provide each group with their own **balloon and pencil.**
3. Direct all students to **generate** as many **creative uses for the pencil** as possible **as they bounce the balloon. Encourage zany and unique ideas** such as using a pencil as a plant stake, or as an animal splint, or a drumstick etc.
4. Each student must **state a different use for a pencil when he or she bounces** the balloon. Each group tries to keep the balloon in the air as long as possible.
5. When each group has run out of ideas for a pencil prompt them to try generating ideas about different ways to melt an icecube. Or they could think of their own idea to generate creative brainstorming.
6. **Share the ideas** generated in each group.
7. Keep students in their groups to move into the next activity.

### Review and Rehearse: " I messages"

1. Review the information sheet on " I messages". **Emphasize that 'I' messages do not blame or assume knowledge about another person.**
2. **Distribute worksheets** on recognizing I messages.
3. Discuss as a class the statements on the worksheet to decide which ones follow the guidelines. **The statements that receive checks are: 2,5,7,8 & 9.**

### Introduce New Problem Solving Component: **Considering Alternatives.**

#### Discussion:

- A.** Ask the class to **discuss how they currently solve problems** in the classroom and outside of the classroom. (Keep notes on the blackboard).
1. Do the students often rely on the teacher (or someone else) to solve the problems ?
  2. How much responsibility do they feel for solving a problem ?
  3. Who is responsible for solving a problem ? -between yourself and someone else ?, - between two other people?
  4. What happens if the problem remains unsolved ?
  5. Is Active listening a responsibility of a Listener or Speaker (or both) in a conflict
  6. Which of the listening skills is most important during a conflict situation ?

#### **B. Activity Introduction:**

1. **Hand out copies** of the chart on Attitudes, Actions and Agreements.

2. **Remind** the students that the **first responsibility** of a Listener is Accepting A Different Point of View. Remember that you do not have to agree with the speaker.  
The **second responsibility** in a conflict is having a **desire to solve the problem**.  
**Problem solving** also needs **solutions that are agreeable to both people** in the conflict.

### C. Activity: Brainstorming Solutions to Classroom Problems.

1. Tell the students that the next activity will help us **practise creating solutions** to classroom problems. **Hand out the "solution" copies** of the scenarios used in Lesson nine to use in small groups discussions.
2. **Review** the use of "I messages" to state the problem for each character.
3. **Organize** the class into small groups of 4-5.
4. **Either assign 2 scenarios to each small group** or allow each group to choose.
5. Direct each group to **brainstorm and record** on their worksheet possible solutions for 2 scenarios.
6. Have each group **prepare to report** on one of their 2 problems scenarios. In their report each member of the group must do one of the following jobs:
  - a) identify the problem for the class. (1student)
  - b) role play each of the characters in the scenario making the I-statement (2 students)
  - c) take turns presenting one of the solutions that the group developed. (2 students).
7. Direct each group to **report to the rest of the class. Record each group's solutions on a chart. ( keep for lesson 11).** Instruct the class to **listen for similarities and differences** in each group's solutions to the problems.
8. **Summarize the similarites and differences** in the solutions created by each group.

#### Closure:

**Repeat** for the class the main ideas of the lesson:

- a) practise in creative brainstorming. Encourage them to practise at home.
- b) reviewing the use of " I statements " to identify a problem.
- c) thinking about what theys currently do to solve problems.
- d) practising brainstorming solutions to classroom problems and sharing our ideas.

#### Debrief in a Circle:

1. Have all students close their eyes and **silently reflect on a recent unsolved conflict** that they have had with a brother, sister or playmate.
2. Ask each student " **What got in your way of working out the problem?"** and "**How does it feel to have the conflict unsolved?"**

## Lesson 10

## Problem Solving: Finding Solutions

Directions: Change each You-statement below into an I-statement. Write down possible solutions

1. Joey and Jeff were told to work together to paint part of a mural. After paint was spilled on his picture Joey mutters to Jeff, " You're a creep!" Jeff blurted back, "Don't be a cry baby!" Name calling continued until the teacher came along.

