ABSTRACT
        A study was undertaken to examine how the variables
that comprise the construct social situation (interlocutor, setting,
and topic) influenced which language variety--standard English (SE)
or black English (BE)--was chosen as a means of communication within
a black English-speaking community and how that language variety was
used to elaborate topics of conversation. Twenty-eight students at
the City University of New York were assigned to one of the eight
social situations derived from J. Fishman's construct of social
situation, which provided the social context in which linguistic
variation was examined. Language use within the context of
conversation was examined with respect to J. Dore's analysis of how
topics are changed, extended, or resumed. The findings suggested the
following: that language is used across a series of hierarchically
arranged concentric contexts--those emphasizing a community's use of
language and those emphasizing the individual's use of language; that
the variables of each context can produce differing effects on
language use depending on what level of the hierarchy language use is
being studied and how these variables interact with one another; and
that variables that are associated with one context more than with
another can in no way be excluded from influencing language in those
contexts where they are not a dominating influence. (Author/FL)

CENTER FOR THE STUDY OF READING

Technical Report No. 167

SITUATIONAL VARIABLES IN LANGUAGE USE

Dolores Y. Straker

University of Illinois at Urbana-Champaign

April 1980

University of Illinois
    at Urbana-Champaign
51 Gerty Drive
Champaign, Illinois 61820

Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, Massachusetts 02138

Situational Variables in Language Use

The focus of this paper is on the use of language in face-to-face interaction and how it is affected by those variables that constrain a speech community's choice and use of alternative language varieties.

More specifically, the focal interest is on how the variables that comprise the construct social situation--interlocutor, setting, and topic-- influence whether BE or SE is chosen as the language of communication, and the strategies BE/SE speakers use to elaborate topics of conversation.

Whenever language is used for the purpose of, interaction, it is used in context. All interaction is produced in a context which is made up of features relevant to a group's use of Language and those relevant to face-to-face interactions. Individual speakers are also members of a larger societal group. They bring with them to each face-to-face interaction their knowledge of communication which is based on this full range of contextual features. This study therefore takes the point of view that while there may exist context-specific variables influencing language use on differing levels, these variables operate simultaneously and interactively with one another (Fine, Note 2) and contribute to what is produced in the face-to-face interaction.

The Issues

Sociolinguistics, the study of the relation between language and social context, has been concerned with two levels of analysis: (a) the macro-level, stressing the language behavior of entire speech communities; and (b) the micro-level, stressing the language behavior of individuals in

face-to-face interaction.(Fishman, 1972). The two levels of inquiry
are distinct because they differ in theoretical purpose, methodological
procedure, and definition of the social context (Fishman, 1972; Gumperz,
1974). However, in addition to these two discreet levels of inquiry, there
are sociolinguistic studies that provide a middle ground or link between
those studies that are primarily concerned with macro-structures and, those
focusing on micro-processes. These studies point up the interrelatedness
of societal regularities and linguistic structures.

The macro-level of analysis, originally the major concern of socio-
linguistic inquiry, stressed the speech community as the relevant social,
context in which language should be examined. Studies in this vein focused
on descriptions of the distribution and use of particular speech varieties.
Diglossia is a special instance of how a speech community may distribute
those speech varieties as used for communication.

Societies characterized by diglossia use separate languages, dialects,
registers, or differentiated language varieties (Ferguson, 1964) to communi-
cate two existing classes of complementary values, attitudes, and behaviors.
There are L-(low) related values of intimacy, solidarity, spontaneity, and
informality that are related to the home and friendship domains. The comple-
ment of L-related values are H-(high) related values which emphasize status
differences, ritual, and formality related to religion, education, and
government. Language varieties or codes associated with L-related values
are generally learned first in an informal setting, such as the home, while
varieties that are H-related are learned later in a more formal setting
such as school.

Fishman (1972) advances the notion of diglossia in his discussion of social situations and domains, with the former being related to the micro-level of sociolinguistic inquiry, and the latter being related to macro-level concerns. The social situation is comprised of role relationships, setting, and topic. Role relationships are implicitly recognized and accepted sets of mutual rights and obligations between members of the same sociocultural system. They are revealed via variation in the way members of the group talk to each other. The significance of the setting and topic most appropriate to the role relationship is also shown via the language used between the group members. While these three components comprise the construct of social situation, the aggregate of the same kinds of social situations, appropriate to different societally recognized functions, comprises the construct of domain--the study of language at the level of macro-sociolinguistics. Domains classify those seemingly different social situations as being recognized as the same by each speech network or community. Domain appropriate role relationships, settings, and topics are thus specified by the grouping together of those similar social situations found to be internally congruent with respect to their three components. Some relevant domains for describing language use in many multilingual societies would include family, friendship, religion, education, work sphere, and government.

In a sociologically oriented study that illustrated the concept of diglossia and bilingualism, Greenfield and Fishman (1968) examined language use in relation to person, place, and topic among Puerto Rican bilinguals. They found that Spanish was associated with values of solidarity and intimacy

and was used in such domains as family, and friendship, while English was associated with the values of status differentiation and was used in such domains as religion, education, and employment. However, these studies and others concerned with micro-and macro-structures do not reflect any systematic attempt to examine the constraints governing the behavior of the participants in any one encounter (Gumperz, 1974). As a result, Gumperz suggested that there is a need for a speaker-oriented theory of language, focusing on strategies governing a speaker's full range of grammatical and sociolinguistic knowledge in the production of messages in context.

At this microsociolinguistic level of inquiry, several approaches to examining how language is used in face-to-face interaction have developed, including the study of speech acts, turn-taking strategies, and interpretive strategies.

One strategy for examining language used in the context of face-to-face interaction combining speech act analysis, pragmatics, and turn-taking rules has been developed by John Dore (Note 1). With Dore's system, conversational sequences are described in terms of their grammatical purpose. A speaker who produces an utterance that initiates a sequence establishes the topic of the sequence and "gets the floor." The utterances that follow must be relevant to the initial utterance. The analysis developed by Dore includes (a) segmenting principles that classify aspects of the conversation, and (b) evaluating principles that specify the particular values of the parameters of the conversation. Utterances in a speaking turn are segmented into one of seven speech act types which include requests, responses, acknowledgements, descriptions, statements, performatives, and conversational devices. These

speech acts are identified on the basis of grammatical form, content, and conversational contingency. Thus, for Dore's segmenting purposes, a speech act is an utterance which often expresses a propositional attitude or performs an elocutionary function in a conversation. The evaluating principles consist of four factors: topic, form, function, and content.

Topic, the evaluating principle most important to this study, is coded in terms of shifts which include changes, extends, and resumes. Changes are shifts from one topic to another; extends are utterances remaining in the same semantic sphere but shifting to different aspects of that sphere; resumes are returns to previous topics in the conversation. Dore has observed that requests usually introduce new information and therefore initiate sequences.

The above discussion of macro-structures and micro-structures suggests that the factors which influence language use and language choice are context specific. There exists a range of social contexts in which language occurs, each context having particular variables that influence language use. Additionally Gumperz (1974) argues for a distinction between group-oriented studies and speaker-oriented studies because of the theoretical assumptions and methodological approaches to be considered. Yet the variables that influence language used in one context cannot be isolated from affecting language used in an adjacent context.

The particular language community of interest here is the black English, standard English (BE/SE) speech network. It is among the many speech communities that have been examined with respect to micro- and macro-levels of sociolinguistic concern. In keeping with the tradition of group-oriented

studies, BE has been characterized and described structurally as a coherent

linguistic system, and has provided the context out of which many of the

early variability studies grew. These studies of the BE speech community

linking macro- and micro-level concerns have described how the structural

features of the language are correlated with social variables.

Moreover, within the framework of the speaker-oriented tradition such

face-to-face types of interaction as ritual insults, rappin', and signifyin'

have been identified and described. Thus, the BE/SE speech network has

provided and continues to provide a context in which to examine issues

relevant to group-oriented as well as speaker-oriented concerns.

The pattern of language alternation between BE and SE allows one to

infer that a diglossia-like situation obtains. Not only are linguistic

variants subject to social constraints--those of age, sex (Abrahams, 1972),

and socioeconomic status--but it has been observed and demonstrated that

linguistic variants correlate with those values that are associated with

either intimacy or status differentiation (Labov, Cohen, Robins, & Lewis,

1968; Houston, 1969. DeStefano, 1971; Mitchell Kernan, 1972, Straker,

1978). Those situations associated with the values of intimacy, solidarity,

spontaneity, and informality, centering around family or friendship relations,

require the use of BE. Those situations associated with status differentia-

tion and formality, centering around unfamiliar interlocutors, require the

use of SE. To speak SE when the norm of appropriateness summons BE is felt

to mark one as unduly proper, unfriendly, distant, and phony. To speak BE

when the norm of appropriateness summons SE is felt to mark the speaker as

ignorant.

8

The BE speech network is one of several subpopulations of a larger SE speech community that is considered monolingual. The BE segment of this speech community is differentiated by its use of linguistic variants not used by other subpopulations (for example, multiple negation, copula deletion, tense marking, inverted syntax, etc.). Because the speakers of the BE network alternate among SE, the particular linguistic variants shared by BE and SE speakers (SH), and BE to indicate changes in social situations, it has been suggested that the BE speech network is diglossic (Straker, 1978).

