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ABSTRACT

        Teacher verbal mediation which might be associated
with children's elaborated-restricted code use was described in 20
early childhood classrooms. Three teacher mediation patterns were
identified. Data collected by RELAB, an instrument derived from
Bernstein's coding categories, recorded 4,135 child statements, eight
classroom contexts and eight child variables. Correlational tests,
factorial analysis of variance and contrast vector tests indicated
that: (1) teacher mediation scores were strongly associated with
child code use (.01); (2) teacher mediation patterns were
significantly different from each other (.01). Findings support
Bernstein but differ from Gahagans' conclusion of no-difference in
teacher verbal mediation. The discovery that SES was the child
characteristic most strongly associated with children's coding shift
strongly supports Bernstein's identification of the mediating role of
the adult in transmission of speech codes. (Author)

Remembrance of Past Research, "A Description of Teacher Verbal
paper presented to AERA,   Mediation and of Children's Verbal
San Francisco, 1976.   Coding in Selected Early Childhood
                                Classrooms.

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Remembrance of research past is always a somewhat painful process. If one knew then. . .another statistical method, a larger sample perhaps. . .the list of possibilities unexplored has no limit. Happily, Dunkin and Biddle's (1974) publication of The analysis of teaching provided a model that can be applied to "A Description of Teacher Verbal Mediation and of Children's Verbal Coding in Selected Early Childhood Classrooms", a field exploration completed in 1974. Teacher's verbal mediation was the independent variable and children's classroom performance of speech coding was the dependent variable. The presage variable was mediating talk, the contexts were grouping, curriculum, child characteristics, classroom conditions and teaching style. The product was child talk, classified as elaborated or restricted coding.(See page 2.)

The research impetus was derived from two sources. The first was the sociolinguistic studies of Basil Bernstein (1958, 1970, 1972, 1974). He identified maternal talk as one context for children's verbal coding. A subsequent study of children's school talk by his colleagues, the Gahagans (1970), related school language both to maternal mediation and to a new language program but omitted any description of teacher talk as a probable context for children's verbal coding performance in school. This research, in an attempt to extend Bernstein's sociolinguistic research, explored the association of teacher verbal mediation as a context for children's coding.

The second theoretical basis comes from the body of class-

3

PRESAGE VARIABLES

3 female primary teachers, NYS certified
selected from pool of 20

CONTEXT VARIABLES

75 pupils

SES
25 low
48 middle

AGE
5's - 6
6's - 15
*7's - 44
*8's-6

Birth order
1-38
2-16
3-20.

Sex
57 female
18 male

Reading Scores
below grade 37
on or above 38

3 urban classrooms
2 public, 1 independent
25 each class
1 other adult, each class
similar selection of
texts, trade books, toys
and games in classroom
II & III
similar choices of materials
in classrooms I & II
(classroom I & II "Open"
classroom III "Traditional")
movies, slides, cameras used
regularly in classes.
different use of space
parent choice of child's
classroom placement

classroom contexts

PROCESS VARIABLES

3 classrooms observed 58 hours
live recording of child and of
teacher talk.
Groupings: T:under 5 children;
T:under 10; T:whole class.
Curr: Academic; Art; class dis-
cussion; free play
Mediation scores; Teachers
Elab Scores: 75 children

PRODUCT VARIABLES

Immediate Pupil Growth
-More mediation associated with more
child talk (elab. & restricted)
-More T, mediation associated with
coding shifts
-More lower SES children used elab
coding in higher mediating T class-
rooms.
-No difference in middleclass elab
coding in 3 classrooms
-Teacher mediation was most strongly
related to elab coding
-Elab coding was associated with higher
reading scores

Long-term Pupil Growth
-Social, psychological and educational
implications of communication competence

A Model for the Study of Classroom Teaching
Dunkin and Biddle (1974) p. 38.

room interaction material which most certainly provided choices from a multitude of instruments. A synthesis of a small portion of Bernstein's sociolinguistic studies with a category system from classroom interaction studies enabled the researcher to describe the verbal behaviors of children and teachers in early childhood classrooms.