Jeff's problem: I feel mad about paint being spilled on my picture.

Joey's problem: I feel angry that you blamed me for an accident.

Possible solutions:

2. Jeanette was told to be the leader in her group while they worked on a social studies project. Jeanette is slowly trying to repeat the teacher's directions. Bill interrupts with the rest of the information. Bill takes over giving directions. Jeannette angrily sneers, "You always do that!" Bill pouts and refuses to do any work.

Jeanette's problem:

Bill's problem:

Possible solutions:

3. Dan is whining about his mark on a recent math test. Jim, sitting next to him is tired of Dan's whining so he brags, "You should have practised like me to get a better mark." Dan glares at Jim and says, " You always think you're so good!"

Dan's problem:

Jim's problem:

Possible solutions:

4. Jill and Shara have recently been assigned to sit next to each other. Jill is interested in Shara's troll pen and starts playing with the hair on the troll. When Shara discovered she was missing another pen from her desk, she said to Jill, " Get lost! Don't touch my pen! "

Shara's problem:

Jill's problem:

Possible solutions:

5. Jane is 9 years old and has played with her 5 year old sister Susie all day on Sunday and after school on Monday. On Tuesday after school Jane plans to play with her school friend. Susie has played by herself all afternoon so Susie yells "You never want to play with me!" Jane replies, " Don't be such a spoiled brat!".

Jane's problem:

Susie's problem:

Possible solutions:

6. Kelly felt hurt and angry when Kip muttered about her assignment to be the researcher for a small group project. When Kelly deliberately lost the place in the text book Kip sneared, "We will never get this done now, you dummy!"

Kelly's problem:

Kip's problem:

Possible solutions:

## Lesson 10 ( Handouts and Chart)

**Problem Solving  
Attitudes, Actions and Agreement.****ATTITUDES:**

1. Accept another person's point of view even though you don't agree.
2. Accept responsibility for solving the problem. A desire to work on the problem is needed.

**ACTIONS:**

1. State your problem with a clear " I message".  
" I feel \_\_\_\_\_when \_\_\_\_\_.
2. What are your choices? Brainstorm alternatives.
3. Identify the pluses and minuses of each choice.

**AGREEMENT:**

1. The solution must be agreeable to both people.
2. State the agreement aloud. " I agree to \_\_\_\_\_".

## Lesson 10

## Review of "I messages".

Put a check mark beside each statement that :

- a) does not blame another person.
- b) does not speak for someone else.

1. I know you are mad at me!
2. I feel angry when you interrupt because we lose time to do our work.
3. I wish you would stop interrupting and and spoiling the discussion !
4. I think you are always feeling sorry for yourself.
5. I am angry and sad that my bike has a flat tire !
6. I bet you took my bike out of the shed !
7. I am pleased that you came home on time !
8. I like it when you let me use your felts.
9. I don't like it when you take my pencil without asking.
10. I feel you were a spoil sport in P.E.

## Lesson 11

## Problem Solving: Choices and Consequences

Materials: 1. Chart on Attitudes, Actions and Agreement. 2. Worksheet on Conflict Scenarios

Objectives: 1. To reinforce identification of problems with "**I**" **messages**. 2. To promote **creative thinking**. 3. To introduce Plus/Minus Evaluation (**PME**) **of choices**. 4. To **self-evaluate** current speaking skills during a conflict.

Warm Up: **Good thing, Bad thing Story Telling.**

1. Divide the class into groups of **4-5 students to sit in circle** on the floor.
2. Tell a **group story** alternating sentences about **a good thing and then a bad thing about each event in the story.**
3. **For example**, the first student starts "I went to a store one day. This good thing was I had lots of money." The second student picks up the story with " But the bad thing was it was money from a foreign country. The third student carries the story along with " So I skipped along and window shopped. The good thing was I saw a poster advertising my favorite singer." But the bad thing was.." etc.
4. Continue for 2-3 mins. **Share** the stories. Ask " **What was fun about the story telling ?** " and " **What was difficult about the activity ?** ".