The issue of diglossia is of interest here because the study of the BE/SE speech community within this framework further validates the concept that social variables reflect the distribution and use of language within a speech network. Moreover; the data of talk elicited to examine the distribution and use of language also allowed a more recent concern of speaker-oriented studies to be examined--conversational strategies. The BE/SE speech network was therefore examined in this study for indications of how contextual variables specific to macrosociolinguistics influence language used within the framework of crosociolinguistics.

More specifically, it was predicted that those variables that comprise the construct of social situation--interlocutor, setting, and topic--and influence the choice between SE and BE would influence the strategy involved in accomplishing conversations.

Method

Subjects

Twenty-eight freshmen students enrolled in the SEEK Program at York College of the City University of New York participated as interlocutors

in this study. Students in the SEEK Program come from a population similar to the one in which Wolfram (1969) found a great deal of variation between BE and SE. These students, like many of the respondents in the Wolfram study, have low socioeconomic backgrounds. While meeting other eligibility requirements for the SEEK Program, these students must live in designated poverty areas, come from families with restricted incomes, and be under 30 years old. Therefore, it is likely that their speech would exhibit a great deal of variation between BE and SE features.

Materials

Eight social situations derived from Fishman's construct of social situation (Fishman, 1972; Greenfield & Fishman, 1968) provided the social context in which linguistic variation between SE and BE could be examined.

Insert Table 1 about here.

The components that were representative of the intimacy value cluster included: (a) students as interlocutors; (b) "The worst experience that I have ever experienced or witnessed" as the topic; and (c) the student lounge as the setting. This yielded a congruent social situation representative of the intimacy value. The components that were representative of the status differentiation cluster included: (a) student and instructor as interlocutors; (b) educational aspirations as the topic; and (c) the instructor's office as the setting. This yielded a congruent social situation representative of the status differentiation value. Therefore, the three intimacy value components and the three status value components respectively yielded two congruent social situations.

Insert Table 2 about here.

In order to study the independent effect of each of the situational components on language variability, six additional incongruent social situations were generated by combining each status interlocutor, place, and topic with each intimate interlocutor, place, and topic. Of these six additional incongruent social situations, three had two congruent intimacy components and were said to be representative of the intimacy value, and three had two congruent status components and were said to be representative of the status differentiation value. Thus, there were eight social situations, four representing the intimacy value and four representing the status value. Of the four status-related situations, one was congruent and three were incongruent. Of the four intimacy-related situations, one was congruent and three were incongruent.

Procedures

The participants, were approached in the group setting of their repective classes and asked to volunteer one half hour of their free time to take part in an experiment designed to test long-term and short-term memory.

The 28 subjects were randomly assigned to eight social situations such that there were four subjects per social situation. The subjects were grouped as interlocutor pairs with either a status-related or intimacy-related topic and instructed to discuss the topic in the student lounge or experimenter's office for approximately 30 minutes.

All sessions were tape recorded with a visible tape recorder.
The students were told that the contents of the tapes would be confi-
dential.

Scoring

To examine language use as a function of the social situation, each
half hour of taped conversation was transcribed. From each conversation
with a status/student interlocutor pair, a series of utterances totaling
approximately 1,000 words were selected for grammatical analysis. For those
conversations in which there were two student interlocutors, 500 words
per speaker were selected. The sentences were chosen from the beginning,
middle, and end of each transcription. Each sentence included in the 1,000
or 500 words was analyzed for the occurrence of BE, SE, and shared dialect
grammatical features. Appendix A defines grammatical usage with respect
to BE, SE, and shared dialect features. BE features were adopted from the
Baratz (1969), Dillard (1972), Fickett (1970), Labov et al. (1968), Labov
(1969), and Scott (1973) formulations. SE features were defined as approxi-
mate translations of BE features, and shared dialect included grammatical
features that are neither characteristically BE nor SE but for which there
is no substitution in either variety. Each occurrence of BE, SE, or shared
dialect was noted.

Insert Table 3 about here.

In order to examine the possible strategies used to indicate when topics
are shifted or elaborated during discourse, the sentences in the first nine

minutes of each transcription were examined. Each exchange was then numbered. Within each exchange each clause was marked and received a designation based on Dore's (Note 1) method of conversational analysis (see Appendix B, which defines the seven categories of conversational acts).

Both the grammatical and the conversational analyses were scored twice. The results for the two scorers were compared via Kendall's Rank Correlation Coefficient, Rho (ρ), which indicates the degree of correspondence between the judgments of two raters.

Insert Table 4 about here.

Design

Grammatical Analysis

The eight social situations defined the independent variable. The dependent variable, language use, was defined in terms of BE and SE features (Appendix A). Language variation with respect to domain was measured by the frequency of occurrence of BE, SE, and shared dialect features in the status-differentiated situations and in the intimate social situations. The infrequent use of BE features and the frequent use of SE features in situations one to four provided a measure of BE's unrelatedness and SE's relatedness to social situations associated with the status differentiation value. The frequent use of BE features and the infrequent use of SE features in situations five to eight provided a measure of BE's relatedness and SE's unrelatedness to situations associated with the intimacy value.

In order to assess the significance of the occurrence of BE features in relation to the intimacy value and the SE features in relation to the status value, chi square anlyses were performed. .

Conversational Analysis

Language use within the context of discourse was examined with respect to how topics were elaborated. Topic was coded in terms of change, extend, and resume, as outlined above. Change referred to shifts to different semantic domains. Extend referred to sequences which remained in the same semantic domain but shifted to different aspects of this domain. Resume referred to returns to previous topics in the conversation (Dore, Note 1). Because requests usually introduce new information and thus initiate sequences, the number of requests provided a measure of the formal use of language. Other speech acts associated with topic elaboration and self-determined turns provided a measure of the informal use of language. The eight social situations were then compared to one another in order to discover whether significant differences in language use might occur according to the components of the social situation.

Results

In examining the use of BE, SE, and SH with respect to the social situation, the following predictions were made:

1. BE would occur more frequently within the context of the intimacy value cluster.

2. SE would occur more frequently within the context of the status-differentiated value cluster.

3. SH would occur more frequently within the context of the status-differentiated value cluster.

4. Each independent component of the social situation (setting, interlocutor, and topic) would have an effect on the use of language within a given situation.

The chi square analyses comparing (a) language use by value cluster, (b) grammatical features by value cluster, (c) language use by social situation by value cluster, and (d) the effects of the situational components on language use by value cluster were all significant at or beyond the .05 level.

Insert Table 5 about here.

These findings illustrate the following:

1. BE is associated with the intimacy value cluster (L-related values that emphasize intimacy, solidarity, and spontaneity) and is used more frequently in those situations representative of the intimacy value cluster (home and friendship), while SE and SH are associated with the status value cluster (H-related values that emphasize status differences, ritual, and formality) and are used more frequently in those situations representative of the status differentiation value cluster (religion, education, and govern-ment). (See Table 5, Part I)

2. Specific BE grammatical features, including negation, verb forms, pronoun forms, and specific syntactic structures occurred more frequently in the intimacy-value-related situations. Specific SE grammatical features,

including negation, verb forms, and syntactic structures occurred more frequently in the status-related situations. (See Table 5, Part II)

3. The use of BE, SE, and SH dialect varied across the social situations, such that in those situations associated with the intimacy value cluster (situations I-IV), BE features occurred more frequently; and in those situations associated with the status differentiation cluster (situations V-VIII.) SE and SH features occurred more frequently (see Table 5, Part III A, B, C). Not only did language use vary between value clusters, but language use varied within value clusters. Note in Table 5, Part III D and E, the comparisons of SE, SH, and BE features within the status differentiation and intimacy clusters. Ultimately, Table 5, Part III F., comparing the use of SE, SH, and BE across all eight situations, points up that language use varied across all situations.

4. Within the status value cluster, topic and interlocutor are significant factors in influencing the use of SE and SH language varieties. Within the intimacy value cluster, all three situational components--topic, interlocutor, and place--are significant factors in eliciting the use of BE. (See Table 5, Part IV).

Thus, BE seems to be associated with the intimacy value cluster, and its use is elicited by the situational components (topic, interlocutor, and setting) and those social situations associated with the intimacy value cluster. SE and SH seem to be associated with the status value cluster, and its use is elicited by the situational components and those situations associated with the status value cluster.

Language use within the context of conversation was examined with respect to Dore's analysis (Note 1) of how topics are changed, extended, or resumed. It was predicted that topic elaboration strategy is related to value cluster in such a way that (a) the frequency of RQ structures would be greater in the status differentiation value cluster and its related factors, (b) the frequency of self-determined turns would be greater in the intimacy value cluster and its related factors.

The chi square analyses comparing (a) topic elaboration strategy with value cluster, (b) topic elaboration strategy with situational context, and (c) topic elaboration strategy with the situational components were all significant at the .05 level.

Insert Table 6 about here.
----

1. RQ structures, formal questions asked in order to shift, extend, or resume the topic of conversation, are associated with the status value cluster and used more frequently in those situations representative of the status value cluster. SD structures, self-determined turntaking, and other types of speech acts which cause the topic of conversation to shift, extend, or resume, are associated with the intimacy value cluster and used more frequently in those situations representative of the intimacy value cluster. (See Table 6, Parts I and II)

2. Within the status mode, topic and interlocutors are significant factors in influencing the topic elaboration strategy. Within the intimacy mode, only setting is a significant factor in influencing the topic elaboration strategy. Thus, it is indicated that those situational components

influencing which language variety is used in a social situation also

influence how language is used during the course of conversation. (See

Table 6, Part III).