Teacher verbal behavior was described using six categories chosen from Flanders (1970) and subsequently modified by Amidon and Hunter (1967) and by Hough (1967). They are:

T
    1. Identifies, expresses feeling (affect)

E
    2. Acknowledges and/or praises learner or learner's work

A   High   a. Identifies criteria for praise of acknow-ledgment

   Medi-

C   ating   b. Does not identify criteria

    3. Sustains, extends students' ideas by repeating, questioning, clarifying or developing

H

    4. Informs, lectures, presents ideas

E- - - - - - - - - a. Uses reasons and explicit criteria

R - - - - - - - - b. Implicit. Does not give explanation or criteria

Low   5. Commands (Imperatives); requires one answer, one behavior

T

Medi-   a. Appeals to individual

A   ating   b. Appeals to status

L   6. Rejects individual or groups as not conforming to status quo of time, place, school, teacher, age, race or other status-defined position

K
    -
    7. Other,

The categories of child talk were derived from Bernstein's elaborated and restricted codes. Bernstein has maintained that restricted and elaborated speech not only have different origins but also use different principles to regulate behavior. Restricted coding was available to all speakers, elaborated coding was not. Difference in code accessibility was paralled by distinctions in the form and function of language. For example, an elaborated code user perceives language as a channel of communication and as a means of expressing information and feeling. A restricted code user perceives language primarily as an enforcement of the status quo both in terms of role and of social conformity.

Following are the six categories of child talk used in the research instrument, entitled RELAB (restricted-ELABorated code):

C   8. Expressive statements, identifies,
                             acknowledges self

II   a. Use of "I"

                             b. Plans ahead, speculates

   Elaborated   9. Role-taking statements indicating perception
I   of others

   Code

                        10. Referential statements (uses descriptive
                             language including one of the following:
L   color, size, shape, texture, number, time,
                             space).

                             a. Objects, events OUTSIDE of classroom
D
                             b. Objects, events WITHIN classroom

- -

                        11. Use of "WE" to describe solidarity, kinship,
T   family group feeling.

   Restricted   12. Pre-conceived response, prepared recitation,
A   yes-no answers

   Code
                        13. Commands (Imperatives)

                             a. With criteria and/or reasons
L
                             b. Without criteria and/or reasons

K

- -

The six teacher talk categories and the six child talk
categories described above comprised the instrument RELAB which
was field tested in five classrooms to assure that categories
were mutually exclusive and could be reliably coded.
                              (Flanders 1965) (Scott 1955)
Inter-reliability was tested twice producing reliability
co-efficients of .84 and .87. The twelve RELAB categories were

judged valid by five university professors with recognized com-
petence in either classroom interaction or linguistics.

When statistically significant relationships were examined
by analyses of variance, the results demonstrated that when
teacher mediation was contrasted to contexts of age, sex, color,
socio-economic status and reading level, the strongest variable
was teacher mediation in terms of children's elaborated coding
(Tables 4 - 12). Furthermore, greater numbers of children in
the classes of the higher mediating teachers not only made more
elaborated communications, but also the greatest number of
restricted communications. That is, high mediation was associated
with both the greatest number of children talking and the higher
frequency of elaborated and restricted talk in nearly every
category. And most importantly, more children who could shift
codes were in the classroom of the highest mediating teacher
(Table 3).

The second significant finding dealing with children's
coding was described when the relationship between teacher
mediation and the number of children's elaborated utterances
were examined in conjunction with the relationship between
social class and elaborated coding, a significant interaction
was obtained. In the high-mediating teachers' classrooms, the
means for the low socio-economic (SES) status and middle socio-
economic subjects were approximately equal, 42.65. In striking
contrast, within the low-mediating teacher's classroom an

elaborated utterance mean of 13.71 was obtained for the low SES subjects and a mean of 42.55 obtained for the higher SES subjects (Table 8).

