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ABSTRACT This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: (1) the effects of bibliotherapy on children's perception of the physically disabled, (2) factors related to spelling readiness, (3) parental role in children learning to read and write, (4) cognitive style and language complexity among gifted children, (5) listening comprehension, (6) children's concepts of reading and writing, (7) identification and classification of educational objectives for creative dramatics for handicapped children, (8) tracking and educational equity, (9) the social origins of narrative skills, (10) strategies children use in spelling, and (11) the effects of prior knowledge structures on viewing comprehension. (HTH)

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English Language Arts Skills and Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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EFFECTS OF BIBLIOTHERAPY ON FOURTH AND FIFTH GRADERS' PERCEPTIONS OF PHYSICALLY DISABLED INDIVIDUALS

Order No. 8104892

AGNESS, PHYLLIS JEAN, Ed.D. *Ball State University*. 1980. 106pp.
Chairman: Dr. Conrad Lane

The purpose of the study was to determine if the perceptions which children have of physically disabled individuals can be altered through the use of a bibliotherapeutic intervention program. More specifically, the procedure employed was the oral reading of selected fiction books to fourth and fifth grade students by their classroom teacher.

The experimental design of the study compared six groups (a total of sixteen classrooms) using pretest/posttest measures: Experimental Group I and Control Group I each consisted of three intact classrooms in which there were no physically disabled students. Experimental Group II and Control Group II each consisted of three intact classrooms into which one physically disabled student had been integrated. Experimental Group III and Control Group III each consisted of two intact classrooms in schools which contained a large proportion of physically disabled students.

Bibliotherapeutic procedures were implemented in experimental classrooms. No treatment was implemented in control classrooms. Pretest and posttest measures were administered to all classrooms.

The *Perceptions of Disabled Persons Scale* (Form A and Form B) was administered as the pretest and posttest. The instrument attempts to measure perceptions which children hold of physically disabled individuals. Each form contains thirty items, each requiring a true or false response. The span of scores on the scale ranged from 0 (extremely negative perceptions) to 180 (extremely positive perceptions).

The procedures followed by the classroom teachers using the experimental program were explicitly described in a handbook provided for each of them. This information was reinforced by several personal meetings and discussions between the teachers and the experimenter. The experimental treatment was conducted during a five month period.

The data gathered on Form A of the PDP were analyzed with a one-way analysis of variance to determine if there were initial differences among groups. Differences were found, and an analysis of covariance was used on the Form B data, adjusting scores on the basis of Form A scores, to identify any differences between groups receiving the treatment and those not receiving the treatment.

A questionnaire was provided for all teachers using the bibliotherapy program. The responses on the questionnaire were informally analyzed in order to gain further information on the effects of the program.

The two hypotheses tested by the study were: (1) There is no significant difference between the mean posttest scores of fourth and fifth grade students experiencing an experimental bibliography intervention program and groups of fourth and fifth grade students not experiencing the experimental intervention. (2) There are no significant differences among the mean posttest scores taken from the *Perceptions of Disabled Persons* scale for the three groupings of fourth and fifth grade students: classrooms having no physically disabled students, classrooms with one physically disabled student, classrooms in schools with a large proportion of physically disabled students.

Subject to the limitations of the study, the following conclusions were reached: (1) Based only on statistical findings, bibliotherapy, as defined in the study, did not alter the perceptions which nondisabled children have of physically disabled individuals. Although the statistical analysis did not find a significant difference between groups, all of the teachers involved in the bibliotherapy program felt that the program was useful, enjoyable, and had positive effects on the attitudes of their students. (2) Differences do exist among the perceptions which children manifest of physically disabled individuals when the extent of exposure to individuals with physical disabilities varies within educational environments. Nondisabled children who had been exposed to many physically disabled students throughout their school years had significantly more positive perceptions of the disabled than did those students who had no disabled children in their school environments.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN CHILDREN'S KEY VOCABULARY RESPONSES AND CERTAIN PIAGETIAN CONCEPTS

BLAKEY, JANIS MARIE, Ed.D., *The University of British Columbia (Canada)*, 1980. Supervisor: Naomi Hersom

Sylvia Aston-Warner's (1963, 1972) reading instruction strategies and Jean Piaget's (1955, 1966, 1974, 1976) theory of cognition have attracted the attention of many educators, but their works have seldom been considered under the same rubric (Veatch, 1972; Wadsworth, 1978). Ashton-Warner's recent claim that there exist emergent, sequential levels in Key Vocabulary responses (Wasserman, 1972, 1976) suggested that the Key Vocabulary method of instruction could be examined from a developmental perspective using selected Piagetian concepts.

The study was designed to explore and describe levels of Key Vocabulary response and to examine the relationship between levels of response and cognition. Stages of preoperational, transitional, and concrete thought were determined using the Piagetian measures of simple classification, simple seriation, conservation of number, and class inclusion. A gamma coefficient was used to analyze the nature of the relationship between levels of Key Vocabulary response and stages of cognitive development.

Teachers in nine kindergarten programs were trained to elicit Key Vocabulary responses from a sample of 120 children. The teachers elicited responses from the children during a six week period in the Spring of the year. During the same six week period the researcher and a trained assistant administered the Piagetian measures.

Individual profiles were developed indicating the child's responses to the Key Vocabulary elicitation. Each response was dated and notations were made by the teacher regarding the child's comments about the response. Based on the recent claims of Ashton-Warner (Wasserman 1972, 1970) and Veatch (1973, 1976), the responses were categorized according to levels of response.

A significant gamma coefficient ($p < .01$) indicated that the lower level responses were associated with preoperational and transitional thought processes while higher levels were characteristic of children who were transitional or concrete in their thinking. The study further indicated that the young child does not always conceive of the concept of "a word" from an adult perspective.

More than one level of response often appeared on individual response profiles. In addition, finer distinctions could be made in terms of levels of response. Because of the observations, a post hoc analysis was conducted to take a closer look at the nature of the responses. The profiles were re-scored using an alternative system which took into account these variations. The analysis revealed that there were 15 patterns of responding to the Key Vocabulary elicitations.

The relationship between levels of Key Vocabulary response and stages of cognitive development suggests that further research related to the Key Vocabulary strategy can be based on a developmental construct. The identification of differing patterns of response indicates that there is a need for such research. The present study considered only the oral forms of response. Future examinations of the Key Vocabulary method should include written forms of response.

THE EFFECT OF A SPELLING APPROACH USED AS A
SUPPLEMENT TO THE BASAL SPELLING PROGRAM WITH
SECOND GRADE STUDENTS

Order No. 8026995

BOUTIN, FRANCES JEANE HAILEY, Ed.D. *University of Houston*, 1980.
186pp.

Introduction. Over the past 70 years, information concerning spelling has been prolific. Yet, a review of the literature reveals a serious gap between the evidence related to spelling and the application of this evidence in the classroom. It was the purpose of this study to investigate a method which could possibly bridge the gap between theory and practice.

Statement of the Problem. The three basic questions considered by this study were: (1) Will a basal spelling program, supplemented with the Stetson Reading Spelling Approach, result in higher achievement scores on a standardized spelling test? (2) Will a basal spelling program, supplemented with the Stetson Reading Spelling Approach, result in improved long range retention of spelling words? (3) Will a basal spelling program, supplemented with the Stetson Reading Spelling Approach, result in improved short range retention of spelling words?

Procedures of the Investigation. The study involved 25 teachers and 455 second grade students attending six schools in the Spring Branch Independent School District, Houston, Texas. During the eight week experimental period, students in the control and the experimental group received instruction in *Basic Goals In Spelling, Level Two (BGIS)*. Experimental group students' instruction was supplemented with the Stetson Reading Spelling Approach (SRSA).