The strategy used to elaborate topics of conversation, then, is associ-

ated with the situational context, its components, and the related value

cluster. Self-determined shifts in topic are related to the intimacy value

cluster, the social situations related to the intimacy value cluster, and the

corresponding situational components. Formal questions eliciting answers

are associated with the status value cluster, the social situations related

to this cluster, and the corresponding situational components.

Discussion

This study examined how the sociolinguistic variables associated with

diglossia (person, setting, and topic) influenced language use in the context

of macro- and microsociolinguistics. In the macrosociolinguistic context

emphasizing the speech community's use of language, these variables described

which language variety would be used. In the microsociolinguistic context,

emphasizing the individual's use of language, these variables described

which conversational structures would be used. The results seem to imply

that language is used across a range of contexts, each context having par-

ticular variables that influence language use. The variables of each context

can produce differing effects on language use, depending on the context in

which language use is being studied and how these variables interact with

one another. Variables that are associated with one context more than with

another can in no way be excluded from influencing language use in those

contexts where they are not a dominating influence. Therefore, contexts

are not mutually exclusive. Face-to-face interaction may be the most complex
of all contexts, for it is in this context that all of the variables of the
other contexts exert their influence. If a variety of factors affect how
language is used, then in talk we should be able to extract meaning at
several levels--cultural, social, and interactional.

Reference Notes

1. Dore, J.   Procedures for segmenting conversations into sequences.
Unpublished manuscript, 1976.

2. Fine, J.   Notes on components in the study of oral communication.
Unpublished manuscript, 1976.

References

Abrahams, R. D. Talking my talk; Black English and social segmentation
in black communities. The Florida Foreign Language Reporter, 1972,
10, 28-38.

Baratz, J. C. A bidialectal task for determining language proficiency in
economically disadvantaged children. Child Development, 1969, 40,
889-901.

DeStefano, J. S. Black attitudes toward Black English: A pilot study.
The Florida Foreign Language Reporter, 1971, 9, 28.

Dillard, J. L. Black English: Its history and usage in the United States.
New York: Random House, 1972.

Ferguson, C. A. Diglossia. In D. Hymes (Ed.), Language in culture and
society. New York: Harper and Row, 1964.

Fickett, J. Aspects of morphemics, syntax and semology of an inner-city
dialect: Merican. New York: Meadowwood Publications, 1970.

Fishman, J. Sociolinguistics: A brief introduction. Massachusetts:
Newbury House, 1972.

Greenfield, L., & Fishman, J. Situational measures of language use in
relation to person, place and topic among Puerto Rican bilinguals.
In J. A. Fishman, R. L. Cooper, & R. Ma, et al. (Eds.), Bilingualism
in the barrio. (Final Report to DHEW under contract No. OEC-1-7-062817-
0297). New York: Yeshiva University, 1968.

Gumperz, J. J. The sociolinguistics of interpersonal communication. Centro
Internazionale de Semiotics e di Linguistica, 1974, 33, 1-24.

Houston, S. A sociolinguistic consideration of the black English of children in northern Florida. Language, 1969, 45, 599-607.

Labov, W. Contraction, deletion and inherent variability of the English copula. Language, 1969, 45, 715-762.

Labov, W., Cohen, P., Robins, C., & Lewis, J. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. (Final Report, OE-6-10-059). New York: Columbia University, 1968.

Mitchell-Kernan, C. On the status of Black English for native speakers: An assessment of attitudes and values. In C. Cazden, V. John, & D. Hymes (Eds.), Functions of language in the classroom. New York: Teachers College Press, 1972.

Scott, J. The need for semantic considerations in accounting for verb forms in Black English. Papers in linguistics (Vol. 1 No. 2). Ann Arbor: University of Michigan, 1973.

Straker, D. Y. Situational Variables in Language Use. Unpublished doctoral dissertation. New York: Yeshiva University, 1978.

Wolfram, W. A sociolinguistic description of Detroit Negro speech. Washington, D. C.: Center for Applied Linguistics, 1969.

Table 1

General Outline of the Social Situations

	Value Clusters and Associated Components	
	Intimacy	Status Differentiation
Interlocutor	Student/student	Instructor/student
Place	Student lounge	Instructor's office
Topic	Worst experience	Educational aspirations

Table 2

Specific Outline of the Eight Social Situations

	Situations	Interlocutors	Place	Topic
Status				
Value:	I[a]	Student/instructor	Inst. off.	Aspirations
	II[b]	Student/instructor	Office	Experience[c]
	III[b]	Student/student	Office	Aspirations
	IV[b]	Student/instructor	Lounge	Aspirations
Intimacy				
Value:	V[a]	Student/student	Lounge	Experience
	VI[b]	Student/student	Lounge	Aspirations[c]
	VII[b]	Student/instructor	Lounge	Experience
	VIII[b]	Student/student	Office	Experience

[a]Congruent social situation--all components are representative of one value.

[b]Incongruent social situations--components are representative of both values.

[c]Indicates those particular components causing the situation to be anomalous in terms of co-occurrence relations.

Table 3

Summary of Score Reliability Computed From

Kendall's Rank Correlation Coefficient Rho (ρ)

(Grammatical Analysis)

Hypotheses	Probabilities Associated with Observed Values of $\underline{S}$
	$\underline{P}$ value
1. Association of rankings of 5 grammatical features of BE.	.0083
2. Association of rankings of 5 grammatical features of SE.	.042
3. Association of rankings of 5 grammatical features for MX.	.0083
4. Association of rankings of BE features in situations 1-8.	.008
5. Association of rankings of SE features in situations 1-8.	.0071
6. Association of rankings of MX features in situations 1-8.	.000025

Table 4

Summary of Score Reliability Computed from

Kendall's Rank Correlation Coefficient Rho (ρ)

(Conversational Analysis)

Type of Score	Probabilities Associated with Observed Values of $\underline{S}$
	$\underline{P}$ value
1. Association of rankings of RQ structures in situations 1-8	.00025
2. Association of rankings of SD structures in situations 1-8	.0071

Table 5

Summary of Chi Square Analysis Grammatical Features,

Part I

Comparisons	x^2
I. Overall language/value cluster	
A. BE vs. SE by value cluster	3.7
B. BE vs. SE vs. SH by value cluster	19.9***
II. Grammatical features/value cluster	
A. BE status vs. BE intimacy	13.8**
B. SE status vs. SE intimacy	27.4***
C. SH status vs. SH intimacy	25.8***
D. BE vs. SE vs. SH status	465.3***
E. BE vs. SE vs. SH status	714.5***
III. Total language vs. situation by value cluster	
A. BE intimacy vs. BE status	53.2***
B. SE intimacy vs. SE status	17.4***
C. SH intimacy vs. SH status	18.6***
D. BE vs. SE vs. SH status	17.2**
E. BE vs. SE vs. SH intimacy	104.6***
F. BE vs. SE vs. SH across all situations	162.6***

Table 5 Cont'd.

Comparisons	x^2
IV. Effect of situational component ys. language within value cluster	
A. Status value cluster	
1. I vs. II effect of topic	39.5***
2. I vs. III effect of interlocutor	7.0*
3. I vs. IV effect of setting	3.0*
B. Intimacy value cluster	
1. V vs. VI effect of topic	56.6***
2. V vs. VII effect of interlocutor	28.0***
3. V vs. VIII effect of setting	29.4***

* $p < .05$

** $p < .01$

*** $p < .001$

Table 6

Summary of Chi Square Analysis

Topic Elaboration Strategy,

Part II

Comparisons	x^2
I. Topic elaboration strategy by value cluster	
RQ vs. SD by value cluster	4.2*
II. Topic elaborations strategy by situation	
A. RQ status vs. RQ intimacy	73.5***
B. SD status vs. SD intimacy	8.1*
C. RQ vs. SD status	46.4***
D. RQ vs. SD intimacy	20.9***
III. Effect of situational component vs. topic elaboration strategy within value cluster	
A. Status Value Cluster	
1. I vs. II effect of topic	25.4***
2. I vs. III effect of interlocutor	45.3***
3. I vs. IV effect of setting	.043
B. Intimacy Value Cluster	
1. V vs. VI effect of topic	1.4
2. V vs. VII effect of interlocutor	.58
3. V vs. VIII effect of setting	5.9***

*	$p < .05$
**	$p < .01$
***	$p < .001$

Appendix A

Part 1: Features of Black English

I. Negation

A. Single   She <u>not</u> singing.

                                    She <u>ain't</u> singing.

                                    She don't sing.

                                    She don't be singing.

B. Multiple

.1. concord   I <u>ain't never</u> had <u>no</u> trouble with <u>none</u>

                                    / of <u>em</u>.

2. quantifier   She <u>ain't</u> in <u>no</u> seventh grade.

3. postposing   We <u>ain't</u> write over <u>no</u> street <u>nothing</u>.

4. preverbal   The Negro <u>doesn't</u> know about the Negro

                                    and <u>neither</u> does the white man know about

                                    the Negro.

5. inversion   <u>Can't nobody</u> break up a fight.