The significant relationship found between teachers' verbal mediation and the differential coding of middle-class and poor children re-enforced the main thrust of Bernstein's sociolinguistic studies. This finding, while conceptually intriguing must be tempered when the research design is analyzed from Dunkin and Biddle's perspective. This research design shared with other classroom interaction studies, a small sample, a moderate reliability co-efficient and jury evaluation of validity. Although an attempt was made to explore the complexity of classroom interaction by identification of many presage, content and product variables (see p. 2) several areas were not examined. An important omission was teachers' formative and training experiences. Moreover, there was a lack of control of child characteristics in the sample and only minimal observations of the teacher's talk to each child. Consequently, no exploration of the reverse effects of child characteristics on the teacher was undertaken.

When analysis of variance tests were administered to all six teacher talk categories, a talk pattern emerged for high-mediating teachers: It was, "Explicitness". Personal explicitness, explicitness when informing, explicitness as to rationale for obeying commands and in making appeals for conformity on personal rather than on

status bases (Table 2).

These findings not only differed from those of the Gahagans
(1970) who postulated no difference in teacher mediation talk
patterns but may prove useful antidotes to that frequently
identified teacher behavior labelled "vagueness" by Dunkin and
Biddle. The categories of teacher talk which formed the
paradigm of explicitness appear to be what Dunkin and Biddle
call "trainable traits" (p. 400):

The concluding ritual call for replication will be omitted
in favor of using Dunkin and Biddle's model for classroom
research as a linguist might use it. If, for the purpose of
comparison, linguistic functions can be assigned to their four
variables and each of the four can be considered a constituent
phrase; then presage variables become the nominative constituent
context variables are then noun and verb modifiers, process
variables are verbal components and product variables are objects.
Thus providing us with a new syntax for the analysis of teaching.
Such an approach might help researchers articulate the deep struc-
ture and transformations embedded in classroom interaction and
hopefully might even inspire a single declarative sentence
which would incorporate all of Dunkin and Biddle's variables as
constituent phrases. This would be a basis for the meta-language
needed to interpret classroom discourse.

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Table 1

CHILD CHARACTERISTICS
IN THE SELECTED
THREE CLASSROOMS

	Classroom I	Classroom II	Classroom III
READING			
On or above grade level	14	9	14
Below grade level	11	16	11
COLOR			
Non-white	1	17	13
White	24	8	12
SES			
Low	4	14	10
High	21	11	15
BIRTH ORDER			
First	13	14	11
Middle	2	8	7
Last	10	3	7
SEX			
Female	25	15	13
Male	0	10	12
AGE			
5	6		
6	15		
7	4	21	23
8		4	2

Table 2

SUMMARY RESULTS
OF ANALYSES
OF VARIANCE:
TEACHER TALK CATEGORIES

	F Ratio	Means[a]		
1 Identifies and expresses feelings	3.19*	T2 6.4	T1 4.7	T3 3.7
2A Acknowledges and/or praises with criteria	2.18			
2B Acknowledges and/or praises without criteria	1.04			
3 Extends student ideas	2.39			
4A Informs with criteria	6.05**	T1 11.7	T2 11.3	T3 4.05
4B Informs without criteria	5.02**	T2 7.41	T1 6.69	T3 2.79
5A Commands (individual appeal)	4.08*	T2 11.6	T1 11.0	T3 5.6
5B Commands (status appeal)	6.22**	T3 9.9	T2 5.1	T1 4.1
6A Rejects (with criteria)	2.01			
6B Rejects (without criteria)	1.31			
MEDIATION	29.40**	T1 .74	T2 .64	T3 .44

[a]Means were rank ordered when F ratio was significant.

Each underlining defines one subset.

TTeacher.

* $p < .05$; ** $p < .01$.

