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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the knowledge and skills of elementary school principals relevant to the development of reading programs; (2) the effects of a communication skills training program for elementary school principals on teachers' perceptions of the principals' interpersonal competence and overall level of effectiveness; (3) characteristics of enthusiastic, successful English teachers; (4) factors contributing to the content area teachers' judgments of the reading abilities of secondary school students; (5) short stories in preservice teacher education; (6) teachers' knowledge of reading as a dimension of clarity of reading instruction; (7) school communications; (8) teacher's knowledge of the relationship of auditory acuity and hearing impairment to reading; (9) the effective verbal and nonverbal behavior of seventh grade language arts teachers; (10) high school teachers' attitudes toward error in written composition compared with key principles of Mina Shaughnessy's theory of composing; (11) the method of teaching English presented in educational periodicals from 1886 to 1917; and (12) the consistency with which teachers at various grade levels convey affect via different channels of communication. (FL)

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Abstracts of the following dissertations are included in this collection:

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THE EFFECTIVE VERBAL AND NONVERBAL BEHAVIOR OF SEVENTH-GRADE LANGUAGE ARTS TEACHERS

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THE CONSISTENCY WITH WHICH TEACHERS AT VARIOUS GRADE LEVELS CONVEY AFFECT VIA DIFFERENT CHANNELS OF COMMUNICATION

**ETHNOGRAPHIC STUDY OF KNOWLEDGE AND SKILLS OF
ELEMENTARY PRINCIPALS RELEVANT TO DEVELOPMENT
OF READING PROGRAMS.**

Order No. DA8215782

BROWNFELD, NOLA JANE, Ph.D. *The University of Oklahoma*, 1982.
105pp. Major Professor: Robert L. Curry

This study examined the self-reported role and responsibility of elementary principals in Oklahoma which were related to the area of reading by means of an opinionnaire providing ten components of reading to be rated on a five-point scale of importance. In addition, the components of reading were rated as to the importance additional information about each component would be for the elementary principals. Administrative experience, classroom teaching experience, college course hours in reading, gender, and interest in further training which related the role of elementary principal to the area of reading provided data which revealed the following.

- (1) Elementary principals in Oklahoma considered their role and responsibility important with respect to the area of reading.
- (2) additional information, as well as training, were of importance to elementary principals.
- (3) the highest ranked components dealt with improvement of instructional quality of reading, and (4) the value assigned components of reading were not significantly affected by college course hours in reading, elementary classroom teaching experience, or gender.

**AN ANALYSIS OF THE EFFECTS OF A COMMUNICATION
SKILLS TRAINING PROGRAM FOR ELEMENTARY SCHOOL
PRINCIPALS ON TEACHERS' PERCEPTIONS OF THE
PRINCIPAL'S INTERPERSONAL COMPETENCE AND
OVERALL LEVEL OF EFFECTIVENESS**

Order No. DA8213133

BROMBERG, SAMUEL DAVID, Ph.D. *University of Pittsburgh*, 1981.
220pp.

The purpose of this study was to design, implement, and evaluate a communication skills training program for elementary school principals on teachers' perceptions of the principal's interpersonal competence and overall level of effectiveness. In addition, this study attempts to determine if a relationship exists between teachers' perceptions of (1) the principal's interpersonal competence, and (2) the principal's overall effectiveness.

Four elementary principals from western Pennsylvania who expressed interest in matriculating in a graduate level course participated in the 13 week training program. The communication skills presented in the program were: active listening skills, clarity of expression skills, strategies for coping with negative emotions, and self-disclosure skills. The teachers (N = 35) of each principal completed the Interpersonal Relationship Rating Scale (Hipple, 1972) on a pre-training and post-training basis. Additionally, teachers rated their principal's overall effectiveness.

The results of a t-test of mean scores between the pretest and posttest provided evidence that the training program had a significant effect ($p < .01$) upon: (1) teachers' perceptions of their principal's interpersonal competence; and (2) teachers' rating of their principal's overall effectiveness.

The results of a Pearson product-moment correlation coefficient on the pretest between the mean score on interpersonal competence and the mean score on overall effectiveness revealed that there is a significant positive correlation (+.92) between the two variables. Additionally, the results on the posttest produced a similarly positive correlation (+.89) between the principal's interpersonal competence and overall effectiveness as perceived by teachers.