The week prior to and the week following the experimental period, all teachers administered the *Iowa Test of Basic Skills (ITBS)* and a long range test of spelling retention (LRT) to evaluate and compare the spelling performance of students in the control group and the experimental group according to a standardized test and a long range test of spelling retention, respectively. Weekly pretests and posttests were administered to all students on Monday and Friday to evaluate and compare spelling performance of control and experimental group students according to a spelling test of short range retention.

Analysis of the Data. Cochran's C Test for homogeneity of variance was computed to detect any population-error variance. An analysis of covariance was computed to test the hypotheses with an overall sample (all students), an 80 percent sample (students scoring below 80 percent on the pretest) and a limited sample (students who scored below 80 percent on the pretest and who were present for all tests).

Results. No significant differences were found between the control and the experimental group on either the ITBS or the LRT with any of the sample populations. Significant differences were found favoring the experimental group on the eight weekly unit spelling test in one unit with the overall sample, in four units with the 80 percent sample and in two units with the limited sample. Mean gains favored the experimental group in the eight weekly unit spelling test in five units with the overall sample, in seven units with the 80 percent sample and in all units with the limited sample.

Implications and Recommendations. (1) The results indicated that five to seven minutes of daily instruction using SRSA improved weekly spelling performance. It is recommended that SRSA be utilized as a supplement to basal spelling programs or be utilized exclusively for spelling instruction. (2) The results indicated that those students who were the poorest spellers benefited the most from SRSA. It is recommended that SRSA be utilized with students experiencing difficulty in spelling achievement. (3) The results indicate that the spelling section of ITBS may not measure what students have learned in spelling instruction. It is recommended that spelling achievement be assessed by a written test over highest frequency words appearing in students' writings. (4) The initially high pretest scores indicated a need to provide students with more appropriate words for spelling instruction than those in BGIS. In addition, a review of related research found little support for the features of BGIS as a spelling methodology. It is recommended that teachers utilize the basal spelling program with discretion.

IMPLEMENTATION EVALUATION STUDY OF THE
ELEMENTARY LANGUAGE ARTS STATEMENTS OF CONTENT
AND SKILLS

Order No. 8101812

BRUNNER, BERNARD PAUL, Ph.D. *University of Oregon*, 1980. 265pp.
Adviser: Karl D. Hesse

The purpose of the evaluation study was to determine (1) the value of a provincially developed statement of content and skills to local school district educators; and (2) the influence of a centrally developed policy requiring the specification of knowledge, skills and attitudes on local school district educators' efforts to implement these statements.

The conceptual framework for the study was derived from the research literature on curriculum development, implementation and evaluation, and suggested questions from Alberta Education personnel.

Ten research questions were developed from the stated purpose for the study. Subsequently, two interrelated research instruments, a survey questionnaire and a structured interview questionnaire, were developed to provide answers to the ten major research questions. A ten percent sample of schools housing both grade 2 and 5 teachers was randomly selected from a provincial population of 972 schools. Subjects in the study included grade 2 and 5 teachers in the 97 schools, their principals, and their central office persons directly responsible for the supervision of language arts.

Quantitative data from the Survey Questionnaire were analyzed by a statistical computer program. Qualitative data from the Structured Interview Questionnaire were analyzed and summarized by the researcher in chart form. An analysis of the data indicated that provincial content statements were helpful to more than 50% of the subjects (N), but continued in-service activities were suggested by many teachers and administrators.

The findings for the three value questions indicate that there is a need for further in-service activities on the provincial statements especially for teachers who have students requiring remedial and enrichment activities and materials.

The influence of a provincial policy on local school district educators implementing the provincial statements was minimal on teacher time required to teach language arts, and on teachers' professional freedom to select content and skills for their students. More than 50% of the subjects (N) indicated that provincial statements should help classroom teachers to reduce noted student weaknesses in reading and language as determined by provincial tests in 1979.

It is concluded that, if centrally developed policies are to have a greater influence on implementation, then the policy-makers need increased communication with local educators during and after the formulation of curriculum policies.

Subjects' responses to the three additional research questions revealed that provincial statements were interpreted as objectives by three quarters of the subjects; the language and format of the statements were highly appropriate for an integrated language arts program; and the statements were congruent with the philosophy, objectives and prescribed learning resources for the provincial program.

A MODEL OF FACTORS RELATED TO SPELLING READINESS

Order No. 8108134

DE MAY, PATRICIA ANN, ED.D. *The University of Tennessee*, 1980. 160pp.
Major Professor: Paul C. Burns

One purpose of the study was to develop a model of spelling readiness to identify factors that may contribute to a child's readiness for a formal instructional spelling program. A second purpose of the study was to apply the obtained set of spelling readiness factors to first grade spelling texts to demonstrate the potential usefulness of the model.

The study was descriptive in nature, drawing upon a review of the professional literature and research in the disciplines of physiology, psychology, and linguistics, and the field of education. From these areas, certain factors which appeared to be essential to the spelling achievement of young children were identified and formulated into a model of spelling readiness.

The developed comprehensive model indicated five major areas into which factors related to spelling readiness appeared to group, namely the subgroups of (1) motor development, (2) reading, (3) language, (4) vocabulary, and (5) motivation. The comprehensive model showed the interrelationships which occur between the various subgroups of the model. The model indicated influences such as intelligence, auditory acuity, and environmental factors that are external to or internalized by the child.

The subgroup of motor development identified specific motor skills in handwriting, seriation, and orientation interrelating to produce abilities in copying letters, words and sentences and later in writing independently. The second subgroup within the model, reading, followed a child's development of spelling sight words and phonetic patterns. The subgroup, language, showed that various aspects of language development have an impact on spelling achievement. The subgroup of vocabulary indicated that a child develops word knowledge, both in breadth and in depth of understanding as a correlary of cognitive development. Motivation was the area into which the other four subgroups of motor skills, reading, language and vocabulary appeared to merge. The motivational area included factors such as opportunities for speaking and writing, which would lead eventually to a desire and need to spell accurately.

The comprehensive model of the five major areas of spelling readiness was examined with a focus on the developmental achievement of the average five year old child. Skills that were considered essential for spelling achievement and normally have been acquired by a child entering first grade were specially identified in the model of spelling readiness. Such factors identified for spelling readiness in the model were validated by a panel of experts in the field of spelling instruction. The validated factors which related to spelling readiness were applied as criteria in the analysis of three first grade texts.

As a result of the development and validation of the model, and its application to the texts, it was concluded that spelling is a complex process which involves various skills and resources of the writer. Readiness to spell involves maturational as well as learned experiences which may be fostered in a first grade instructional program.

The validation process indicated that there was not total agreement among the panelists with regard to the inclusion of all the proposed items in the model. This lack of agreement was indicated not only in spelling readiness but in spelling instruction in general. The analysis of the content of the first grade spelling texts revealed that the content of the texts was not entirely in agreement with the reactions of the experts in the validation of the model of factors related to spelling readiness.

PARENTING AND LANGUAGE EDUCATION: A THEORETICAL VIEW OF PARENTAL ROLE IN CHILDREN LEARNING TO READ AND WRITE.

Order No. 8103397

HILL, MARY WILLIAMS, ED.D. *Indiana University*, 1980. 385pp.
Chairperson: Dr. Carolyn L. Burke

Statement of the Problem. Although parents are urged to provide a reading and writing environment for their children, many parents question what they can do. Often parents are perplexed about what they would like to do, fearing what they do intuitively is not appropriate. By questioning what it is they should do parents attempt to seek a definition for their parenting/teaching role as their children learn to read and write. The purpose of this study is to help parents define that parental role.