Table 3

CATEGORY USE IN TERMS OF STATEMENTS MADE AND NUMBER OF CHILDREN WHO TALKED

	Classroom I		Classroom II		Classroom III		All Children
	A	B	A	B	A	B	B
8A	202	25	186	23	170	21	69
8B	75	20	63	17	37	10	47
9A	177	24	177	24	124	17	65
9B	53	14	53	14	36	10	38
10A	210	25	202	24	134	16	65
10B	403	25	324	25	252	23	73
11A	87	24	66	18	54	15	57
11B	70	20	56	16	38	11	47
12	336	25	266	25	180	25	75
13A	60	18	24	21	85	9	48
13B	23	11	28	7	12	2	20
Total	1696		1445		1124		

N.B.   A — Number of statements made.

B — Number of children who made statements.

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TABLE 4

SUMMARY RESULTS OF TWO-WAY ANALYSES OF VARIANCE

	A Analyses						B Analyses					
	Teacher Mediation		Child Characteristic		Interaction		Teacher Mediation		Child Characteristic		Interaction	
	F	p	F	p	F	p	F	p	F	p	F	p
Number of Elaborated Utterances												
M x Rd.	5.74	.02	2.10	.15	.40	.53	4.52	.04	.24	.63	1.74	.19
M x B.O.	4.86	.03	.12	.89	.08	.93	4.07	.05	.36	.71	.19	.83
M x Age	6.47	.01	.02	.89	.02	.87	1.75	.19	.08	.77	.02	.87
M x SES	6.20	.01	5.96	.02	7.35	.01	4.67	.03	6.21	.02	5.69	.02
M x Sex	6.49	.01	.04	.83	.03	.86	5.40	.02	.07	.95	.06	.81
Number of Restricted Utterances												
M x Rd.	.38	.54	.12	.73	.12	.73	1.35	.25	1.45	.23	1.43	.24
M x B.O.	.01	.94	.86	.57	.65	.53	.42	.53	.51	.61	2.23	.12
M x Age	.86	.64	.83	.63	.23	.64	.37	.56	.12	.73	.02	.88
M x SES	.55	.53	.20	.66	.77	.61	2.70	.10	.00	.96	1.44	.23
M x Sex	1.04	.31	1.39	.24	.10	.75	1.70	.20	.64	.57	.00	.97
Total Number of Utterances												
M x Rd.	2.49	.12	.93	.66	.38	.55	1.38	.25	.01	.94	2.93	.16
M x B.O.	2.79	.10	.01	.99	.24	.79	1.75	.19	.17	.85	.73	.51
M x Age	2.60	.11	.20	.66	.00	.95	.62	.56	.12	.73	.02	.95
M x SES	2.48	.12	4.08	.04	5.75	.02	.86	.64	3.38	.07	4.90	.03
M x Sex	2.43	.12	.09	.77	.00	.99	1.56	.21	.01	.92	.04	.85
Elaboration Ratio (E/T)												
M x Rd.	13.80	.0007	4.20	.04	2.06	.15	12.07	.002	3.08	.08	1.06	.31
M x B.O.	10.73	.002	2.74	.07	1.31	.28	10.15	.003	2.19	.12	.98	.61
M x Age	19.63	.0001	.71	.39	.04	.84	4.34	.04	.03	.87	.01	.91
M x SES	16.58	.0003	3.92	.05	6.30	.01	15.37	.0005	4.10	.05	3.03	.08
M x Sex	18.19	.0002	2.73	.10	.06	.80	14.75	.0006	1.56	.22	.00	.97

.B.--Analyses A based on classrooms 1 and 2 vs. 3
Analyses B based on classrooms 2 vs. 3

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Table 5

N's and X's FOR SIGNIFICANT
MAIN EFFECTS, TOTAL NUMBER
OF ELABORATED UTTERANCES

	Analysis A		Analysis B	
	N	X̄	N	X̄
SES				
Low	25	28.45	24	27.34
Middle	48	41.94	24	41.89
Teacher Mediation				
Low	25	28.31	25	28.31
High	48	42.37	23	40.92