II. Copula

A. Deletion

1. ___ noun phrase   She the first one started us off.

2. ___ pred. adj.   He fast in every thing he do.

3. ___ locative   You out the game.

4. ___ NEG   But everybody not black.

5. ___ V (ing)   He just feel like he gettin' cripple up.

6. ___ gon   He gon try to get help.

7. question   Who he?

Part I (continued)

B. Invariant "be"

    1. be + VERB + ing   'Cause sometimes I be sleeping. . .

    2. ___adj.   Everybody be happy and shit. . .

    3. past participles   They be mixed up all kinds of ways.

    4. prep. phrase   Sometime I be with Ruby.

    5. imperative   Don't be jiving around.

    6. auxiliary   Fred be comin'.

III. Verb Forms

  A. Present Tense

    1. agreement   Mary go home when she get ready.

  B. Past Tense

    1. irreg. verbs

    2. agreement   We was

    3. past. participle   I seen three police.

    4. past perfect   In the mean time the fellow had went home.

    5. passive got/was   I got promoted.

    6. been + VERB   I been wash the dishes.

    7. done + VERB   I done wash the dishes

    8. been done + VERB   I been done wash the dishes

    9. done been + VERB   I done been wash the dishes.

    10. pro. agr.   We was going.

  C. Future

    1. marker   I'm a throw it.

Part 1 (continued)

IV. Pronouns

A. Appositive   Marsha, she. . .

B. Possessive   The students put they books away.

C. I/there   . . .it was some fellas shootin' craps

                                  in the street.

D. Reflextive   I got me a new tow truck.

E. Them/those   They have them bars.

V. Possessive.

A. Noun Juxtaposed   John book

B. Pronouns (see IV, B
   above

VI. Alternate Syntactic Structures

A. If Construction   I asked did he do it.

B. Questions   Why you don't know?

C. Got/have   I got me a tow truck.

D. Modal Modification   They useta could beat you.

E. ? Do Deletion   What you want me to do?

Part 2: Features of Standard English

I. Negation

    A. Single   She is not singing (now).

                              She is not singing (now or ever).

                              She doesn't sing.

                              She isn't singing (habitually).

    B. Multiple

        1. concord   I have never had any trouble with any of them.

        2. quantifier   She's not in the seventh grade.

        3. postposing   We didn't write anything over the street.

        4. preverbal   The Negro doesn't know about the Negro nor

                              does the white man.

        5. inversion -   Nobody can break up a fight.

II. Copula

    A. Deletion

        1. ___noun phrase   She is the first one who started us off.

        2. ___predicate adj. He's fast in everything he does.

        3. ___locative   You are out of the game.

        4. ___NEG   But everybody is not black.

        5. ___V(ing)   He just feels like he is getting crippled.

        6. ___gon   He is going to try to get help.

        7. question   Who is he?

Part 2 (continued)

B. Invariant "be"

1. be + VERB + ing   Because sometimes when I am sleeping. . .

2. ___adj.   Everybody is happy and shit. .—.

3. past participles   They are mixed up in all kinds of ways.

4. prep. phrase   Sometimes I'm with Ruby.

5. imperative   Don't jive around.

6. auxiliary   Fred will be coming.

III. Verb Forms,

A. Present Tense

1. agreement   Mary goes home when she gets ready.

B. Past Tense

1. irregular verbs

2. agreement   We were.

3. past participle .   I saw three policemen.

4. past perfect.   In the mean time the fellow had gone home.

5. passive got/was   I was promoted,

6. been + VERB .   I washed the dishes (a while ago).

7. done + VERB   I washed the dishes (recently)

8. been done + VERB   I washed the dishes (finished a whole ago).

9. done been + VERB   I washed the dishes (recently finished).

10. prog. agr.   We were going.

C. Future

1. marker   I'm going to throw it,

Part 2 (continued)

IV. Pronouns

    A. Appositive   Marsha. . .

    B. Possessive   The students put their books away.

    C. It/there   . . .there were some fellows shooting craps

                               in the street.

    D. Reflexive.   I have a new tow truck.

    E. Them/those   They have those bars.

V. Possessive

    A. Nouns Juxtaposed   John's book

    B. Pronouns (see IV, B
        above.

VI. Alternate Syntactic Structures

    A. If Construction   I asked if he did it.

    B. Questions   Why don't you know?

    C. Got/have   I have a tow truck.

    D. Modal Modification   They used to be able to beat you.

    E. ? Do Deletion   What do you want me to do?

Part 3: Features of Shared Dialect[a]

I. Negation

    A. Single   It wasn't bothering me.

                                   It won't stop bleeding.

II. Copula

III. Verb Forms

    A. Present Tense

        1. Agreement   I, you, we or they go home.

    B. Past Tense

        1. irregular verbs   He drove. He went. I came.

        2. agreement   I, he was,

        10. prog. agr.   I, he was going.

IV. Pronouns

        1. appostive

        2. possessive   My, your, his, her, our

V. Possessive

VI. Alternate Syntactic Structures

[a] These features have been designated as shared dialect. They are not direct translations of BE into SE, but features that both BE and SE speakers use.

Appendix B

Conversational Acts:

Codes, Definitions, and Examples of Conversational Acts

CODES, DEFINITIONS AND EXAMPLES OF CONVERSATIONAL ACTS

REQUESTS solicit information, action or acknowledgement.

RQYN   Yes-No Questions seek true-false judgments about propositions: "Is this an apple?"

RQWH   Why-Questions seek specific factual information (include either-or and fill-in-the-blank question forms): "Where's John?"

RQCL   Clarification Questions seek clarification of the content of a prior utterance: "What did you say?"

RQAC   Action Requests solicit a listener to perform (or cease to) an act (or process): "Give me some juice!"

RQPM   Permission Requests solicit a listener to grant permission to the speaker to perform an act: "May I go?"

RQRQ   Rhetorical Questions seek an acknowledgement from a listener to allow the speaker to continue: "You know what I did?"

RESPONSES provide information directly complementing prior requests.

RSYN   Yes-No Answers supply true-false judgments of propositions: "No."

RSWH   Wh-Answers supply the solicited factual information: "John's here."

RSCL   <u>Clarifications</u> supply the relevant repetition:
"I said no."

RSCO   <u>Compliances</u> verbally express acceptance, denial, or
acknowledgement of a prior Action or Permission Request:
"Okay, I'll do it."

RSQL   <u>Qualifications</u> supply non-canonical information in
relation to the soliciting question: "But I wasn't
the one who did it."

RSRP   <u>Repetitions</u> repeat parts of prior utterances.

<u>DESCRIPTIONS</u> express observable (or verifiable) fact,
past or present.

DSID   <u>Identifications</u> label objects, events, etc.: "That's
a house."

DSEV   <u>Events</u> describe acts, events, processes, etc.: "I'm
making pizza."

DSPR   <u>Properties</u> describe traits or conditions of objects, events,
etc.: "That's a red house."

DSLO   <u>Locations</u> express direction or location of objects, events,
etc.: "The zoo is far away."

DSTI   <u>Times</u> report phrases of time: "It happened yesterday."

<u>STATEMENTS</u> express facts, rules, attitudes, feelings,
beliefs, etc.

STRU   Rules express rules, procedures, definitions, facts, etc.: "You have to share your things with others."

STEV   Evaluations express attitudes, judgments, etc.: "That's nice."

STIR   Internal Reports express emotions, sensations, mental events, etc.: "I like to play." (also include intents to perform future acts).

STAT   Attributions report beliefs about another's internal state: "He doesn't know the answer."

STEX   Explanations express reasons, causes, and predictions: "It will fail."

ACKNOWLEDGEMENTS recognize and evaluate responses and non-requestives.

ACAC   Acceptances neutrally recognize answers or non-requestives: "Yes," "Oh."

ACAP   Approvals/Agreements positively recognize answers, etc.: "Right," "Yes."

ACDS   Disapprovals/Disagreements negatively evaluate answers or non-requestives: "No," "Wrong," "I disagree."

ACRT   Returns acknowledge rhetorical questions and some non-requestives, returning the "floor" to the speaker: "What," "Really."

ORGANIZATIONAL DEVICES regulate contact and conversation.

ODBM — Boundary Markers indicate openings, closings, and other significant points in the conversation: "Hi," "Bye," "By the way."

ODCA — Calls solicit attention: "Hey, John."

ODSS — Speaker Selections explicitly label speaker of next turn: "John," "You."

ODPM — Politeness Markers indicate ostensible politeness: "Thanks," "Sorry."

ODAC — Accompaniments maintain verbal contact, typically conveying information redundant with respect to context: "Here you are."

PERFORMATIVES accomplish facts by being said.

PFPR — Protests register complaints about the listener's behavior: "Stop."

PFJO — Jokes display non-belief toward a proposition, for a humorous effect: "We throwed the soup in the ceiling."

PFCL — Claims establish rights by being said: "That's mine," "I'm first."

PFWA — Warnings alert the listener of impending harm: "Watch out."

PFTE — Teases annoy taunt, or playfully provoke a listener: "You can't do it"

MISCELLANEOUS CODES

NOAN   No Answers to questions (after two seconds of silence).

UNFP   Uninterpretable for unintelligible, incomplete, or

anomalous utterances.