Sources of Data. Initially an ethnohistoric study of the evolution of the parental role as it involves parenting/teaching was undertaken. Then a review was made of what is known about language development. Finally data were accumulated from the workshop curriculum developed and presented by the author which mesh theory and application.

Method. The method used was first, to *perceive* the parenting/teaching role; second, to *ideate* a model of parent as educator and school as educator in complementary roles and a theoretical position that language learning is a natural process; and three, to *present* a workshop curriculum and handbook for parents predicated upon the theory that reading and writing begin in the home.

Procedure. The procedure in this study consisted of the writer developing a workshop curriculum and handbook for parents. First, the need to clarify the parental role in parenting/teaching was perceived. Second, a model for parent and school in complementary educator roles and a theoretical position that language learning is a natural process were ideated. Third, the workshop curriculum, *Home: Where Reading and Writing Begin*, and the handbook for parents, *Language Activities in the Home*, were presented.

Major Findings. Over time the role of parent as educator has diminished due to the emphasis on the school as educator. Therefore, parent as educator is a foreign concept. The common belief is that educators are equated with formal education rather than with informal education. But the precedence that parents are educators has been set. Parents were fulfilling that role before the emergence of formal education. Prior to the systematic arrangement for schooling, parents either instructed their children themselves or made arrangements for someone to do it on their behalf.

The importance in considering parents as educators is that they then are considered in a complementary role with the school as educator. As such, both the home and the school have important teaching roles to play as children learn to read and write.

Conclusions. Since children first learn to use oral and written language in the home, the concept of parent as educator can be applied. Parents are involved in helping their children learn to use language each time they talk with them, listen to them, read to them, and write with them. Children learn to use oral and written language as they participate in the natural language activities in the home. Once children are in school, this teaching/learning process in the home does not stop. Instead, what the child learns in the home continues to enhance what is learned in school. On the other hand, what is learned in school enhances what is learned at home. Thus, the cycle is ongoing as the parent and school are in complementary roles in helping the child learn to read and write. In this model parent, child, and school thus learn to value the teaching/learning environment of the home and of the school.

A STUDY OF INSTRUCTIONAL APPROACHES TO SPELLING: STUDENT ACHIEVEMENT AND TEACHER ATTITUDES

Order No. 8029667

HIRSCH, VICKI E., Ed.D. *University of Cincinnati*, 1980. 148pp.

What effect does the teacher's attitude toward instructional approach have on the student's ability to learn to spell? The purpose of this investigation is to study two commonly used methods to the teaching of spelling in order to determine which program, if any, is most effective in aiding students to become proficient spellers. Method A stresses teacher-selected word lists, a daily writing program and a pretest. Method B emphasizes the traditional text with related generalization exercises and a posttest.

The subjects and their classes of students are representative of a predominantly white, upper-middle SES community in the midwest. The school district is a relatively small, suburban municipality with an official 1979-1980 total school enrollment of 4,819 students, K-12. Parents tend to be supportive of the school curriculum programs and participate on various decision-making committees.

On the Metropolitan Achievement Tests, students at all grade levels fare at about the 62nd to 67th percentile.

Selection of teachers for group A and group B was determined by pretesting all classes in the district, grades 2 through grades 8 to determine class performance on the dependent variable. The pretest scores were used to identify classes, at each grade level, that appeared to have the closest initial equivalence in spelling achievement. The following procedure was used.

Nine tests were composed of high-frequency core words chosen from the district curriculum guide for appropriate grades and/or modes. A process of selection of every 12th word was chosen for the tests.

All second through eighth grade students in the school district were administered a Test for Written Spelling during the first quarter of the 1979-1980 school term.

Specific guidelines cautioned teachers to conduct the tests in a manner which could be expected to be the same in all classes. Standard paper was provided and teachers were given instructions for administering the tests, including the sentence to be used for each word, so that the opportunity for having a reliable result would be optimal.

Criterion for sample selection was based upon initial equivalence of class performance in spelling as evidenced on the scores of the spelling pretest.

An attitude survey was constructed to reflect teacher preference for one of two instructional approaches to spelling. There are widely held teacher opinions relative to instructional methods as revealed in a district questionnaire administered in September 1979. The statements in the survey were designed with these varying views in mind. The same survey was administered for the pretest and the posttest.

To establish the face validity of the instrument a compilation of a 20-statement pilot survey was administered to 10 district teachers (not involved in the study), administrators, and college faculty members.

A quasi-experimental design was used which provides for situations in which randomization of subjects is difficult or impossible to produce (Campbell & Stanley, 1963; Fickman, 1978). In lieu of randomization, the intact nonequivalent control group design was used with the traditional text group providing the control.

O_1	X_1	O_2
O_3	X_2	O_4

Teacher attitudes toward instructional methods, as assessed in this study did not appear to differ between groups A and B on prescore or postscore measures.

Paired group comparisons of groups A and B on pre to post means showed a significant increase in spelling achievement at the .01 level of probability, thereby attesting to the positive effects of both instructional methods.

Further study of teacher attitudes toward instructional approaches is suggested, as well as further study of the role of the pretest in the weekly spelling program.

COGNITIVE STYLE AND LANGUAGE COMPLEXITY AMONG GIFTED CHILDREN

Order No. 8106810

HOFFMAN, SANDRA JOYCE, Ed.D. *The George Washington University*, 1980. 346pp. Chairperson: Martha Norman Rashid

This study explored the relationship between field independence and language complexity among gifted fifth and sixth grade children. The subjects included 54 students from a Fairfax County, Virginia, Gifted Children's Program, and the instrumentation involved the GEFT (Witkin and Oltman, 1971), T-Unit Analysis (Hunt, 1965), the Language Facility Test (Dailey, 1976), and the Picture Story Language Test (Myklebust, 1973). Data analysis employed Pearson Product Moment Correlations, t-tests, and various ANOVA designs.

Several hypotheses were formulated relating cognitive style and language complexity based on a multi-dimensional construct of language (i.e. syntactic complexity, fluency, productivity, grammatic correctness, and language facility). Additional hypotheses were proposed relating sex differences to both language use and field independence. Though whole group analyses generally supported the latter hypotheses, few hypotheses relating field mode and language complexity were substantiated. However, subsequent between-group analyses of differentiation ability presented a different picture.

Significant language differences occurred between the first and second quartiles of GEFT performance, with the first quartile demonstrating relatively simple language style and the second quartile displaying highly complex language usage. In fact, highly differentiated field independent students, who were the top GEFT quartile, emerged as so strongly nonverbal that they skewed several language scores to weak or inverse relationships with field independence. However, second quartile GEFT performance demonstrated the most complex syntax of the total subjects. Moreover, once the top quartile was removed from whole group correlations, significant correlations occurred between field mode and syntactic complexity indices.

Written language tests indicated no significant links with field mode in respect to productivity or degree of abstraction; however, a significantly higher degree of written grammatical correctness emerged among field independent High Language Facility Test scorers, demonstrating a relationship between syntactic accuracy and field mode. Effective language, as measured by the LFT, appeared in all ranges of differentiation ability. Thus field mode attained a significant relationship with syntactic complexity but not with language facility *per se*.