Review and Rehearse: **Evaluating Solutions.**

1. **Discuss the effectiveness** of the following possible solutions which are written on the board: a) walk away, b) tell the teacher, c) silently give in ,d) use an "I-message", e) call the other person names, f) defeat the other person's argument, g) threaten and shove the other person, f) agree to talk about it, h) stubbornly pout to get your way.
2. **Ask each student to prioritize** in their notebook which solution they would use first, second and so on.
3. **Share their lists** by asking volunteers to provide reasons for their choices.
4. **Reach a class consensus** on which solutions are the most effective and why they are effective.

Introduce: **The PLUS and MINUS Evaluation (PME) for Decision Making.**

**Part I Guided Instruction.**

1. Tell the students that during a conflict we **need a quick method** of helping us to decide on which solution to use. Looking at the possible good things about the solution and the possible bad things about a solution helps to make a decision.
2. **Guide the students through the first scenario** on the Conflict Scenario Worksheet.
3. Read aloud the scenario to the class. Have students volunteer the "I messages" for each character in the scenario.
4. With the class generate possible solutions.
5. Go through each solution and ask the students to point out the Pluses ( good things) and Minuses ( bad things) about each solution.
6. **Ask the students to evaluate** " **What do you think of PME ? ; does it help to make a fair decision ?** "

**Part II Small Group work.**

**Remind students of listener and speaker responsibilities.**

1. Return the class to the **small groups formed for the Warm Up.**

2. Assign each group to **work on all three problem solving ACTIONS for scenario B on the worksheet**
3. Each group member must choose one of the following parts to report to the class:
  - a) the group's " I messages" for each character (2 students)
  - b) the possible solutions for the problem ( 2 students)
  - c) the Pluses and Minuses for each solution (2 students)
  - d) the solution the group agreed might work.( 1 student)

### Part III Individual work

1. **Read aloud the third scenario** to the class.
2. Direct each student to try to work on their own to complete the three ACTIONS displayed on the chart.
3. Give sufficient time for each student to **complete their work.**
4. Organize the students into random pairs using the Pairing Shapes ( same shape, same color).
5. In pairs, each student takes a turn to explain their individual work on the scenario. Cue the students to remember their ACTIVE LISTENING and SPEAKING FOR CLEAR COMMUNICATION during the sharing interaction.
6. **Repeat the sharing interaction** with a new person. Switch students by pairing them with the person who has the same shape but has a different color.

### Closure:

**Use the chart** on Attitudes, Actions and Agreement, to summarize the lesson. Reinforce that **solutions must be agreeable to both parties**. However, if one person does not want to work on the problem the procedure can be used for ONE person as well as two or more people.

### Debrief in a Circle:

After a quiet moment to reflect on the lesson ask each student to complete the sentence: " **In a conflict I used to** \_\_\_\_\_ **but, now I** \_\_\_\_\_ .

and

" **What is the most important thing that you have learned about problem solving that you would want to teach to another person ?**"

## Lesson 11

## Conflict Scenarios Worksheet.

A.

During free reading time James had sat on the cushion in the corner. He decided to go and get a different book. When he got back Sarita was sitting on the cushion.

"Get out of my place!" yelled James.

"This is my place," replied Sarita. "Go somewhere else."

"I was there first!" asserted James, trying to push Sarita off the cushion.

"Don't be such a baby," said Sarita. "There are lots of places to read."

James gave Sarita a quick shove and ran to tell the teacher.

Identify the problem with I messages for James and Sarita.

What are the choices?

Consequences: The Pluses and Minuses of each choice.

Agreement:

B.

Sean was looking for someone to work with. He could see that Surinder was also looking for a partner. Sean said, "Hey Surinder, wanna be partners?"

"Nah, you always cause trouble," said Surinder.

"No I don't," sneered Sean.

"Well I wanna work with Ranjit," said Surinder.

"He's already working with Jennifer," said Sean.

"Well I'd rather work alone than with you," said Surinder.