Table 6

N's and X's FOR SIGNIFICANT
MAIN EFFECTS,
TOTAL NUMBER OF UTTERANCES

	Analysis A		Analysis B	
	N	X̄	N	X̄
Low	25	48.15	24	46.14
Middle	48	62.97	24	60.85

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Table 7

Ns and X̄s FOR SIGNIFICANT
MAIN-EFFECTS, ELABORATION RATIO SCORES

	Analysis A		Analysis B	
	$\underline{N}$	$\overline{X}$	$\underline{N}$	$\overline{X}$
Mediation[b]				
Low	25	.50	25	.52
High	50	.70	25	.71
Reading Level				
Below Grade	37	.57	27	.58
On or Above Grade	38	.65	23	.66
SES				
Low	25	.57	24	.57
Middle	48	.65	24	.67
Sex[a]				
Female				
	Not enough data			
Male				

[a]Trend p   .10   .05

[b]The Average Mediation Mean obtained from the 5 analyses is presented
above. For the A Analyses, the low mediation range was .502-.5032,
the high mediation range was .675-.710; for the B Analyses, the low
mediation range was .502-.525, the high mediation range was .700-
.715.

N.B.   Analysis A based on Classrooms I and II vs. III.
       Analysis B based on Classrooms II vs. III.

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Table 8

N's and X̄'s FOR SIGNIFICANT
TM x X SES INTERACTIONS

SES Levels	A Analysis				B Analysis			
	Low Med.		High Med.		Low Med.		High Med.	
	$\underline{N}$	$\overline{X}$	$\underline{N}$	$\overline{X}$	$\underline{N}$	$\overline{X}$	$\underline{N}$	$\overline{X}$
Number of Elaborated Utterances								
Low	14	14.07	11	42.82	14	14.07	10	40.60
Middle	11	42.55	37	42.32	11	42.55	1	41.23
Total Number of Utterances								
Low	14	33.57	11	62.73	14	33.57	10	58.70
Middle	11	66.00	37	59.95	11	66.00	13	55.69
Elaboration Ratio								
Low	14	.43	11	.70	14	.43	10	.71
Middle	11	.62	37	.68	11	.62	13	.72

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Table 9

SUMMARY RESULTS,
INTERACTION IN 3-WAY AV's

	Variables (A Analysis)							
	1		2		3		4	
	F	p	F	p	F	p	F	p
TM x SES x Sex	3.02	.08	4.19	.04	4.61	.03	1.22	.65
TM x SES x Rd. Lev.	1.73	.19	1.35	.25	.26	.62	8.56	.005
TM x Age x Rd. Lev.	.56	.53	2.37	.12	1.35	.25	1.16	.28

N.B. Variable 1   Number of Elaborated Utterances
2   Number of Restricted Utterances
3   Total Number of Utterances
4   Elaborated Ratio

Table 10

$\underline{N}$'s x $\overline{X}$'s FOR SIGNIFICANT AND TREND INTERACTIONS

	Low Mediation		High Mediation	
	$\underline{N}$	$\overline{X}$	$\underline{N}$	$\overline{X}$
Elaboration Ratio Score				
Below Grade	16	.46	11	.69
On or Above Grade	9	.60	14	.72
TM x SES x Reading Level				
Low SES				
Below Grade	12	.38	8	.70
On Grade	2	.75	3	.72
Middle SES				
Below Grade	4	.71	12	.66
On Grade	7	.56	25	.69

TABLE 14

CORRELATIONS BETWEEN AMOUNT OF MEDIATION. RECEIVED BY CHILD AND CHILD'S LANGUAGE SCORES.