A significant relationship occurred between oral language complexity, as measured by T-unit length, and the second, third and fourth GEFT quartiles. Relatively differentiated students demonstrated longer sentences but fewer conjoint structures, thus indicating a relationship between field mode and syntactic complexity. Fluency measures in general correlated inversely with language complexity and productivity. Students using syntactically simpler, more concrete, and less productive language emerged as the smoothest speakers, although language fluency was not related to cognitive style.

Productivity scales demonstrated little relationship to language complexity; rather, language complexity appeared as a result of how words were used rather than how many words were used.

Significant sex differences in language use, but not field mode, emerged. Females used more productive but significantly less complex language than did male students; however, field independence *per se* emerged as independent of sex. Writing skills of girls were generally more productive and accurate than those of boys, but also were unrelated to cognitive style. Thus, marked sex differences in language usage were demonstrated but these differences bore no apparent relationship to differentiation ability.

LISTENING COMPREHENSION: A CONSTRUCT VALIDITY INVESTIGATION

Order No. 8100643

HOLLY, FRANCES SAYERS, PH.D. *The Florida State University*, 1980. 128pp. Major Professor: Richard R. Lee

Educators stress the importance of listening and attempt to train students to listen more efficiently. Researchers have investigated variables which influence listening and the effectiveness of listening training. The results of their research do not demonstrate clearly that listening efficiency can be improved by instruction, or that listening is separable from other cognitive skills. Other research suggests that listening to a lecture may consist of listening for details and listening to make inferences, two behaviors which are similar to the lower levels of cognitive processing suggested by an established educational taxonomy.

A review of the field of listening research suggests that listening is an ill-defined construct, with marginal validity. This study sought to find evidence of a distinguishable lecture-listening ability and to ask whether this ability contains component skills similar to the taxonomic levels of knowledge and comprehension.

Sixty-one college students listened to three lectures which differed somewhat in content, length, and number of points covered but were similar in other respects. The tests asked both knowledge and comprehension level questions.

It was predicted that test scores would correlate positively at a higher level ($\geq .6$) than cognitive measures generally correlate with each other, suggesting an underlying lecture-listening skill. It was also predicted that test items would cluster in a factor analysis by taxonomic level.

The obtained correlations among the tests were only (.2 to .3) and thus failed to provide evidence of listening as cognitive skill. However, the low test reliability and the violation of two assumptions of parametric statistics dictate that interpretation of these results must be tentative. The factor analysis results (first test only) were not clearly interpretable because of the small sample size. However, these results do suggest that lecture-listening behavior may be influenced more by the specific topics within a lecture rather than the type of cognitive processing required.

Recommendations for further study included replication using the video-tapes made during this study, the development of tests with greater reliability, and further investigation of the influence of the factors of length, message density and topic--heretofore unidentified as factors influencing listening behavior.

This study does not provide a clear answer to whether a lecture-listening ability exists nor whether components of lecture-listening behavior are similar to cognitive taxonomic levels. The results do cast doubt on the existence of such a listening ability. These results also suggest that listening behavior may be related to topics rather than taxonomic level.

AN INVESTIGATION OF SOME FACTORS AFFECTING THE RELATIONSHIP OF LISTENING DEPENDENCY TO READING DEPENDENCY OF SIXTH-GRADE STUDENTS

Order No. 8109876

KIRBY, PATRICIA DENSON, ED.D. *University of Southern Mississippi*, 1980. 135pp.

The purpose of the study was to investigate the relationships between receptive language mode expressed as a listening dependency or a reading dependency and the variables of spoken and written generative language, intellectual ability, self-concept, impulsivity-reflectivity, and socioeconomic status of sixth-grade students. Seven hypotheses were posited to develop these purposes.

A sample of 60 students was drawn from the total sixth-grade population of a small elementary school in east central Mississippi, which draws students from rural areas as well as from within the city. Group and individual measures were obtained during January and February 1980 to select the sample. These measures included the Durrell Listening-Reading Series as a measure of receptive language skill and the Matching Familiar Figures Test which classified subjects as impulsive or reflective (I-R) and also yielded a time and error score. Both spoken and written generative language samples were collected and scored, using a modified T-unit analysis technique suggested by Hunt. Self-concept was measured by the Piers-Harris Children's Self Concept Scale. Intellectual ability was

measured with the Short Form Test of Academic Aptitude, as a part of the statewide accountability program, and scores were obtained from school records. Socioeconomic status (SES) was determined by classification of subjects as deprived and nondeprived, based on eligibility for participation in the school free and reduced-price meal program. The United States Department of Agriculture current Family Size and Income Scale was used to determine this SES classification.

A series of regression equations were posited to test the seven hypotheses and to determine the proportion of total variance accounted for by each predictor variable. The regression equations were tested using *F* tests. The regression analysis of the full model of variables yielded results showing intellectual ability was the variable accounting for the greatest degree of variance in the criterion variable of receptive language mode. Results of *F* tests revealed that a significant relationship ($p < .05$) existed between intellectual ability and receptive language mode, and Hypothesis 4 was accepted. All other hypotheses were rejected, though the results were approaching significance ($.05 < p < .10$) for the SEI variable and receptive language mode. A listening-to-reading ratio score expressing a dependency in listening or reading was determined to be inadequate in the present form for use as a criterion variable. Correlation analysis between receptive language skills and generative language showed no significant relationship ($p > .05$). Intellectual ability, classification as impulsive or reflective, and the time and error scores, as well as SES, were significantly related ($p < .05$) to listening. Reading was significantly related ($p < .05$) to intellectual ability, and to I-R classification and time and error scores.

The results of the study indicate that students at sixth-grade level have better-developed skills in reading than in listening and suggest that more attention should be given to the teaching of listening skills, particularly for those students who have not yet developed competence in the reading receptive language mode.

CHILDREN'S CONCEPTS OF READING AND WRITING

Order No. 8101063

KITA, MARY JANE, ED.D. *University of Virginia*, 1980. 138pp.

The purpose of this study was to examine how children become literate by discovering how they think about reading and writing, and how they attempt to make sense of print. More specifically, the major question was whether or not learning how to write before learning to read facilitates an understanding of written language. To answer this question, the writings of prereaders were examined and the following secondary inquiries made about them: (a) What are children's general conceptions of written language as it appears in books? (b) What are children's general conceptions of written language that they generate? (c) Do children look at written language as serving any function? (d) As pre-readers, how do children attempt to make sense of or use print?

An interview consisting of eight core questions was conducted with each participant. Part I explored the children's concepts about reading. Part II was comprised of questions written to explore the children's concepts about writing. Accompanying each set of questions were four pictures depicting people in various reading and writing situations. The interviews were conducted informally. The core questions were put to the children in standardized form. Additional questions were added at the discretion of the interviewer to elicit more information. Following their interviews, the participants were asked to complete a writing sample on a topic of their choice. These were analyzed according to criteria developed by Marie Clay (1975). The combination of open-ended questions and writing samples provided data to assess what the children could do as well as say.

A content analysis of the data brought several points into focus. First, the children's ideas concerning both the nature and purpose of reading varied according to the circumstances of that reading. Second, the children's notions about the nature and purpose of writing were specific. The participants identified writing as a meaningful activity with several discernible uses. Third, the writing samples revealed the presence of a linguistic awareness beyond the youngsters' abilities to express in abstract language.

It was concluded from the interview data and writing samples that children possess a certain tacit awareness of how written language operates. Thus, early writing attempts should be fostered and encouraged as early as the kindergarten program. Such endeavors should assist basic sight vocabulary acquisition and awareness of letter and word form. Writing samples also provide information about children's developing concept of word and knowledge of letter-sound associations. Teachers would do well to heed what youngsters can do and understand before reading instruction begins.