Sean knocked Surinder's books on the floor yelling, "You're such a jerk!"

Both of them ran to tell the teacher.

C.

Both Mario and Rosa are good friends with Sukhi. But, Mario and Rosa don't like each other very much. The teacher has asked the class to find a partner to work on a science experiment. Both Mario and Rosa latch on to Sukhi, and want to be his partner.

Mario says, "I asked Sukhi first!"

Rosa replies, "Yeah, but Sukhi already told me I could be his partner for the next science experiment."

Mario sneers, "So what? I was here first, and Sukhi and I already have a good idea."

Rosa asserts, "But Sukhi promised me yesterday! That's not fair."

## Lesson 12

Summary Lesson  
Applying Listening and Speaking Skills.

Materials: 1. Worksheet of skit topics. 2. Worksheet on "What have I learned ?  
3. Permanent Chart : The Plan for the Future.

Objectives: 1. To apply knowledge of listening and speaking skills. 2. To summarize the unit. 3. To plan for future monitoring of listening and speaking skills.  
4. To promote critical thinking skills.

Warm Up: Allow students to choose to do their favorite warm up activity, or suggest doing Pull Ups (lesson 1), Skin the Snake (lesson 6), and / or Wink Detective ( lesson 9).

Culminating Activities:

**Activity I: Before and After Skits.**

1. **Randomly assign** students to pairs to develop Before and After skits.
2. Hand out a **list of skit topics** to each pair of students.  
Instruct the students to develop their own skit that shows children **BEFORE** they had this unit on listening and speaking skills and **AFTER** the unit.
3. **Each pair** chooses a topic and **develops the details** such as what the characters might say and do in the situation before the training and what they would do in the same situation after training.
4. Direct **all pairs** to **present** their skit **to another pair** of students nearby.
5. Allow **volunteers** to **present** their skit **to the whole class**.

**Activity II: Summarizing "What have I learned ?".**

1. Hand out the self- monitoring worksheet to put into their notebooks.
2. Challenge each student to write down as many responses as they can to each question on the worksheet.
3. The response sheets do not have to be **shared**. **Ask the class, " How do you feel about what you have written ?". Ask if there are any volunteers who would like to share their summaries.**

**Activity III: Where do we go from here?**

1. Discuss with the class plans for the future. Keep notes on a permanent chart  
Ask the students:

**A) " How will we know that our listening and speaking skills need to be reviewed ?"**

**B) " Who is responsible for monitoring the quality of our listening and speaking skills ? "**

**C) " What could be a plan to help us keep our skills practised and to know that we are improving ?"**

Closure:

1. Instruct the class that this is the **last formal lesson** on these skills **but** with our **plan** in place we will be able to **keep monitoring and improving our listening and speaking skills**.

Debrief in a Circle:

The teacher needs to share with the students what you have learned and hope to continue working on. As well, **invite each student to share 2 good things**

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## Lesson 12

## Skit Topics

1. Two students are arguing over who gets to sit on a cushion for silent reading.
2. Three students ( A,B, and C ) can not agree on who will work with student C.
3. One student has had a lot of pens missing from his desk. He lashes out with accusations at the next person who wants to borrow a pen from him.
4. One student ( A ) has often been a target for other kids to make fun of him. The group work is stopped when A refuses to do anything after his suggestion for how to proceed was refused by the others. Name calling erupts when the student assigned to him (B) gets frustrated about not getting any work done.
5. One student ( A ) frequently budes into lineups because he is so impatient. Another student ( B), already in the line up, has been waiting a long time to get a drink of water. B finally starts namecalling A. A returns names and the teacher is called over.
6. Three students ( A,B, and C ) are having friendship problems on the playground at school. A really likes both B and C. However, B and C just hate each other because they are opposites and are jealous of A liking the person they hate. C is pressuring A to not be friends with B. But since B lives next door to her, A sees B quite often. A feels sad and angry because she wants to keep both of her friends but she is being pressured to choose one of them.

## Lesson 12

## WHAT HAVE I LEARNED ?

Write down as many ideas as you can to answer each question below.