CENTER FOR THE STUDY OF READING

READING EDUCATION REPORTS

No. 1: Durkin, D. *Comprehension Instruction—Where are You?*, October 1977. (ERIC Document Reproduction Service No. ED 146 566, 14p., PC-$1.82, MF-$.83)

No. 2: Asher, S. R. *Sex Differences in Reading Achievement,* October 1977. (ERIC Document Reproduction Service No. ED 145 567, 30p., PC-$3.32, MF-$.83)

No. 3: Adams, M. J., Anderson, R. C., & Durkin, D. *Beginning Reading: Theory and Practice,* November 1977. (ERIC Document Reproduction Service No. ED 151 722, 15p., PC-$1.82, MF-$.83)

No. 4: Jenkins, J. R., & Pany, D. *Teaching Reading Comprehension in the Middle Grades,* January 1978. (ERIC Document Reproduction Service No. ED 151 756, 36p., PC-$3.32, MF-$.83)

No. 5: Bruce, B. *What Makes a Good Story?,* June 1978. (ERIC Document Reproduction Service No. ED 158 222, 16p., PC-$1.82, MF-$.83)

No. 6: Anderson, T. H. *Another Look at the Self-Questioning Study Technique,* September 1978. (ERIC Document Reproduction Service No. ED 163 441, 19p., PC-$1.82, MF-$.83)

No. 7: Pearson, P. D., & Kamil, M. L. *Basic Processes and Instructional Practices in Teaching Reading,* December 1978. (ERIC Document Reproduction Service No. ED 165 118, 29p., PC-$3.32, MF-$.83)

No. 8: Collins, A., & Haviland, S. E. *Children's Reading Problems,* June 1979. (ERIC Document Reproduction Service No. ED 172 188, 19p., PC-$1.82, MF-$.83)

No. 9: Schallert, D. L., & Kleiman, G. M. *Some Reasons Why Teachers are Easier to Understand than Textbooks,* June 1979. (ERIC Document Reproduction Service No. ED 172 189, 17p., PC-$1.82, MF-$.83)

No. 10: Baker, L. *Do I Understand or Do I not Understand: That is the Question,* July 1979. (ERIC Document Reproduction Service No. ED 174 948, 27p., PC-$3.32, MF-$.83)

No. 11: Anderson, R. C., & Freebody, P. *Vocabulary Knowledge and Reading,* August 1979.

No. 12: Joag-dev, C., & Steffensen, M. S. *Studies of the Bicultural Reader: Implications for Teachers and Librarians,* January 1980.

No. 13: Adams, M., & Bruce, B. *Background Knowledge and Reading Comprehension,* January 1980.

No. 14: Rubin, A. *Making Stories, Making Sense,* January 1980.

No. 15: Tierney, R. J., & LaZansky, J. *The Rights and Responsibilities of Readers and Writers: A Contractual Agreement,* January 1980.

CENTER FOR THE STUDY OF READING

TECHNICAL REPORTS

No. 1: Halff, H. M. *Graphical Evaluation of Hierarchical Clustering Schemes*, October 1975. (ERIC Document Reproduction Service No. ED-134 926, 11p., PC-$1.82, MF-$.83)

No. 2: Spiro, R. J. *Inferential Reconstruction in Memory for Connected Discourse*, October 1975. (ERIC Document Reproduction Service No. ED 136 187, 81p., PC-$6.32, MF-$.83)

No. 3: Goetz, E. T. *Sentences in Lists and in Connected Discourse*, November 1975. (ERIC Document Reproduction Service No. ED 134 927, 75p., PC-$4.82, MF-$.83)

No. 4: Alessi, S. M., Anderson, T. H., & Biddle, W. B. *Hardware and Software Considerations in Computer Based Course Management*, November 1975. (ERIC Document Reproduction Service No. ED 134 928, 21p., PC-$1.82, MF-$.83)

No. 5: Schallert, D. L. *Improving Memory for Prose: The Relationship between Depth of Processing and Context*, November 1975. (ERIC Document Reproduction Service No. ED 134 929, 37p., PC-$3.32, MF-$.83)

No. 6: Anderson, R. C., Goetz, E. T., Pichert, J. W., & Halff, H. M. *Two Faces of the Conceptual Peg Hypothesis*, January 1976. (ERIC Document Reproduction Service No. ED 134 930, 29p., PC-$3.32, MF-$.83)

No. 7 Ortony, A. *Names, Descriptions, and Pragmatics*, February 1976. (ERIC Document Reproduction Service No. ED 134 931, 25p., PC-$1.82, MF-$.83)

No. 8: Mason, J. M. *Questioning the Notion of Independent Processing Stages in Reading*, February 1976. (*Journal of Educational Psychology*, 1977, 69, 288-297)

No. 9: Siegel, M. A. *Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education*, April 1976. (ERIC Document Reproduction Service No. ED 134 932, 42p., PC-$3.32, MF-$.83)

No. 10: Anderson, R. C., Pichert, J. W., Goetz, E. T., Schallert, D. L., Stevens, K. C., & Trollip, S. R. *Instantiation of General Terms*, March 1976. (ERIC Document Reproduction Service No. ED 134 933, 30p., PC-$3.32, MF-$.83)

No. 11: Armbruster, B. B. *Learning Principles from Prose: A Cognitive Approach Based on Schema Theory*, July 1976. (ERIC Document Reproduction Service No. ED 134 934, 48p., PC-$3.32, MF-$.83)

No. 12: Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. *Frameworks for Comprehending Discourse*, July 1976. (ERIC Document Reproduction Service No. ED 134 935, 33p., PC-$3.32, MF-$.83)

No. 13: Rubin, A. D., Bruce, B. C., & Brown, J. S. *A Process-Oriented Language for Describing Aspects of Reading Comprehension*, November 1976. (ERIC Document Reproduction Service No. ED 136 188, 41p., PC-$3.32, MF-$.83)

No. 14: Pichert, J. W., & Anderson, R. C. *Taking Different Perspectives on a Story*, November 1976. (ERIC Document Reproduction Service No. ED 134 936, 30p., PC-$3.32, MF-$.83)

No. 15: Schwartz, R. M. *Strategic Processes in Beginning Reading*, November 1976. (ERIC Document Reproduction Service No. ED 134 937, 19p., PC-$1.82, MF-$.83)

No. 16: Jenkins, J. R., & Pany, D. *Curriculum Biases in Reading Achievement Tests*, November 1976. (ERIC Document Reproduction Service No. ED 134 938, 24p., PC-$1.82, MF-$.83)

No. 17: Asher, S. R., Hymel, S., & Wigfield, A. *Children's Comprehension of High- and Low-Interest Material and a Comparison of Two Cloze Scoring Methods*, November 1976. (ERIC Document Reproduction Service No. ED 134 939, 32p., PC-$3.32, MF-$.83)

No. 18: Brown, A. L., Smiley, S. S., Day, J. D., Townsend, M. A. R., & Lawton, S. C. *Intrusion of a Thematic Idea in Children's Comprehension and Retention of Stories*, December 1976. (ERIC Document Reproduction Service No. ED 136 189, 39p., PC-$3.32, MF-$.83)

No. 19: Kleiman, G. M. *The Prelinguistic Cognitive Basis of Children's Communicative Intentions*, February 1977. (ERIC Document Reproduction Service No. ED 134 940, 51p., PC-$4.82, MF-$.83)

No. 20: Kleiman, G. M. *The Effect of Previous Context on Reading Individual Words*, February 1977. (ERIC Document Reproduction Service No. ED 134 941, 76p., PC-$6.32, MF-$.83)

No. 21: Kane, J. H., & Anderson, R. C. *Depth of Processing and Interference Effects in the Learning and Remembering of Sentences*, February 1977. (ERIC Document Reproduction Service No. ED 134 942, 29p., PC-$3.32, MF-$.83)

No. 22: Brown, A. L., & Campione, J. C. *Memory Strategies in Learning: Training Children to Study Strategically*, March 1977. (ERIC Document Reproduction Service No. ED 136 234, 54p., PC-$4.82, MF-$.83)

No. 23: Smiley, S. S., Oakley, D. D., Worthen, D., Campione, J. C., & Brown, A. L. *Recall of Thematically Relevant Material by Adolescent Good and Poor Readers as a Function of Written Versus Oral Presentation*, March 1977. (ERIC Document Reproduction Service No. ED 136 235, 23p., PC-$1.82, MF$-.83)

No. 24: Anderson, R. C., Spiro, R. J., & Anderson, M. C. *Schemata as Scaffolding for the Representation of Information in Connected Discourse*, March 1977. (ERIC Document Reproduction Service No. ED 136 236, 18p., PC-$1.82, MF-$.83)

No. 25: Pany, D., & Jenkins, J. R. *Learning Word Meanings: A Comparison of Instructional Procedures and Effects on Measures of Reading Comprehension with Learning Disabled Students*, March 1977. (ERIC Document Reproduction Service No. ED 136 237, 34p., PC-$3.32, MF-$.83).