A VISUAL APPROACH TO THE TEACHING OF SPELLING

Order No. 8109689

LARKING, LEWIS GEORGE, PH.D. *University of Oregon*, 1980. 237pp.

Adviser: C. W. Schminke

The research explored the implications for the teaching of spelling of a connection between a global analytical perceptual style of learning and the performance of children in spelling. A pilot study had established a correlation coefficient of .68 between these variables which suggested that the visualization of a word and the parts of a word could be important for young children learning to spell.

A Tachistoscope imaging method for teaching spelling was developed which emphasized the visualization of the word and its parts. Fifteen classes of grade three Australian children were randomly assigned to three methods of teaching. In an experimental study during the first term of a school year, an individualized Tachistoscope imaging method was compared with an individualized word card method and a Teacher directed approach.

At the commencement of the study, the children completed a spelling ability test and the Children's Embedded Figures Test. The results of these two tests were later used to assign children to groups of good or poor spellers and groups of field dependent or field independent children.

In the thirteenth week of the term, children completed two spelling performance tests. The first test was a spelling mastery test based on the first term spelling lists. The second test was an extension test which assessed learning beyond the basic mastery lists. These test results were analyzed using a two factor hierarchical form of ANOVA design with the classroom as the unit of analysis. Following the ANOVA analysis, the Tukey Test was used to locate significant differences between the means of each cell.

The results indicated that the children's levels of spelling ability and their levels of field dependence at the commencement of the research significantly affected later spelling performance. The spelling performance results also indicated that the only significant interaction effects occurred in the extension test between the levels of field dependence and the methods used in teaching.

When the three methods of teaching were compared, a feature of the analysis was the similarity in the pattern of results. This pattern occurred irrespective of whether the children were grouped on the basis of spelling ability or whether they were grouped according to levels of field dependence. The mastery test results indicated that the only significant difference was the better performance of the good spellers and field independent children who used the Tachistoscope imaging method compared to the group of children who used the Individual word card method.

The extension test results indicated that the good spellers and field independent children who used the Tachistoscope imaging method achieved significantly better results than the good spellers or field independent children who used the Individual word card method or the Teacher directed method. There were no significant differences between the three methods of teaching for the groups of poor spellers or field dependent children.

The research indicated, therefore, that in terms of achieving mastery of a basic set of spelling lists, the three methods were all relatively effective. However, when the program provided for individual rates of progress, the Tachistoscope imaging method was superior to the other methods for the groups of good spellers and field independent children.

THE IDENTIFICATION AND CLASSIFICATION OF EDUCATIONAL OBJECTIVES FOR CREATIVE DRAMATICS WHEN IT IS DONE WITH HANDICAPPED CHILDREN AND YOUTH IN THE UNITED STATES

Order No. 8102287

LEAF, LINAYA LYNN, PH.D. *University of Oregon*, 1980. 544pp. Adviser: Jean V. Cutler

The purpose of this study was to (1) locate representative writings relevant to creative dramatics when it is done with handicapped children and youth in the United States, (2) to identify from these writings the cognitive, affective and psychomotor objectives that leaders intend for handicapped children and youth who participate in programs of creative dramatics, (3) to classify these objectives within preexisting classification systems, (4) to examine the objectives in order to determine the kinds of learnings emphasized, and (5) to suggest areas for further investigation.

The processes of questionnaire, interview, computer search, and bibliographic research were utilized in locating writings which would be substantive and representative. The writings which were selected were published between 1963 and 1978 in the United States. They considered handicapped children between the ages of five and eighteen. The revealed that creative dramatics was being used for the education, therapy, recreation, and artistic development of handicapped participants. The selected writings demonstrated that creative drama was being done with the following handicapped populations: Blind or visually impaired, deaf or hearing impaired, speech impaired, mentally handicapped, emotionally handicapped and orthopedically disabled.

Statements which revealed how a handicapped child was expected to think, feel or act as a result of a creative dramatics experience were placed within the classification system developed by Benjamin S. Bloom, et al, known as *Taxonomy of Educational Objectives - The Classification of Educational Goals Handbook I: Cognitive Domain*; the classification system developed by David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, known as *Taxonomy of Educational Objectives - The Classification of Educational Goals Handbook II: Affective Domain*; and the classification system developed by Elizabeth J. Simpson, known as "The Classification of Educational Objectives in the Psychomotor Domain."

Procedures applied to the selected writings of thirteen authors yielded 352 statements in the Cognitive Domain; 319 statements in the Affective Domain; and 209 statements in the Psychomotor Domain.

The classified objectives revealed the following insights relevant to creative dramatics when it is done with handicapped children and youth in the United States: (1) The terminology, methods, principles, conventions, and criteria of creative drama are grounded in the discipline of drama/theatre. (2) Creative dramatics is a subject which asks handicapped participants to uncover the meanings in human existence and to express these in dramatic terms. (3) Creative dramatics is concerned with each child's unique and individual expression of his/her ideas and the spontaneous and inventive ways in which children put their ideas together, communicating their meanings through dramatization, in an environment which is supportive and free from fear. (4) The intended objectives cover all of the categories and subcategories of the three domains, but focus primarily on the desire to use and the enjoyment in the use of the imagination, creative thinking, and original motor acts. (5) The primary reasons for the use of creative drama with handicapped children are to increase the child's self-understanding and self-value; to increase the child's understanding of the motivations of others; to increase the child's sensory awareness; to increase the child's ability to think and act creatively; to provide the child with enjoyable and satisfying learning experiences; to increase the child's interest in and understanding of other academic areas; to provide the child with positive group experiences; and to process problem areas in the child's life, either by preparing for potential problem situations or by working through problems which already exist. (6) The intended objectives may include but are not limited to therapeutic considerations. (7) Cognitive and affective learnings are strongly emphasized, with somewhat less stress on psychomotor learnings.

STRATEGIES CHILDREN USE IN SPELLING Order No. 8101200

LEWIS, LINDA PHILLIPS, Ph.D. *University of Denver*, 1980. 115pp.

Spelling is a major problem for many children, and is often quite resistant to remediation. Research into external factors such as instructional method or time, amount of testing, and selection of word lists have not ameliorated the problem. Current research has changed the focus of spelling investigation to cognitive strategies of the learner.

This study examined the use of the processes of rote, combination, and analogy as spelling strategies. Rote refers to "memorized," whole-word, unanalyzed recall of a complete visual image of the word. It was measured in the difference between real and nonsense word accuracy scores.

Combination is a two-stage process of phonetic spelling: a lower level of sequential phonemic encoding, and a higher level which is modified by conditional rules. It was measured by the difference in accuracy scores between consistent and inconsistent patterns, and between consonants and vowels. Analogy refers to the on-the-spot realization that the word being attempted is similar to one stored in rote memory. It involves analysis of the stored and the new words to isolate the point(s) of difference, and a change in the stored word (the analogue or basis for the analogy) to express

the new word. Use of the strategy was facilitated by the technique of "priming"—preceding some words by rhyming analogues.

Subjects were white, middle-class, elementary-school boys. Good and poor spellers at each of the kindergarten, second-, and fourth-grade levels were given a list of high-frequency real and phonologically-similar nonsense words to spell. The words illustrated consistent and inconsistent consonant and vowel spelling patterns. Accuracy scores were tabulated for four dimensions: familiarity (real vs. nonsense words), consistency (regular vs. irregular spelling patterns), consonant vs. vowel patterns, and priming (words preceded by analogues vs. words not preceded by analogues).