1. What have I learned about myself during this unit ? and What skills have I gained ?

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2. What have I learned about my classmates in this unit ?

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3. What am I going to try to improve in the next few weeks ? and, How will I keep track of what I said I was going to do ?

**What to work on**

**How to do it.**



## Appendix C

Student Survey

Read each statement below and circle one number below each sentence that best describes your listening and speaking skills. The teacher will read each question aloud to make sure that you understand what it says.

1. I listen carefully to people who are not my friends.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

2. I turn and face any person that speaks to me.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

3. I show that I am listening to classmates in small group work.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

4. My body language shows that I am listening to the teacher.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

5. I show my friends that I am listening to them.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

6. I listen carefully to someone who is upset.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

7. I listen to other students during cooperative learning work.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

8. I nod my head to show that I am listening

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

9. I look at my classmates when I am listen to them.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

10. I look interested when I listen to someone.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

11. I make sure my body is facing the person to whom I am listening.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

12. I avoid fidgeting when I listen carefully to another person.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

13. I listen to the feeling in the message as well as the words.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

14. I listen to my classmates to gain information.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

15. I listen to what another person has to say before I give my opinion.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

16. I can state my opinion in a calm and reasonable way.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

17. I am patient when I listen to a classmate.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

18. I say things, like "good for you" to encourage my classmates.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

19. I cheer for all members of my team in P.E.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

20. I thank my classmates if they have helped me.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

21. I praise any classmates for their good work.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

22. I thank my classmates when they do something for me.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

23. I am polite to other teachers in the school.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

24. I can talk about a problem, when I am mad, without fighting.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

25. I can talk about what makes me angry or sad.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

26. I avoid interrupting when someone is speaking.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

27. I take turns in a conversation.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

28. I ask questions if I don't understand a teacher's message.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

29. I ask a classmate questions if I don't understand what the person  
 said.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

30. I match my tone of voice to what I want to say.  
 1                      2                      3                      4  
 hardly ever    sometimes    very often    almost always.

31. I match my body language to what I want to say.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

32. I restate what the other person has said to ensure my understanding.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

33. I show respect for what another person has said.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

34. I am considerate of another person's feelings when I speak.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

35. I can express my anger or happiness in ways that do not bother other people.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

36. I check with the classmate if I think she/he is mad at me.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

37. I am patient when I explain to someone how to do something.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

38. If a misunderstanding happens, I try to talk about it.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

39. I can talk about and solve a problem with my classmates.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

40. I can talk about a problem with my teacher and usually solve it.

1                    2                    3                    4  
hardly ever    sometimes    very often    almost always.

41. I listen carefully to others to prevent misunderstandings.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

42. I make sure I understand someone by checking it out with that person.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

43. I show respect for another classmate even if I don't like that person.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

44. I give opinions that have reasons to support them.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

45. I feel comfortable in sharing my ideas.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

46. I can start a conversation with people my own age.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

47. I repeat or rephrase a sentence if I am not understood.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

48. I can join a class discussion.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

49. I feel confident that others will listen to me.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

50. I feel confident when I speak to people my own age.

1                      2                      3                      4  
hardly ever    sometimes    very often    almost always.

## Teacher Evaluation

0 = not at all, and 4 = always.

*Function* (Use of language for varying purposes)

### A. Instrumental ("I want...")

- |  |                 |   |
|--|-----------------|---|
| 1. make polite requests  | 0 1 2 3 4 _____ | 1 |
| 2. clear description of an object that is wanted (by first analyzing how much information is needed for the listener to identify the desired object) | 0 1 2 3 4 _____ | 2 |

### B. Regulatory ("Do as I tell you...")

- |   |                 |   |
|---|-----------------|---|
| 1. versatility in the use of direct, polite or indirect commands depending upon the participants and context                      | 0 1 2 3 4 _____ | 3 |
| 2. give directions to a listener  |                 |   |
| a. for arranging objects in a pattern identical to the speaker's arrangement, when the listener and speaker cannot see each other | 0 1 2 3 4 _____ | 4 |
| b. for a sequential task (such as making a phone call)  | 0 1 2 3 4 _____ | 5 |
| c. for participating in a game  | 0 1 2 3 4 _____ | 6 |