**THE TEACHING EXPERIENCE: PORTRAITS OF
ENTHUSIASTIC, SUCCESSFUL ENGLISH TEACHERS**

Order No. DA8224929

COTTRELL, DIANE LILLIAN, Ph.D. *The University of Michigan*, 1982.
289pp. Chairman: William Cave

This study of six experienced, successful teachers is an attempt to determine how they have preserved their enthusiasm when so many are dissatisfied. The literature on teacher "burnout" fails to offer meaningful solutions. The emphasis is generally on organizational structure and individual coping strategies rather than on the teaching process itself.

I chose a phenomenological approach because no questionnaire could begin to capture the complexity of a teacher's experience. Four female and two male secondary English teachers, each having taught ten or more years, were observed in the classroom and interviewed several times. This dialogical process was aimed at mutual understanding and creation of meaning, not some generalizable "truth." Portraits of each person are presented, comprehensive descriptions of the teacher--his or her attitudes, feelings and behavior--within an immediate social context.

Pervasive themes emerging from the study are rooted in these teachers' overall emphasis on intrinsic rewards. All have a personal metaphor for teaching, a guiding purpose which provides validation for their jobs. There was clearly a strong link between the teachers' contentment and their effectiveness in the classroom--success in "reaching" students. Each maintains high standards, creates an atmosphere of mutual respect, attends to values, and enjoys excellent rapport with young people.

These teachers are dissatisfied with conventional inservice education as an attempt to enhance competence. Instead, they value most highly the opportunity to learn from fellow teachers through dialogue or observation. They display an attitude of critical consciousness with regard to their teaching, and stress the importance of learning from experience. Although they have a strong sense of personal accountability, all accept the inevitability of some failure in the classroom and thus avoid undue frustration. Additionally, they desire autonomy, control, and administrative support.

The essence of these six teachers' contentment seems to lie in the quality of student-teacher interaction. They are able to employ methods and create a climate conducive to achieving their goals for learning. Their wisdom illuminates the need to improve teacher competence through an appeal to intrinsic motivations in order to alleviate burnout.

**FACTORS CONTRIBUTING TO CONTENT-TEACHERS'
JUDGMENTS OF THE READING ABILITIES OF SECONDARY
SCHOOL STUDENTS**

Order No. DA8223566

FRAGER, ALAN MICHAEL, Ed.D. *Arizona State University*, 1982. 146pp.

The purpose of this study was to investigate factors associated with content-teachers' judgments of the reading abilities of secondary school students. These factors included: (a) teacher cognitive style, (b) teacher knowledge of reading, (c) accuracy of teacher judgment, and (d) the types and amounts of information teachers use in making judgments. The study was based on a model of the teacher as an information processor which predicted that when content-teachers are given a common judgment situation, differences in the teachers' search strategies (cognitive styles) and/or their levels of knowledge of reading would effect: (a) the types of information they used for making judgments, (b) the amounts of information they used to make the judgments, and (c) the accuracy of those judgments.

Fifty-three content-teachers made judgments about three students whom they viewed in a videotape simulation of the reading and reading-related activities which typically occur in secondary school English and social studies classrooms. The content-teachers recorded in writing their observations of the students' behaviors. Judgments of strengths and weaknesses concerning 45 skills and factors related to the students' reading abilities were recorded on

judgment checklists. The data were analyzed using qualitative and quantitative methods to describe the factors associated with the content teachers' judgments and to determine the relationships among those factors.

Results from the study indicated that content-teachers made more than moderately accurate judgments of the three students' reading abilities. No single type of information which the teachers observed was found to be a good predictor of the accuracy of their judgments of students' reading abilities in general, though one type of information, observations of comprehension behaviors, was found to be significantly associated with judgment accuracy regarding several specific reading skills. The model of the teacher as an information processor used to guide the study was found to be more accurate in predicting the types of information content-teachers used in making judgments than in predicting the accuracy of those judgments.

SHORT STORIES IN PRESERVICE TEACHER-EDUCATION

Order No. DA8215733

FRIEDMAN, RUBEN, Ed.D. *Columbia University Teachers College*, 1982. 302pp. Sponsor: Professor Maxine Greene

The use of short stories in teacher education has been sorely neglected. This is a study which has two purposes. (1) to justify the use of short stories in preservice teacher education, and (2) to provide practical teaching ideas for the use of specific stories. The researcher has given a brief background of teacher education in this country.