The major findings regarding rote were: real words were spelled more accurately than nonsense words at second- and fourth-grade levels, but not at kindergarten level. The difference was greater at fourth than at second grade. Inconsistent real words were spelled more accurately than consistent real words. These facts led to the conclusion that rote is used in addition to other strategies; that it is not used by preliterate children but is used increasingly by progressively older children, and that it is used especially for the mastery of inconsistent real words.

The major findings on combination were: kindergartners rely on combination as their first spelling strategy; consonants were correctly spelled more often, and earlier, than vowels; and results on consistency measures were ambiguous. Poor spellers did better on inconsistent than consistent patterns for both real and nonsense words. They had great difficulty with vowels, even at the end of fourth grade. Consonants appear to be more consistent than vowels and hence are best handled by combination. Contrary to claims that they rely only on word-specific associations, poor spellers are using lower-level combination, some rote, and perhaps another, unidentified process.

Results on analogy indicated that primed words were spelled more accurately than unprimed words, and that the greatest facilitation was on the more difficult nonsense words and inconsistent vowel patterns. It was concluded that analogy is a complement to rote, and is used in inverse proportion to it.

THE SOCIAL ORIGINS OF NARRATIVE SKILLS

Order No. 8104747

McNAMEE, GILLIAN DOWLEY, Ph.D. *Northwestern University*, 1980. 142pp.

This study investigates the means by which young children develop the verbal skills and thinking processes necessary to narrate a story. The study focuses on the time period before the child can carry out this task independently. Using L. S. Vygotsky's theory of the social interaction origins of higher mental processes, a methodology is devised for examining how adults help children progress from dependent to independent functioning in carrying out a task. The kinds of questions that an adult asks a four-, five- or six-year-old child to elicit a story are analyzed as the means by which the child can accomplish the task of narration before he can do it alone.

Twelve five- and six-year-old kindergarten children were read a story and asked to retell it three times, each retelling being spaced one week apart. In the fourth week, the children were read a second story which they then retold that had the same number of characters and a similar plot structure as the first. The second story provided an indication of whether the skills the children were acquiring with the first story were generalizable to a new one. At each retelling the children heard the story first and then were asked to retell it as best they could. They were told that the adult listener would help them if they needed it. When a child needed help (indicated by a specific request, an utterance such as "I forget," or a five-second pause in the narrative) the adult intervened according to a set questioning procedure. The probes were designed so that the adult provided the minimum of help at first by allowing the child to do as much as he could on his own. More specific help was offered gradually as the child demonstrated that he could not continue without it.

The study revealed three major findings regarding the transition from dependent to independent functioning: (1) children needed consistently less help from the first to the second retelling; (2) between the second and third retellings, the amount of help given plateaued but there was a shift in the kind of help the children needed. At this stage they were able to make use of more open-ended rather than specific question types; and (3) on retelling the second story, a new but similar task situation, the children did not need much help but when they needed it, they needed specific help. These findings show that the transition from dependent to independent functioning is not a matter of receiving increasingly less help over time but is a process where the amount and kind of help a child needs can vary.

These data, along with case study material, indicated that the child's first representation (or schema) for organizing story details is constructed with someone else, and that the dialogue between adult and child provides the basis for constructing increasingly more complex representations of the story material being reported. The results are viewed as a confirmation and explanation of Vygotsky's theory that the skills and processes of thinking evidenced in independent functioning (on the intrapsychological plane) originate out of dependent functioning on the interpsychological plane of development.

DIFFERENCES BETWEEN TEACHING METHODS AND MATERIALS USED, BY ENGLISH TEACHERS WITH VOCATIONAL AND NON-VOCATIONAL STUDENTS

Order No. 8104494

NAWARAT, PARIYA, Ed.D. *Mississippi State University*, 1980. 82pp.
Director: Dr. W.A. Land

The purpose of this study was to investigate the differences between methods of teaching used by English teachers with vocational and non-vocational students, and to investigate the differences in materials used with both vocational and non-vocational groups of students in grades 10 to 12 in selected high schools in Mississippi.

Subjects of the study were 60 English teachers, 30 of whom were teachers of vocational students and 30 of whom were teachers of non-vocational students in grades 10 to 12 from different counties in Mississippi.

Variables selected for the study were methods of teaching and materials used by the English teachers with both vocational and non-vocational groups of students in grades 10 to 12.

The English Teacher Information Survey (E.T.S.), consisting of a 49-item questionnaire was used to collect data about the methods of teaching and materials used.

The analysis of variance was utilized to analyze the data and the .05 level of significance was employed to test the null hypotheses. Hypothesis I. There will be no significant differences in the methods of teaching used by English teachers with vocational and non-vocational students. Hypothesis II. There will be no significant differences in materials used by English teachers who work with vocational and non-vocational students.

As a result of the data analysis, the following findings were obtained: In methods of teaching used, the teachers of vocational students gave more emphasis to the following areas than did the non-vocational teachers of English: (1) Writing business letters; (2) Writing a letter of application; (3) Teaching English in the content areas.

In materials used, the teachers of vocational students gave more emphasis to the following areas than did the non-vocational teachers of English: (1) Teachers of vocational students used individual learning packages more than the non-vocational teachers. (2) Teachers of vocational students used labels to help the students in improving their vocabulary or writing sentences. (3) Teachers of non-vocational students were more satisfied with the textbooks they are using than are vocational teachers. (4) Vocational teachers were more free to choose any materials out of textbooks than are regular teachers.

TRACKING AND EDUCATIONAL EQUITY: CURRICULAR CONTENT, INSTRUCTIONAL PRACTICE, AND SOCIAL RELATIONSHIPS IN 156 SECONDARY ENGLISH CLASSES

Order No. 8111156

OAKES, JEANNETTE LOUISE, Ph.D. University of California, Los Angeles, 1980. 203pp. Chairman: Professor David P. Wright

Tracking has been an almost universal practice in American secondary schools for the last eighty years. The view that tracking eases the difficulties teachers face in working with diverse student groups and the belief that students learn better in classes where they are grouped with others of similar aptitudes and achievement levels have had wide acceptance. The extensive body of research on tracking and student achievement, however, has not borne out this latter belief. In addition, work on non-cognitive follow-up student outcomes associated with tracking has found that placement into low track classes has had negative effects on students, including lowered self-concepts and aspirations and increased delinquency and misbehavior. Furthermore, these findings take on a special significance since poor and large minority students have been consistently found in disproportionately large percentages in the lowest tracks in schools. Tracking, therefore, has been implicated in the denial of equal educational opportunity to some groups of students. Little, however, is known about the experiences of students in these classes at different track levels. Yet it seems likely that differences in these experiences may contribute to differences in outcomes and may themselves be sources of educational inequity.

This study used data collected for a national research project, A Study of Schooling, to investigate the experiences of students in 156 secondary English classes. The investigation focused on how track levels differed in three major aspects of classroom experiences: curricular content, instructional practices, and social relationships and interactions. Tracked classes were compared with heterogeneously grouped classes on these dimensions as well. Propositions from a body of work that views schools as agents of cultural, social, and economic reproduction were used to guide the formulation of research questions and in the interpretation of findings. Discriminant analysis was the primary analytic tool used to determine whether differences existed among track levels in the variables studied and to explain the direction of those differences that were found.