### C. Interactional ("Me and you...")

- |  |                 |    |
|--|-----------------|----|
| 1. interact with others socially in a gracious manner                          | 0 1 2 3 4 _____ | 7  |
| 2. general poise in using social rules (such as greeting, farewell, thank you) | 0 1 2 3 4 _____ | 8  |
| 3. apologies and explanations of behavior                                      | 0 1 2 3 4 _____ | 9  |
| 4. conversational skills   |                 |    |
| a. initiation of a topic   | 0 1 2 3 4 _____ | 10 |
| b. maintenance of a topic  | 0 1 2 3 4 _____ | 11 |
| c. taking conversational turns   | 0 1 2 3 4 _____ | 12 |
| d. providing relevant answers to questions asked                               | 0 1 2 3 4 _____ | 13 |
| e. revision of a message that a listener                                       | 0 1 2 3 4 _____ | 14 |

indicates is unclear (rather than repeating it verbatim)						
f. respect for alternative points of view	0	1	2	3	4	15
D. Personal ("Here I come...")						
1. expression of a state of mind/health/attitude (I'm angry/My side hurts/It's the best I've felt in ages!)	0	1	2	3	4	16
2. expression of feelings						
a. one word statements ("mad")	0	1	2	3	4	17
b. explanation of feelings (I'm really mad because my teacher said I wasn't listening, but I just didn't understand what I was expected to do.)	0	1	2	3	4	18
3. tell an adult what is not understood in an accusation (I feel that I was right in hitting him because he hit me first)	0	1	2	3	4	19
4. offer an opinion on an issue and supply a supportive statement for the opinion	0	1	2	3	4	20
5. supply basic identification and biographical data (such as birthdate, address full name, parents' occupation)	0	1	2	3	4	21
E. Heuristic ("Tell me why...")						
1. Asks adults questions						
a. for clarification of incomplete information they have received	0	1	2	3	4	22
b. to systematically gather information ( as in "20 Questions")	0	1	2	3	4	23
2. curious inquiry (or interest in utilizing knowledgeable others to gain greater understanding of the world/issues	0	1	2	3	4	24
Style (individual characteristics that enhance or detract from one's communicative effectiveness)						
A. Supplies sufficient quantity of information (doesn't expect listener to be "mind reader")	0	1	2	3	4	25
B. Word finding (retrieval of needed vocab-	0	1	2	3	4	26

ulary and lack of empty words such as it, thing, or stuff)						
C. Organizes and coherently presents ideas	0	1	2	3	4	27
D. Speaks fluently (without multiple revis- ions of content) when expressing thoughts	0	1	2	3	4	28
E. General sensitivity to the demands of a communication situation (making appropriate modificatons to consier the speaker, listener, message content, context)	0	1	2	3	4	29
F. Ability to interpret and use paralinguis- tic cues (body language, intonation)	0	1	2	3	4	30
G. Effectiveness of voice						
1. natural pitch/intonation	0	1	2	3	4	31
2. sufficient volume (depending upon the proximity of the listener and context)	0	1	2	3	4	32
H. General intelligibility of speech (clear production as contrasted to slurred speech)	0	1	2	3	4	33

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## Appendix E

Parent Survey

Dear Parents,

The purpose of this survey is to provide another perspective on the effects of the lessons on speaking and listening skills. This survey is sent out before, during and after the program to assess the student's listening and speaking habits with her/his peers at each point in time. It takes approximately 3 minutes to complete the survey.