	High Med.	Low Med.	Med.
Raw Elab.	.43++	.10	.22*
Raw Rest.	.48++	.35++	-.10
Total # Unit			
ELU	-.06	.28+	.29*
LU			

TABLE 15

INTERCORRELATIONS AMONG CHILD CHARACTERISTIC VARIABLES

	Sex	Rdg.	Age	SES	B.O.	# Sib.
Sex	--	-17	.3 ++	-.28++	-.17	- .08
Rdg.		--	C ɔ	44.++	13	07
Age			--	-26	02	02
SES				--	07	- 26
B.O.					--	03
# Sib.						--

INTERCORRELATIONS TABLE: 13 CHILD-TALK CATEGORIES AND CLASSROOM CONTEXT VARIABLES

$*P = .01$

$* = .05$

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RAW DATA TEACHER TALK

Table. Teacher by High Mediating Statements - Group (1:1)

Mediating Categories

Teacher	1	2A	2B	3	4A	Totals
1	1	8	12	20	18	59
2	0	2	0	5	3	10
3	0	0	0	0	0	0
Totals	1	10	12	25	21	—

Table. Teacher by High Mediating Statements - Group ≤5

Mediating Categories

Teacher	1	2A	2B	3	4A	Totals
1	7	8	0	10	2	27
2	0	1	0	11	3	15
3	0	0	1	5	6	12
Totals	7	9	1	26	11	—

Table. Teacher by High Mediating Statements - Group ≤10

Mediating Categories

Teacher	1	2A	2B	3	4A	Totals
1	4	5	0	17	14	40
2	11	8	0	15	23	57
3	8	21	27	24	9	89
Totals	23	34	27	56	46	—

Table. Teacher by High Mediating Statements - Group (Whole Class)

Mediating Categories

Teacher	1	2A	2B	3	4A	Totals
1	3	7	3	47	30	90
2	9	8	1	21	42	81
3	8	9	1	8	2	28
Totals	20	24	5	76	74	—

Table. Teacher by Low Mediating Statements - Group (1:1)

Non-Mediating Categories

Teacher	4B	5A	5B	6A	6B	Totals
1	2	1	0	0	0	3
2	1	0	1	2	0	4
3	0	0	0	0	0	0
Totals	3	1	1	2	0	—

Table. Teacher by High-Mediating Categories by Curriculum Area (Unstruct. Play)

Teacher	1	2A	2B	3	4A	Totals
1	4	7	0	19	16	46
2	0	0	0	5	1	6
3	0	2	0	7	5	14
Totals	4	9	0	31	22	—

Table. Teacher by High-Mediating Categories by Curriculum Area (Group Meetings)

Teacher	1	2A	2B	3	4A	Totals
1	3	7	3	47	30	90
2	13	4	2	17	16	52
3	8	9	1	8	2	28
Totals	24	20	6	72	48	—

Table. Teacher by Low-Mediating Categories by Curriculum Area (Academic)

Teacher	4B	5A	5B	6A	6B	Totals
	2	1	0	0	0	3
	3	8	3	2	0	16
	0	2	8	0	0	10
Totals	5	11	11	2	0	—

Table. Teacher by Low-Mediating Categories by Curriculum Area (Expressive Arts)

Teacher	4B	5A	5B	6A	6B	Totals
1	1	9	0	0	0	10
2	21	21	11	2	2	57
3	7	39	19	20	4	89
Totals	29	69	30	22	6	—

Table. Teacher by Low-Mediating Categories by Curriculum Area (Unstruct. Play)

Teacher	4B	5A	5B	6A	6B	Totals
1	1	2	1	4	2	10
2	0	3	0	2	0	5
3	8	7	14	1	1	31
Totals	9	12	15	7	3	—

Table. Teacher by Low-Mediating Categories by Curriculum Area (Group Meetings)

Teacher	4B	5A	5B	6A	6B	Totals
1	10	12	0	0	0	22
2	11	7	21	7	3	49
3	3	6	9	4	0	22
Totals	24	25	30	11	3	—