The findings of this study provide support for the assertions of scholars who propose the cultural reproduction theory of schooling regarding differential school experiences. In all areas examined—curricular content, instructional practice, and social relationships—the differences found among track levels are illustrative of tenets of this theoretical position. Students in classes at the highest track levels received greater exposure to high-status curricular content. These students had their opportunities to learn this knowledge enhanced by greater amounts of time in instructional activity and greater exposure to selected instructional practices associated with student achievement. Further, these high track students, more than others, experienced social relationships in their classrooms characterized by positive feelings. On the other hand, students in the lowest track classes were predominately exposed to basic literacy or work-oriented types of knowledge. They had the least time allocated to learning activities, were the least exposed to effective instructional practices, and had classrooms more characterized than others by punitive and hostile relationships.

These differences point to inequities in the educational opportunities of students in these track levels. And, because the evidence is clear that track levels are reflective of racial and socio-economic differences among students, the findings point to inequities in the educational opportunities of students from different racial and socio-economic groups within schools. These inequities, in turn, support the notion that schools maintain the current social order, including existing social and economic inequities among groups. The implications of these findings, too, are that schools are biased toward the interests of the most powerful groups in society in that those educational experiences most likely to enhance access to higher education and, eventually, social and economic power are reserved for students who are already advantaged.

THE EFFECTS OF RHETORICALLY BASED AND RHETORICALLY DEFICIENT WRITING TASKS ON SPELLING ACHIEVEMENT

Order No. 8106746

O'KANE, RITA, RONDEAU, PH.D. The University of Connecticut, 1981. 106pp.

Purpose. The purpose of this study is to explore the relationships between the number and types of spelling errors (substitutions, additions, omissions, inversions, word combinations, contractions and possessions, pluralizations and others) of children in a rhetorically based and rhetorically deficient writing situation. A rhetorically based writing situation is one which has a meaningful purpose, and appropriate audience and a mode for conveying students' message beyond the classroom. A rhetorically deficient writing situation is one which has as its purpose a grade from the teacher, no audience other than the teacher, and no mode exists for relating students' communication beyond the classroom. This study sought to answer the following question: do students pay more attention to spelling in a rhetorically based writing situation than in a rhetorically deficient one?

Procedures. Ninety-six sixth grade students from a suburban Connecticut town were randomly assigned to rhetorically based (24 males, 24 females) or a rhetorically deficient (24 males, 24 females) writing task. The rhetorically based group wrote a letter to the superintendent and the principal of their school system indicating the good and not-so-good things about their school. Concurrently, the rhetorically deficient group members wrote a report to their teacher concerning the same subject. Thus, three determinants of the rhetorically based task were satisfied: a meaningful message to be communicated, an appropriate audience and a medium for conveying the message beyond the classroom. Requirements for the rhetorically deficient writing task were also met: the assignment lacked a proper goal in that the teacher was to be the only audience, the message was not to be communicated outside the classroom, and the children understood the writing was to be graded.

An Analysis of Variance design provided the framework for the data. The writing task characteristics, rhetorically based and rhetorically deficient, were the independent variables while number and types of spelling errors (substitutions, additions, omissions, inversions, word combinations, contractions and possessions, pluralizations and others) served as the dependent variables. Sex, IQ and a standardized spelling test score provided covariates for this study.

Conclusions. The data suggest that no significant differences persist at the $p < 0.05$ level between the means of the number and some types of spelling errors, namely substitutions, additions, inversions, contractions and possessions, pluralizations and others of subjects responding in a rhetorically based and a rhetorically deficient writing situation with respect to covariates sex, IQ and a standardized spelling test score. Evidence demonstrates, however, that two types of spelling errors, omissions and word combinations, are affected by rhetorically based and rhetorically deficient writing situations. A further suggestion inferred from the data state that boys do not spell as well nor do they write as many words as do girls.

The findings indicate that sixth grade students do not vary the amount of attention they pay to spelling while performing in rhetorically based or rhetorically deficient writing tasks. The results do suggest, however, that certain types of errors are affected. Future instruction in spelling should explore the patterns of these errors and lead to the development of remedial and diagnostic materials which may reduce spelling errors in writing tasks.

**LOCUS OF CONTROL AS A FACTOR IN PERFORMANCE ON
STRUCTURED AND UNSTRUCTURED LISTENING
COMPREHENSION TASKS FOR LEARNING DISABLED
CHILDREN**

Order No. 8104646

SCHENBERG, JERRY M., ED.D. *Ball State University*, 1980. 212pp.
Adviser: Dr. Jay K. Church

Purpose of the Study. The purpose of this study was to determine whether the listening comprehension of learning disabled (LD) students was affected by structure applied to a listening task with the variable of locus of control held as a constant. The study was also designed to investigate whether there were differences in locus of control orientation between normal and LD students.

Methodology. The subjects of this study were sixth, seventh, and eighth grade LD and normal students. They were selected from a population in Anderson, Indiana. For the sample, a total of 60 LD students from 11 schools, eight elementary and three secondary were obtained. The 60 normal students were chosen from two schools, one elementary and one secondary. Grade level and ages of the sample were approximately equivalent.

Following selection of the sample, all students were administered the *Nowicki-Strickland Locus of Control Scale for Children (NSSC)*. After the NSSC had been administered, 20 LD students, whose scores represented the highest 33.3% on the NSSC, and 20 LD students, whose scores represented the lowest 33.3% on the NSSC, were selected for the remaining portion of the study. The 20 LD students with the highest 33.3% of the scores were designated as external in their locus of control orientation (ELOC) while the 20 LD students whose scores represented the lowest 33.3% were designated as internal in their locus of control orientation (ILOC). The same procedures were followed in selecting the 40 normal students who were also classified as external or internal in their locus of control orientation.

The LD and normal students were then administered four listening passages from the *Analytical Reading Inventory*. Two of the four passages were provided with structured introductions while the remaining two were not. Structured introductions were defined as the oral presentation of prelistening directions given to students in a counter-balanced fashion. They included both general information about the topic and the material to be read, and a preview of the sequence of events in the selection.

Findings. Five null hypotheses were tested in this study. The first four hypotheses were examined using appropriate *t*-tests for planned comparisons after two-way analyses of variance with repeated measures on the last factor were computed. Hypothesis number five was subjected to a *t*-test for independent groups. Using the .05 level of confidence as the predetermined criterion, only hypothesis number five was rejected. It was determined that LD students were significantly more external in their locus of control orientation than normal students. In the four instances where the hypotheses were not rejected, data indicated, for the LD and normal groups, that there were no significant differences in listening comprehension when the structured and unstructured introductions were administered.

Conclusions. The findings of this study indicate, for these particular students, subject to the limitations of this investigation, that the presentation of structured introductions did not significantly improve the listening comprehension of LD subject. It was concluded, however, that LD subjects were operating on a more external locus of control orientation than normal subjects.

**THE DEVELOPMENT AND VALIDATION OF A TEST OF
LISTENING COMPREHENSION FOR PRESCHOOL CHILDREN**

Order No. 8103840

SEMON, VIRGINIA ELISE, PH.D. *University of Denver*, 1980. 221pp.

The purpose of this study was to develop and validate an instrument designed to measure listening comprehension among 4-year-old children. The instrument was standardized using 102 children from both the lower and middle socioeconomic levels. Content validity of the instrument was established through expert review. A measure of concurrent validity was obtained through correlation of teacher rankings of listening with test scores. The final instrument was evaluated using indices of item

discrimination and item difficulty as well as a reliability measure. Measures of central tendency as well as skewedness and kurtosis were employed to ascertain whether the scores approximated the normal curve. Raw scores were converted to percentile ranks. Analysis of variance was obtained for testing the significance of the differences among means with respect to age, race, sex and socioeconomic status. Finally, scores of children who scored higher on the inference subtest than the literal subtest were examined through a *t*-test.