No. 26: Armbruster, B. B., Stevens, R. J., & Rosenshine, B. *Analyzing Content Coverage and Emphasis: A Study of Three Curricula and Two Tests*, March 1977. (ERIC Document Reproduction Service No. ED 136 238, 22p., PC-$1.82, MF-$.83)

No. 27: Ortony, A., Reynolds, R. E., & Arter, J. A. *Metaphor: Theoretical and Empirical Research*, March 1977. (ERIC Document Reproduction Service No. ED 137 752, 63p., PC-$4.82, MF-$.83)

No. 28: Ortony, A. *Remembering and Understanding Jabberwocky and Small-Talk*, March 1977. (ERIC Document Reproduction Service No. ED 137 753, 36p., PC-$3.32, MF-$.83)

No. 29: Schallert, D. L., Kleiman, G. M., & Rubin, A. D. *Analysis of Differences between Oral and Written Language*, April 1977. (ERIC Document Reproduction Service No. ED 144 038, 33p., PC-$3.32, MF-$.83)

No. 30: Goetz, E. T., & Osborn, J. *Procedures for Sampling Texts and Tasks in Kindergarten through Eighth Grade*, April 1977. (ERIC Document Reproduction Service No. ED 146 565, 80p., PC-$6.32, MF-$.83)

No. 31: Nash-Webber, B. *Anaphora: A Cross-Disciplinary Survey*, April 1977. (ERIC Document Reproduction Service No. ED 144 039, 43p., PC-$3.32, MF-$.83)

No. 32: Adams, M. J., & Collins, A. *A Schema-Theoretic View of Reading Comprehension*, April 1977. (ERIC Document Reproduction Service No. ED 142 971, 49p., PC-$3.32, MF-$.83)

No. 33: Huggins, A. W. F. *Syntactic Aspects of Reading Comprehension*, April 1977. (ERIC Document Reproduction Service No. ED 142 972, 68p., PC-$4.82, MF-$.83)

No. 34: Bruce, B. C. *Plans and Social Actions*, April 1977. (ERIC Document Reproduction Service No. ED 149 328, 45p., PC-$3.32, MF-$.83)

No. 35: Rubin, A. D. *Comprehension Processes in Oral and Written Language*, April 1977. (ERIC Document Reproduction Service No. ED 150 550, 61p., PC-$4.82, MF-$.83)

No. 36: Nash-Webber, B., & Reiter, R. *Anaphora and Logical Form: On Formal Meaning Representation for Natural Language*, April 1977. (ERIC Document Reproduction Service No. ED 142 973, 42p., PC-$3.32, MF-$.83)

No. 37: Adams, M. J. *Failures to Comprehend and Levels of Processing in Reading*, April 1977. (ERIC Document Reproduction Service No. ED 145 410, 51p., PC-$4.82, MF-$.83)

No. 38: Woods, W. A. *Multiple Theory Formation in High-Level Perception*, April 1977. (ERIC Document Reproduction Service No. ED 144 020, 58p., PC-$4.82, MF-$.83)

No. 40: Collins, A., Brown, J. S., & Larkin, K. M. *Inference in Text Understanding*, December 1977. (ERIC Document Reproduction Service No. ED 150 547, 48p., PC-$3.32, MF-$.83)

No. 41: Anderson, R. C., & Pichert, J. W. *Recall of Previously Unrecallable Information Following a Shift in Perspective*, April 1977. (ERIC Document Reproduction Service No. ED 142 974, 37p., PC-$3.32, MF-$.83)

No. 42: Mason, J., Osborn, J., & Rosenshine, B. *A Consideration of Skill Hierarchy Approaches to the Teaching of Reading*, December 1977. (ERIC Document Reproduction Service No. ED 150 549, 176p., PC-$12.32, MF-$.83)

No. 43: Collins, A., Brown, A. L., Morgan, J. L., & Brewer, W. F. *The Analysis of Reading Tasks and Texts*, April 1977. (ERIC Document Reproduction Service No. ED 145 404, 96p., PC-$6.32, MF-$.83)

No. 44: McClure, E. *Aspects of Code-Switching in the Discourse of Bilingual Mexican-American Children*, April 1977. (ERIC Document Reproduction Service No. ED 142 975, 38p., PC-$3.32, MF-$.83)

No. 45: Schwartz, R. M. *Relation of Context Utilization and Orthographic Automaticity in Word Identification*, May 1977. (ERIC Document Reproduction Service No. ED 137 762, 27p., PC-$3.32, MF-$.83)

No. 46: Anderson, R. C., Stevens, K. C., Shifrin, Z., & Osborn, J. *Instantiation of Word Meanings in Children*, May 1977. (ERIC Document Reproduction Service No. ED 142 976, 22p., PC-$1.82, MF-$.83)

No. 47: Brown, A. L. *Knowing When, Where, and How to Remember: A Problem of Metacognition*, June 1977. (ERIC Document Reproduction Service No. ED 146 562, 152p., PC-$10.82, MF-$.83)

No. 48: Brown, A. L., & DeLoache, J. S. *Skills, Plans, and Self-Regulation*, July 1977. (ERIC Document Reproduction Service No. ED 144 040, 66p., PC-$4.82, MF-$.83)

No. 49: Goetz, E. T. *Inferences in the Comprehension of and Memory for Text*, July 1977. (ERIC Document Reproduction Service No. ED 150 548, 97p., PC-$6.32, MF-$.83)

No. 50: Anderson, R. C. *Schema-Directed Processes in Language Comprehension*, July 1977. (ERIC Document Reproduction Service No. ED-142 977, 33p., PC-$3.32, MF-$.83)

No. 51: Brown, A. L. *Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge*, July 1977. (ERIC Document Reproduction Service No. ED 144 041, 59p., PC-$4.82, MF-$.83)

No. 52: Morgan, J. L. *Two Types of Convention in Indirect Speech Acts*, July 1977. (ERIC Document Reproduction Service No. ED 145 405, 40p., PC-$3.32, MF-$.83)

No. 53: Brown, A. L., Smiley, S. S., & Lawton, S. C. *The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages*, July 1977. (ERIC Document Reproduction Service No. ED 144 042, 30p., PC-$3.32, MF-$.83)

No. 54: Fleisher, L. S., & Jenkins, J. R. *Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition*, July 1977. (ERIC Document Reproduction Service No. ED 144 043, 37p., PC-$3.32, MF-$.83)

No. 55: Jenkins, J. R., & Larson, K. *Evaluating Error Correction Procedures for Oral Reading*, June 1978. (ERIC Document Reproduction Service No. ED 158 224, 34p., PC-$3.32, MF-$.83)

No. 56: Anderson, T. H., Standiford, S. N., & Alessi, S. M. *Computer Assisted Problem Solving in an Introductory Statistics Course*, August 1977. (ERIC Document Reproduction Service No. ED 146 563, 26p., PC-$3.32, MF-$.83)

No. 57: Barnitz, J. *Interrelationship of Orthography and Phonological Structure in Learning to Read*, August 1977 (ERIC Document Reproduction Service No. ED 150 546, 62p., PC-$4.82, MF-$.83)

No. 58: Mason, J. M. *The Role of Strategy in Reading in the Mentally Retarded*, September 1977. (ERIC Document Reproduction Service No. ED 145 406, 28p., PC-$3.32, MF-$.83)

No. 59: Mason, J. M. *Reading Readiness: A Definition and Skills Hierarchy from Preschoolers' Developing Conceptions of Print*, September 1977. (ERIC Document Reproduction Service No. ED 145 403, 57p., PC-$4.82, MF-$.83)

No. 60: Spiro, R. J., & Esposito, J. J. *Superficial Processing of Explicit Inferences in Text*, December 1977. (ERIC Document Reproduction Service No. ED 150 545, 27p., PC-$3.32, MF-$.83)

No. 65: Brewer, W. F. *Memory for the Pragmatic Implications of Sentences*, October 1977. (ERIC Document Reproduction Service No. ED 146 564, 27p., PC-$3.32, MF-$.83)

No. 66: Brown, A. L., & Smiley, S. S. *The Development of Strategies for Study Prose Passages*, October 1977. (ERIC Document Reproduction Service No. ED 145 371, 59p., PC-$4.82, MF-$.83)

No. 68: Stein, N. L., & Nezworski, T. *The Effects of Organization and Instructional Set on Story Memory*, January 1978. (ERIC Document Reproduction Service No. ED 149 327, 41p., PC-$3.32, MF-$.83)

No. 69: Stein, N. L. *How Children Understand Stories: A Developmental Analysis*, March 1978. (ERIC Document Reproduction Service No. ED 153 205, 68p., PC-$4.82, MF-$.83)

No. 76: Thieman, T. J., & Brown, A. L. *The Effects of Semantic and Formal Similarity on Recognition Memory for Sentences in Children*, November 1977. (ERIC Document Reproduction Service No. ED 150 551, 26p., PC-$3.32, MF-$.83)

No. 77: Nash-Webber, B. L. *Inferences in an Approach to Discourse Anaphora*, January 1978. (ERIC Document Reproduction Service No. ED 150 552, 30p., PC-$3.32, MF-$.83)

No. 78: Gentner, D. *On Relational Meaning: The Acquisition of Verb Meaning*, December 1977. (ERIC Document Reproduction Service No. ED 149 325, 46p., PC-$3.32, MF-$.83)

No. 79: Royer, J. M. *Theories of Learning Transfer*, January 1978. (ERIC Document Reproduction Service No. ED 149 326, 55p., PC-$4.82, MF-$.83)

No. 80: Arter, J. A., & Jenkins, J. R. *Differential Diagnosis-Prescriptive Teaching: A Critical Appraisal*, January 1978. (ERIC Document Reproduction Service No. ED 150 578, 104p., PC-$7.82, MF-$.83)