One way of providing more of the humane/affective in teacher education is to include short stories about classroom events in the curriculum. Short stories should be used in teacher education programs because they may add an aspect of the humane that tends to be insufficient in current programs.

In addition, short stories can provide the preservice student with a new perspective to teaching. A story about classroom events may be used as the next-best-thing to an actual classroom visitation. Reading and discussing of a short story may also be used as a way of problem solving. A carefully chosen story will revolve around a classroom problem that preservice students will have to deal with in their future classrooms. The story may enable the preservice student to think about possible solutions to an educational problem. Reading and discussing the story will lead to what Maxine Greene calls "wide-awakeness" on the student's part.

This study named ten American short stories that are applicable in introductory courses in teacher education programs. Out of the ten, the researcher chose three as examples. "The First Day of School" by Nancy Hale, "Doctor Jack-o'-Lantern" by Richard Yates and

"Tomorrow and Tomorrow and So Forth" by John Updike. These three stories were then matched up thematically into modules with three articles from educational literature. One module, consisting of "The First of School" by Hale and a chapter from *Crisis in the Classroom* by Silberman, was taught to in-service teachers and preservice students and sent to education professors to evaluate.

After the three groups evaluated the first module, the teaching strategy of the module was revised based upon their comments. Most participants felt that the module was a valuable and worthwhile experience for educating prospective teachers.

TEACHERS' KNOWLEDGE OF READING AS A DIMENSION OF CLARITY OF READING INSTRUCTION

Order No. DA8225534

GUERRA, CATHY LYNNE, Ed.D. *Northwestern State University of Louisiana*, 1982. 115pp. Director: Dr. Mildred H. Bailey

This investigation was designed to determine the importance of teachers' knowledge of reading as it relates to teachers' clarity of reading instruction. Secondary purposes of the study included comparisons between: (1) students' perceptions of teachers' clarity of reading instruction and knowledge of reading, (2) student and observer ratings of clarity, (3) teacher self ratings of clarity and observer and student ratings of clarity, and (4) teacher self-ratings of clarity and knowledge of reading.

Forty-two fourth, fifth, and sixth grade teachers in a selected local

education agency were included in the sample. Teachers' knowledge of reading was measured through the use of the *Inventory of Teacher Knowledge of Reading*. On the basis of their scores on the knowledge test, the teachers were divided into two groups. The high knowledge group included those twenty one teachers scoring above the median on the knowledge test; the twenty one teachers who scored below the median were assigned to the low-knowledge group.

Both groups of teachers were observed twice for twenty minutes during reading instruction for their use of the seventeen clarity behaviors given in the observer checklist. Upon completion of the observations, students rated their teachers' clarity of reading instruction using the student checklist. Teachers evaluated themselves for their instructional clarity using the checklist prepared for the teachers.

The Kruskal-Wallis one-way analysis of variance by ranks test revealed that teachers' knowledge of reading had a significant effect on teachers' clarity of reading instruction at the .05 level. Relationships significant at the .05 level were established between teachers' clarity of reading instruction and five areas of reading knowledge when Spearman rank-order correlation coefficients were computed.

Findings of the research led to the following conclusions: (1) Teachers' knowledge of reading has a significant effect on teachers' clarity of reading instruction. (2) Teachers' knowledge of five reading areas: "Preparation for Reading," "Word Identification," "Comprehension and Critical Reading," "Reading in the Content Areas," and "Reading Interests and Tastes" is significantly related to teachers' clarity of reading instruction. (3) Teacher and student ratings of clarity are not significantly related to teachers' knowledge of reading. (4) The relationships among student, observer, and teacher ratings of instructional clarity are not significant.

SCHOOL COMMUNICATIONS: PERCEPTIONS AND PRIORITIES

Order No. DA8215476

JOHNSON, JEAN GIBSON, Ph.D. *Boston College*, 1982. 127pp.

The purpose of this study was to investigate the use of an informal procedure of value ranking items of written administrative communication to facilitate a building administrator's analysis of the perceptions and priorities of the professional staff. This procedure appeared to have potential as an administrative tool for school managers. It was expected that such knowledge would better equip the administrator in fulfilling the roles of instructional leader, manager, and change agent.

The study hypothesized a relationship between motivation theory, organizational climate, and communication. It was further hypothesized that an open school climate would provide the atmosphere most likely to support high achievement in job performance and incentives for a teacher to produce at maximum capacity.