Results of the study indicated that the test scores tended toward normal distribution. Test scores also correlated highly with teacher evaluations of listening ability. The reliability of the total test was found to be .82. *F* values obtained through analysis of variance showed no significant differences among test means with respect to age, sex or race. Values obtained through analysis of variance for socioeconomic status showed a significant difference between means for low and middle socioeconomic groups—the highest scores being among the middle socioeconomic group. Finally, *t*-values were obtained for the significance of the difference between test means of children who scored higher on the inference subtest than on the literal (group A) and means of the remaining group (group B). This data showed that group A scored significantly on total and literal test scores than group B.

Two primary conclusions were drawn from this study. First, the test may contain some cultural bias with respect to socioeconomic status. Second, if subsequent studies show that the instrument contains predictive and concurrent validity, then the Simon Test of Listening Comprehension may be a valuable tool in the assessment of the preschool child.

**THEORETICAL FOUNDATIONS AND CURRICULUM GUIDE
FOR CREATIVE DRAMA, K-3**

Order No. 8102422

SOLOMON, THEODORE O'BRYANT, JR., PH.D. *Southern Illinois University at Carbondale*, 1980. 471pp. Major Professor: Dr. Janet Larsen McHughes

This study is composed of a comparative analysis of and curriculum guide for creative drama. It offers a review of the theories, terminology, objectives, and procedures of the various activities involved in the field. The discussion analyzes the concepts of the following major creative drama practitioners: Winifred Ward, Geraldine Siks, Nellie McCaslin, Richard Crosscup, Brian Way, and Dorothy Heathcote. This examination of the principles of creative drama serves as the basis for the development of the curriculum guide for the utilization of creative drama in kindergarten through the third grade. Furthermore, the discussion also assists in the understanding of the guide and how it may be implemented in classroom situations. The concepts, objectives, and procedures of each of the eight major creative drama activities are analyzed, discussed, and exemplified. Suggestions regarding the use, development, and supervision of the creative experiences are also discussed. The curriculum guide for each grade level includes a discussion of the social, intellectual, emotional, and creative characteristics of each age group. Furthermore, an outline of the objectives for each subject taught at each grade level is provided. Both the characteristic traits and the subject area objectives are utilized in the development of the creative drama activities contained in the curriculum guide. The guide for each grade level is comprised of thirty-six creative drama sessions, which equate to one session per week for a school year. The curriculum guide stresses the use of creative drama as an educational supplement for the teaching of specific subject material. Justification for the study is partially based on the results obtained from the Children's Theatre Project conducted in 1973 at Delta State University, Cleveland, Mississippi. The results of the year long, federally funded project are analyzed in the study and help to establish the areas of weakness found in implementing creative drama activities in the rural school systems of the Mississippi Delta. The study concludes with suggestions regarding additional areas in which further research should be conducted.

THE EFFECT OF PRIOR KNOWLEDGE STRUCTURES ON VIEWING COMPREHENSION: AN EXPLORATORY STUDY

Order No. 8101916

STOCKING, DAVID WARNER, ED.D. *Boston University School of Education*, 1980. 97pp. Major Professor: Dr. Thomas G. Devine

This exploratory study seeks a new definition of "reading" that includes the comprehension of meanings found in movie film as well as in print. Inasmuch as movies compete successfully in today's culture with books as sources of symbolic truth, this research analyzes the reading skills of adolescents as applied to short fictional films.

The study population was made up of 111 ninth and tenth grade students in a small city high school. They engaged in the story generation of a typical "Western" based on a common stem, they responded to a questionnaire assessing their general attitude toward film and reading, and they responded to questions before, during, and after the viewing of three short, fictional films. Questions before and during the viewing measured perceptions and predictions respectively. These questions were testing the psycholinguistic argument that what the reader brings to the text is as important as what the text brings to the reader. The questions after the viewing were primarily geared to assess reading comprehension.

The results dealt with the general attitude of students toward film and reading; the personal response of students to films of differing levels of familiarity; the student's expectation of heroism and final happiness in fiction; the nature of fate in story generation, and its correlations with reading comprehension; the amount of cinematic imagination in story generation, and its correlation with reading comprehension; the correlation of the ability to predict events during a film with viewing comprehension; the accuracy and frequency of the students' predictions; the correlation of viewing comprehension with affective responses to each of three films; the correlation of viewing comprehension with reading comprehension scores and I.Q. scores.

The conclusions include the propositions that ninth and tenth grade students are actively, socially, independently, and critically involved with films; that the less-familiar the form and content of a film, the higher the degree of resistance from ninth and tenth graders; that ninth and tenth grade students expect heroism and "happiness binding" in fictional films; that when asked to generate a story that is based on the stem of a typical Western, ninth and tenth grade students do not deviate, most of the time, from conventional, predictable value systems and story grammars that are normally associated with Westerns; that furthermore, it may be true that a tendency to write stories in a heroic or anti-heroic form is evidence of a slightly higher reading level than that of those who tend to write about a protagonist who encounters misfortune because of some quirk of luck (rather than a human failing); that those ninth and tenth grade students who demonstrate "cinematic" writing tend to be better readers of both film and written literature; that with ninth and tenth grade students there does not appear to be a correlation between the number of correct predictions made during a short film and scores on viewing comprehension questions asked after a short film; that when ninth and tenth grade students are given definite dramatic clues--upon which they can base their guesses as to what will happen later in the film--their ability to predict is very good, but when dramatic clues are not definite, the predictability of the students diminishes; that although ninth and tenth grade students may express dislike for a film whose form and content is unfamiliar, their understanding is probably greater than their negative reactions would suggest; that although the best viewers are probably the best readers and the highest I.Q. scorers, exceptions to this general tendency show that affective factors can disprove predictions about a child's ability that are based on "objective data".

THE EFFECTS OF SELF-MONITORING OF STUDYING BEHAVIOR ON THE SPELLING PERFORMANCE OF LEARNING DISABLED STUDENTS

Order No. 8105617

STOLLER, LAURA ANN, PH.D. *The University of Florida*, 1980. 140pp. Chairman: Rex E. Schmid

A frequently mentioned goal of our educational system is to teach students to become self-directing. Techniques designed to develop self-control have been used to modify a variety of problematic behaviors. In educational settings self-control procedures have effectively modified academic and academically related behaviors. Research concerning the effect of self-control procedures on academic behaviors have focused on the ability to perform various tasks at a high correct rate. Research on the effectiveness of self-monitoring when a student is first learning to perform a behavior and the effect of self-monitoring on retention of academic material is lacking. The present study was designed to determine the effect of self-monitoring (i.e., self-assessment and self-recording) on the acquisition and retention of spelling letters and words by learning disabled (LD) students.

Four students participating in a summer school program for LD students served as subjects for the experiment. In the first and third phases of the investigation, subjects were given 15 spelling words to study for a 10-minute period. A tape recording provided the student with information on when to start and stop studying the spelling words. During the second and fourth phases, the tape also provided beeps at random intervals from 18 to 88 seconds apart. The student was instructed to make a check on a self-monitoring card if he was studying the spelling words when the beep sounded.

Data on the percent of spelling letters and number of spelling words acquired and retained during each experimental session were collected. Specifically the total number of words and mean percent of letters acquired and retained by each subject during each phase of the study were calculated.

The results suggest that self-monitoring increased, at least on a short-term basis, the number of spelling words acquired and retained by three of the four subjects. The data seem to support a conclusion that self-monitoring did not have an effect on the percent of letters acquired. Finally, data concerning the effect of self-monitoring on the percent of letters retained appears to be equivocal.

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