No. 81: Shoben, E. J. *Choosing a Model of Sentence Picture Comparisons: A Reply to Catlin and Jones*, February 1978. (ERIC Document Reproduction Service No. ED 150 577, 30p., PC-$3.32, MF-$.83)

No. 82: Steffensen, M. S. *Bereiter and Engelmann Reconsidered: The Evidence from Children Acquiring Black English Vernacular*, March 1978. (ERIC Document Reproduction Service No. ED 153 204, 31p., PC-$3.32, MF-$.83)

No. 83: Reynolds, R. E., Standiford, S. N., & Anderson, R. C. *Distribution of Reading Time When Questions are Asked about a Restricted Category of Text Information*, April 1978. (ERIC Document Reproduction Service No. ED 153 206, 34p., PC-$3.32, MF-$.83)

No. 84: Baker, L. *Processing Temporal Relationships in Simple Stories: Effects of Input Sequence*, April 1978. (ERIC Document Reproduction Service No. ED 157 016, 54p., PC-$4.82, MF-$.83)

No. 85: Mason, J. M., Knisely, E., & Kendall, J. *Effects of Polysemous Words on Sentence Comprehension*, May 1978. (ERIC Document Reproduction Service No. ED 157 015, 34p., PC-$3.32, MF-$.83)

No. 86: Anderson, T. H., Wardrop, J. L., Hively W., Muller, K. E., Anderson, R. I., Hastings, C. N., & Fredericksen, J. *Development and Trial of a Model for Developing Domain Referenced Tests of Reading Comprehension*, May 1978. (ERIC Document Reproduction Service No. ED 157 036, 69p., PC-$4.82, MF-$.83)

No. 87: Andre, M. E. D. A., & Anderson, T. H. *The Development and Evaluation of a Self-Questioning Study Technique*, June 1978. (ERIC Document Reproduction Service No. ED 157 037, 37p., PC-$3.32, MF-$.83)

No. 88: Bruce, B. C., & Newman, D. *Interacting Plans*, June 1978. (ERIC Document Reproduction Service No. ED 157 038, 100p., PC-$6.32, MF-$.83)

No. 89: Bruce, B. C., Collins, A., Rubin, A. D., & Gentner, D. *A Cognitive Science Approach to Writing*, June 1978. (ERIC Document Reproduction Service No. ED 157 039, 57p., PC-$4.82, MF-$.83)

No. 90: Asher, S. R. *Referential Communication*, June 1978. (ERIC Document Reproduction Service No. ED 159 597, 71p., PC-$4.82, MF-$.83)

No. 91: Royer, J. M., & Cunningham, D. J. *On the Theory and Measurement of Reading Comprehension*, June 1978. (ERIC Document Reproduction Service No. ED 157 040, 63p., PC-$4.82, MF-$.83)

No. 92: Mason, J. M., Kendall, J. R. *Facilitating Reading Comprehension Through Text Structure Manipulation*, June 1978. (ERIC Document Reproduction Service No. ED 157 041, 36p., PC-$3.32, MF-$.83)

No. 93: Ortony, A., Schallert, D. L., Reynolds, R. E., & Antos, S. J. *Interpreting Metaphors and Idioms: Some Effects of Context on Comprehension*, July 1978. (ERIC Document Reproduction Service No. ED 157 042, 41p., PC-$3.32, MF-$.83)

No. 94: Brown, A. L., Campione, J. C., & Barclay, C. R. *Training Self-Checking Routines for Estimating Test Readiness: Generalization from List Learning to Prose Recall*, July 1978. (ERIC Document Reproduction Service No. ED 158 226, 41p., PC-$3.32, MF-$.83)

No. 95: Reichman, R. *Conversational Coherency*, July 1978. (ERIC Document Reproduction Service No. ED 159 658, 86p., PC-$6.32, MF-$.83)

No. 96: Wigfield, A., & Asher, S. R. *Age Differences in Children's Referential Communication Performance: An Investigation of Task Effects*, July 1978. (ERIC Document Reproduction Service No. ED 159 659, 31p., PC-$3.32, MF-$.83)

No. 97: Steffensen, M. S., Jogdeo, C., & Anderson, R. C. *A Cross-Cultural Perspective on Reading Comprehension*, July 1978. (ERIC Document Reproduction Service No. ED 159 660, 41p., PC-$3.32, MF-$.83)

No. 98: Green, G. M. *Discourse Functions of Inversion Construction*, July 1978. (ERIC Document Reproduction Service No. ED 160 998, 42p., PC-$3.32, MF-$.83)

No. 99: Asher, S. R. *Influence of Topic Interest on Black Children and White Children's Reading Comprehension*, July 1978. (ERIC Document Reproduction Service No. ED 159 661, 35p., PC-$3.32, MF-$.83)

No. 100: Jenkins, J. R., Pany, D., & Schreck, J. *Vocabulary and Reading Comprehension: Instructional Effects*, August 1978. (ERIC Document Reproduction Service No. ED 160 999, 50p., PC-$3.32, MF-$.83)

No. 101: Shoben, E. J., Rips, L. J., & Smith, E. E. *Issues in Semantic Memory: A Response to Glass and Holyoak*, August 1978. (ERIC Document Reproduction Service No. ED 159 662, 85p., PC-$6.32, MF-$.83)

No. 102: Baker, L., & Stein, N. L. *The Development of Prose Comprehension Skills*, September 1978. (ERIC Document Reproduction Service No. ED 159 663, 69p., PC-$4.82, MF-$.83)

No. 103: Fleisher, L. S., Jenkins, J. R., & Pany, D. *Effects on Poor Readers' Comprehension of Training in Rapid Decoding*, September 1978. (ERIC Document Reproduction Service No. ED 159 664, 39p., PC-$3.32, MF-$.83)

No. 104: Anderson, T. H. *Study Skills and Learning Strategies,* September 1978. (ERIC Document Reproduction Service No. ED 161 000, 41p., PC-$3.32, MF-$.83)

No. 105: Ortony, A. *Beyond Literal Similarity,* October 1978. (ERIC Document Reproduction Service No. ED 166 635, 58p., PC-$4.82, MF-$.83)

No. 106: Durkin, D. *What Classroom Observations Reveal about Reading Comprehension Instruction,* October 1978. (ERIC Document Reproduction Service No. ED 162 259, 94p., PC-$6.32, MF-$.83)

No. 107: Adams, M. J. *Models of Word Recognition,* October 1978. (ERIC Document Reproduction Service No. ED 163 431, 93p., PC-$6.32, MF-$.83)

No. 108: Reder, L. M. *Comprehension and Retention of Prose: A Literature Review,* November 1978. (ERIC Document Reproduction Service No. ED 165 114, 116p., PC-$7.82, MF-$.83)

No. 109: Wardrop, J. L., Anderson, T. H., Hively, W., Anderson, R. I., Hastings, C. N., & Muller, K. E. *A Framework for Analyzing Reading Test Characteristics,* December 1978. (ERIC Document Reproduction Service No. ED 165 117, 65p., PC-$4.82, MF-$.83)

No. 110: Tirre, W. C., Manelis, L., & Leicht, K. L. *The Effects of Imaginal and Verbal Strategies on Prose Comprehension in Adults,* December 1978. (ERIC Document Reproduction Service No. ED 165 116, 27p., PC-$3.32, MF-$.83)

No. 111: Spiro, R. J., & Tirre, W. C. *Individual Differences in Schema Utilization During Discourse Processing,* January 1979. (ERIC Document Reproduction Service No. ED 166 651, 29p., PC-$3.32, MF-$.83)

No. 112: Ortony, A. *Some Psycholinguistic Aspects of Metaphor,* January 1979. (ERIC Document Reproduction Service No. ED 165 115, 38p., PC-$3.32, MF-$.83)

No. 113: Antos, S. J. *Processing Facilitation in a Lexical Decision Task,* January 1979. (ERIC Document Reproduction Service No. ED 165 129, 84p., PC-$6.32, MF-$.83)

No. 114: Gentner D. *Semantic Integration at the Level of Verb Meaning,* February 1979. (ERIC Document Reproduction Service No. ED 165 130, 39p., PC-$3.32, MF-$.83)

No. 115: Gearhart, M., & Hall, W. S. *Internal State Words: Cultural and Situational Variation in Vocabulary Usage,* February 1979. (ERIC Document Reproduction Service No. ED 165 131, 66p., PC-$4.82, MF-$.83)

No. 116: Pearson, P. D., Hansen, J., & Gordon, C. *The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information,* March 1979. (ERIC Document Reproduction Service No. ED 169 521, 26p., PC-$3.32, MF-$.83)

No. 117: Barnitz, J. G. *Reading Comprehension of Pronoun-Referent Structures by Children in Grades Two, Four, and Six,* March 1979. (ERIC Document Reproduction Service No. ED 170 731, 51p., PC-$4.82, MF-$.83)

No. 118: Nicholson, T., Pearson, P. D., & Dykstra, R. *Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories,* March 1979. (ERIC Document Reproduction Service No. ED 169 524, 43p., PC-$3.32, MF-$.83)

No. 119: Anderson, R. C., Pichert, J. W., & Shirey, L. L. *Effects of the Reader's Schema at Different Points in Time,* April 1979. (ERIC Document Reproduction Service No. ED 169 523, 36p., PC-$3.32, MF-$.83)