**Directions:** Please place an X on the scale lines, below each statement, to show how well you think your child currently performs when communicating with his/her peers. e.g. never \_\_\_\_\_ x \_\_\_\_\_ always

1. Listens carefully to other children of the same age.  
never \_\_\_\_\_ always
2. avoids interrupting other children's conversations.  
never \_\_\_\_\_ always
3. says please and thank you to her or his peers.  
never \_\_\_\_\_ always
4. demonstrates patience when explaining how to do something.  
never \_\_\_\_\_ always
5. takes turns in a conversation.  
never \_\_\_\_\_ always
6. expresses anger in a verbally appropriate manner.  
never \_\_\_\_\_ always
7. says kind things to his or her peers.  
never \_\_\_\_\_ always
8. asks if someone is sad or angry.  
never \_\_\_\_\_ always
9. talks out problems with playmates.  
never \_\_\_\_\_ always

10. offers help to peers.  
never \_\_\_\_\_ always
11. listens carefully to peers when they are upset  
never \_\_\_\_\_ always
12. indicates that he/she is listening by nodding or saying "uh-huh"  
never \_\_\_\_\_ always
13. takes responsibility for solving own problems.  
never \_\_\_\_\_ always
14. avoids blaming peers when a problem occurs.  
never \_\_\_\_\_ always
15. takes turns when playing.  
never \_\_\_\_\_ always
16. uses appropriate tone to ask for things.  
never \_\_\_\_\_ always
17. gives encouragement to her/his peers.  
never \_\_\_\_\_ always
18. states own opinion with reasons to support it.  
never \_\_\_\_\_ always
19. checks with the peer to ensure mutual understanding.  
never \_\_\_\_\_ always
20. respects peers that she or he does not like.  
never \_\_\_\_\_ always

## Appendix F

Student Interview

Objective: To elaborate on the student's perspective of the social responsibility demonstrated in the classroom.

1. How do the students in your class show that they are considerate of other students?
2. If your teacher had to leave the classroom, how would your classmates handle the situation?
3. How well do you think the students in the class get along with everyone in the class?
4. Which classroom behaviors do you think your classmates need to improve?
5. Tell me about how well your classmates work together in small groups.
6. How do your classmates handle disagreements or problems during group work?
7. When do your classmates usually cheer or praise one another?  
How often does this happen?
8. Tell me about how your classmates treat each other when the teacher is not directly supervising them.
9. When someone feels they have been treated unfairly, how do your classmates handle the problem?
10. How does the class help each other to feel that they are respected and accepted?

## Appendix G

Teacher Rating - Repeated Measures ANOVA


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	SS	DF	MS	F	<u>p</u>
Group	785.84	(1,38)	785.84	.73	.40
Time	5834.33	(2,76)	2917.16	21.51	.000
Group by Time	913.36	(2,76)	456.68	3.37	.04

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## Appendix H

Independent Observer AgreementControl GroupPretest

Subject	Observer #1			Observer #2			Disagreement Frequency	Percentage of Agreement
	Pos.	Neg.	Neut.	Pos.	Neg.	Neut.		
1 F	18	17	8	20	16	7	2 =5%	=95%
2 F	15	22	7	16	16	12	6 =14%	=86%
3 M	20	14	8	22	14	6	2 =5%	=95%
4 M	14	18	4	16	17	3	2 =6%	=94%
5 M	11	3	7	11	4	6	1 =5%	=95%
6 F	8	7	3	8	7	3	0 =0%	=100%
Total	86	81	37	93	74	37	13/204 =6%	=94% (191/204)

Midtest

Subject	Observer #1			Observer #2			Disagreement Frequency	Percentage of Agreement
	Pos.	Neg.	Neut.	Pos.	Neg.	Neut.		
1 F	18	24	5	20	23	4	2 =4%	=96%
2 F	16	14	13	17	12	14	2 =5%	=95%
3 M	25	13	1	23	14	2	2 =5%	=95%
4 M	10	14	4	11	14	3	1 =4%	=96%
5 M	16	16	5	15	16	6	1 =3%	=97%
6 F	3	3	4	3	3	4	0 =0%	=100%
Total	88	84	32	89	82	33	8/204 =4%	=96% (196/204)