No. 120: Canney, G., & Winograd, P. *Schemata for Reading and Reading Comprehension Performance,* April 1979. (ERIC Document Reproduction Service No. ED 169 520, 99p., PC-$6.32, MF-$.83)

No. 121: Hall, W. S., & Guthrie, L. F. *On the Dialect Question and Reading,* May 1979. (ERIC Document Reproduction Service No. ED 169 522, 32p., PC-$3.32, MF-$.83)

No. 122: McClure, E., Mason, J., & Barnitz, J. *Story Structure and Age Effects on Children's Ability to Sequence Stories,* May 1979. (ERIC Document Reproduction Service No. ED 170 732, 75p., PC-$4.82, MF-$.83)

No. 123: Kleiman, G. M., Winograd, P. N., & Humphrey, M. M. *Prosody and Children's Parsing of Sentences,* May 1979. (ERIC Document Reproduction Service No. ED 170 733, 28p., PC-$3.32, MF-$.83)

No. 124: Spiro, R. J. *Etiology of Reading Comprehension Style,* May 1979. (ERIC Document Reproduction Service No. ED 170 734, 21p., PC-$1.82, MF-$.83)

No. 125: Hall, W. S., & Tirre, W. C. *The Communicative Environment of Young Children: Social Class, Ethnic, and Situational Differences,* May 1979. (ERIC Document Reproduction Service No. ED 170 788, 30p., PC-$3.32, MF-$.83)

No. 126: Mason, J., & McCormick, C. *Testing the Development of Reading and Linguistic Awareness,* May 1979. (ERIC Document Reproduction Service No. ED 170 735, 50p., PC-$3.32, MF-$.83)

No. 127: Brown, A. L., & Campione, J. C. *Permissible Inferences from the Outcome of Training Studies in Cognitive Development Research,* May 1979. (ERIC Document Reproduction Service No. ED 170 736, 34p., PC-$3.32, MF-$.83)

No. 128: Brown, A. L., & French, L. A. *The Zone of Potential Development: Implications for Intelligence Testing in the Year 2000,* May 1979. (ERIC Document Reproduction Service No. ED 170 737, 46p., PC-$3.32, MF-$.83)

No. 129: Nezworski, T., Stein, N. L., & Trabasso, T. *Story Structure Versus Content Effects on Children's Recall and Evaluative Inferences,* June 1979. (ERIC Document Reproduction Service No. ED 172 187, 49p., PC-$3.32, MF-$.83)

No. 130: Bruce, B. *Analysis of Interacting Plans as a Guide to the Understanding of Story Structure,* June 1979. (ERIC Document Reproduction Service No. ED 174 951, 43p., PC-$3.32, MF-$.83)

No. 131: Pearson, P. D., Raphael, T., TePaske, N., & Hyser, C. *The Function of Metaphor in Children's Recall of Expository Passages,* July 1979. (ERIC Document Reproduction Service No. ED 174 950, 41p., PC-$3.32, MF-$.83)

No. 132: Green, G. M. *Organization, Goals, and Comprehensibility in Narratives: Newswriting, a Case Study,* July 1979. (ERIC Document Reproduction Service No. ED 174 949, 66p., PC-$4.82, MF-$.83)

No. 133: Kleiman, G. M., *The Scope of Facilitation of Word Recognition from Single Word and Sentence Frame Contexts,* July 1979. (ERIC Document Reproduction Service No. ED 174 947, 61p., PC-$4.82, MF-$.83)

No. 134: McConkie, G. W., Hogaboam, T. W., Wolverton, G. S., Zola, D., & Lucas, P. A. *Toward the Use of Eye Movements in the Study of Language Processing,* August 1979. (ERIC Document Reproduction Service No. ED 174 968, 48p., PC-$3.32, MF-$.83)

No. 135: Schwartz, R. M. *Levels of Processing: The Strategic Demands of Reading Comprehension,* August 1979. (ERIC Document Reproduction Service No. ED 177 471, 45p., PC-$3.32, MF-$.83)

No. 136: Anderson, R. C., & Freebody, P. *Vocabulary Knowledge,* August 1979. (ERIC Document Reproduction Service No. ED 177 480, 71p., PC-$4.82, MF-$.83)

No. 137: Royer, J. M., Hastings, C. N., & Hook, C. *A Sentence Verification Technique for Measuring Reading Comprehension,* August 1979. (ERIC Document Reproduction Service No. ED 176 234, 34p., PC-$3.32, MF-$.83)

No. 138: Spiro, R. J. *Prior Knowledge and Story Processing: Integration, Selection, and Variation,* August 1979. (ERIC Document Reproduction Service No. ED 176 235, 41p., PC-3.32, MF-$.83)

No. 139: Asher, S. R., & Wigfield, A. *Influence of Comparison Training on Children's Referential Communication,* August 1979. (ERIC Document Reproduction Service No. ED 177 493, 42p., PC-$3.32, MF-$.83)

No. 140: Alessi, S. M., Anderson, T. H., & Goetz, E. T. *An Investigation of Lookbacks During Studying,* September 1979. (ERIC Document Reproduction Service No. ED 177 494, 40p., PC-$3.32, MF-$.83)

No. 141: Cohen, P. R., & Perrault, C. R. *Elements of a Plan-Based Theory of Speech Acts,* September 1979. (ERIC Document Reproduction Service No. ED 177 497, 76p., PC-$6.32, MF-$.83)

No. 142: Grueneich, R., & Trabasso, T. *The Story as Social Environment: Children's Comprehension and Evaluation of Intentions and Consequences,* September 1979. (ERIC Document Reproduction Service No. ED 177 496, 56p., PC-$4.82, MF-$.83)

No. 143: Hermon, G. *On the Discourse Structure of Direct Quotation,* September 1979. (ERIC Document Reproduction Service No. ED 177 495, 46p., PC-$3.32, MF-$.83)

No. 144: Goetz, E. T., Anderson, R. C., & Schallert, D. L. *The Representation of Sentences in Memory,* September 1979. (ERIC Document Reproduction Service No. ED 177 527, 71p., PC-$4.82, MF-$.83)

No. 145: Baker, L. *Comprehension Monitoring: Identifying and Coping with Text Confusions,* September 1979. (ERIC Document Reproduction Service No. ED 177 525, 62p., PC-$4.82, MF-$.83)

No. 146: Hall, W. S., & Nagy, W. E. *Theoretical Issues in the Investigation of Words of Internal Report,* October 1979. (ERIC Document Reproduction Service No. ED 177 526, 108p., PC-$7.82, MF-$.83)

No. 147: Stein, N. L., & Goldman, S. *Children's Knowledge about Social Situations: From Causes to Consequences,* October 1979.

No. 148: Hall, W. S., & Guthrie, L. F. *Cultural and Situational Variation in Language Function and Use: Methods and Procedures for Research,* October 1979.

No. 149: Pichert, J. W. *Sensitivity to What is Important in Prose,* November 1979.

No. 150: Dunn, B. R., Mathews, S. R., II, & Bieger, G. *Individual Differences in the Recall of Lower-Level Textual Information,* December 1979.

No. 151: Gentner, D. *Verb Semantic Structures in Memory for Sentences: Evidence for Componential Representation,* December 1979.

48

No. 152: Tierney, R. J., & Mosenthal, J. *Discourse Comprehension and Production: Analyzing Text Structure and Cohesion*, January 1980.

No. 153: Winograd, P., & Johnston, P. *Comprehension Monitoring and the Error Detection Paradigm*, January 1980.

No. 154: Ortony, A. *Understanding Metaphors*, January 1980.

No. 155: Anderson, T. H., & Armbruster, B. B. *Studying*, January 1980.

No. 156: Brown, A. L., & Campione, J. C. *Inducing Flexible Thinking: The Problem of Access*, January 1980.

No. 157: Trabasso, T. *On the Making of Inferences During Reading and Their Assessment*, January 1980.

No. 158: McClure, E., & Steffensen, M. S. *A Study of the Use of Conjunctions across Grades and Ethnic Groups*, January 1980.

No. 159: Iran-Nejad, A. *The Schema: A Structural or a Functional Pattern*, February 1980.

No. 160: Armbruster, B. B., & Anderson, T. H. *The Effect of Mapping on the Free Recall of Expository Text*, February 1980.

No. 161: Hall, W. S., & Dore, J. *Lexical Sharing in Mother-Child Interaction*, March 1980.

No. 162: Davison, A., Kantor, R. N., Hannah, J., Hermon, G., Lutz, R., Salzillo, R. *Limitations of Readability Formulas in Guiding Adaptations of Texts*, March 1980.

No. 163: Linn, R. L., Levine, M. V., Hastings, C. N., & Wardrop, J. L. *An Investigation of Item Bias in a Test of Reading Comprehension*, March 1980.

No. 164: Seidenberg, M. S., Tanenhaus, M. K., & Leiman, J. M. *The Time Course of Lexical Ambiguity Resolution in Context*, March 1980.

No. 165: Brown, A. L. *Learning and Development: The Problems of Compatibility, Access, and Induction*, March 1980.

No. 166: Hansen, J., & Pearson, P. D. *The Effects of Inference Training and Practice on Young Children's Comprehension*, April 1980.

No. 167: Straker, D. Y. *Situational Variables in Language Use*, April 1980.