Posttest

Subject	Observer #1			Observer #2			Disagreement Frequency	Percentage of Agreement
	Pos.	Neg.	Neut.	Pos.	Neg.	Neut.		
1 F	16	17	1	16	16	2	1 =3%	=97%
2 F	11	19	6	11	19	6	0 =0%	=100%
3 M	14	9	0	14	8	1	1 =4%	=96%
4 M	15	17	5	15	18	4	1 =3%	=97%
5 M	22	15	3	21	15	4	1 =3%	=97%
6 F	24	7	3	24	7	3	0 =0%	=100%
Total	102	84	18	101	83	20	4/204 =2%	=98% (200/204)

Independent Observer Agreement

		Treatment Group							
<u>Pretest</u>		Observer #1		Observer #2		Disagreement Frequency	Percentage of Agreement		
Subject Pos.		Neg.	Neut.	Pos.	Neg.			Neut.	
1 M	10	19	6	11	19	5	1 =3%	=97%	
2 M	18	15	8	17	16	8	1 =2%	=98%	
3 M	18	12	3	19	12	2	1 =3%	=97%	
4 M	19	11	6	17	12	7	2 =6%	=94%	
5 M	17	6	5	18	5	5	1 =4%	=96%	
6 F	20	9	2	19	10	2	1 =3%	=97%	
Total	102	72	30	101	74	29	7/204 =3%	=97% 197/204	
<u>Midtest</u>		Observer #1		Observer #2		Disagreement Frequency	Percentage of Agreement		
Subject Pos.		Neg.	Neut.	Pos.	Neg.			Neut.	
1 M	22	11	2	23	9	3	2 =6%	=94%	
2 M	26	3	2	24	5	2	2 =6%	=94%	
3 M	23	7	3	24	6	3	1 =3%	=97%	
4 M	25	6	5	25	5	6	2 =6%	=94%	
5 M	30	2	4	29	4	3	2 =6%	=94%	
6 F	26	4	3	27	4	2	1 =3%	=97%	
Total	152	33	19	152	33	19	10/204 =5%	=95% (194/204)	
<u>Posttest</u>		Observer #1		Observer #2		Disagreement Frequency	Percentage of Agreement		
Subject Pos.		Neg.	Neut.	Pos.	Neg.			Neut.	
1 M	22	3	4	21	3	5	1 =3%	=97%	
2 M	26	1	6	25	3	5	2 =6%	=94%	
3 M	24	2	4	25	2	3	1 =3%	=97%	
4 M	21	3	6	22	3	5	1 =3%	=97%	
5 M	30	4	8	28	6	8	2 =5%	=95%	
6 F	32	0	8	32	1	7	1 =2%	=98%	
Total	155	13	36	153	18	33	8/204 =4%	=96% (196/204)	

### Summary of Positive and Negative Occurances

#### Treatment Group

Observer #1	Occurances Observed	Positive Responses	Negative Responses
Pretest	174	102/174 = 57%	72/174 = 41%
Midtest	185	152/185 = 82%	33/185 = 18%
Posttest	168	155/168 = 92%	13/168 = 8%

Observer #2 *	Occurances Observed	Positive Responses	Negative Responses
Pretest	175	101/175 = 58%	74/175 = 42%
Midtest	185	152/185 = 82%	33/185 = 18%
posttest	171	153/171 = 89%	18/171 = 11%

#### Control Group

Observer #1	Occurances Observed	Positive Responses	Negative Responses
Pretest	167	81 /167 = 51%	80/167 = 49%
Midtest	172	88 /172 = 51%	84/172 = 49%
Posttest	186	102/186 = 55%	84/182 = 45%

Observer #2	Occurances Observed	Positive Responses	Negative Responses
Pretest	167	93 /167 = 56%	74/167 = 44%
Midtest	171	89 /171 = 52%	82/171 = 48%
Posttest	184	101/184 = 55%	83/184 = 45%

Note: The number of Observed Occurances may vary from Observer#1 to Observer #2 because some of the observed responses were rated as Neutral Responses by one observer, but rated as Occurances by the other.

VITA

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