Teachers and administrators in four schools of a suburban eastern Massachusetts district completed the Organizational Climate Description Questionnaire, developed by Halpin and Croft, and the Value Ranking Questionnaire, designed by the researcher and tested as a part of this study. The OCDQ was used to determine the climate existing in each school. The VRQ asked respondents to rank by priority 10 items of written communications from administrators. Each item represented a need/factor identified by the motivation models of Porter and Herzberg.

Only one school was identified as having an open climate by the OCDQ, and that school's administrator and professional staff VRQ rankings were the only set of the four to have a significant positive correlation. No set of VRQ rankings showed a significant positive correlation with the Porter or Herzberg models.

The major findings of this study offered evidence to support the premise that a process of value ranking items of communication is a means of gaining insight into the perceptions and priorities of the professional staff. It would appear that the open climate did offer the best setting for the administrator to gain an accurate perception of the staff's priorities as identified by VRQ items. The challenge to the administrator would be to work with the faculty to encourage their seeking of higher level motivators and to provide opportunities for the fulfillment of their needs.

**TEACHERS' KNOWLEDGE OF THE RELATIONSHIP OF
AUDITORY ACUITY AND HEARING IMPAIRMENT TO
READING** Order No. DA8225003

MARSHALL, EVELYN MYRTLE, Ph.D. *The University of Michigan*, 1982.
199pp. Chairman: Ralph R. Rupp

Teachers and specialists were tested to determine whether they would demonstrate similar knowledge about and attitudes toward auditory acuity, the hearing impaired, and reading. There were ten adult representatives in each of the following six subgroups: primary teachers, regular teachers of the learning disabled, teachers of the hearing impaired, and speech and language pathologists.

A fifty-two item multiple-choice test, *An Assessment of Teacher Knowledge of Hearing Impairment and Reading*, designed by the researcher, assessed teachers' and specialists' knowledge about auditory acuity, hearing impairment, reading, and attitudes. Demographic data were also gathered and included in the instrument.

Raw scores were used in the statistical analyses on the test and demographic data. An independent samples t-test and an analysis of variance (ANOVA) were used to determine significant differences.

The results showed that specialists were more knowledgeable than classroom teachers. Communications specialists--teachers of the hearing impaired and speech and language pathologists--were better informed than the other four subgroups. Teachers of the hearing impaired were superior to all five other subgroups on knowledge about auditory acuity and hearing impairment.

In conclusion, regular education teachers do not know much about the basic concepts of auditory acuity, hearing impairment and reading, and they were inadequately prepared to teach the hearing impaired in the regular classrooms.

The study documents the immediate need for much more inservice training for teachers who work with hearing impaired children in regular classrooms or remedial reading situations. It also offers a number of specific recommendations and suggestions for teaching the hearing impaired in the regular classrooms.

**THE EFFECTIVE VERBAL AND NONVERBAL BEHAVIOR OF
SEVENTH-GRADE LANGUAGE ARTS TEACHERS**

Order No. DA8224501

O'CONNOR, JOSEPH OWEN, Ed D. *Holstra University*, 1982. 158pp.

The purposes of the investigation were: (1) to analyze the verbal behavior of four Language Arts teachers, (2) to analyze the nonverbal behavior of the four teachers, (3) to determine whether or not there was a significant difference in the verbal behavior of the most effective teacher, (4) to determine whether or not there was a significant difference in the nonverbal behavior of the most effective teacher, and (5) to determine the role of nonverbal enthusiasm in teacher effectiveness.

To achieve these goals, four seventh-grade Language Arts classes were chosen from West Hollow Junior High School on Long Island, New York. There were two male and two female instructors. The Flanders Interaction Analysis System was used to measure verbal interaction and the Collins Enthusiasm Rating Chart measured nonverbal interaction. In order to determine teacher effectiveness a literal recall test, a comprehension test, and a test that measured synthesizing ability were given to the students. The written answers were marked holistically by English teachers who had experience with this scoring procedure. The student scores were subjected to a one-way analysis of variance by teachers to determine significant differences between class mean scores. A chi-square test measured the significant difference among the verbal and nonverbal features that distinguished the most effective teacher.

The results on the Flanders Interaction Analysis Scale indicated a significant difference in the "praises or encourages" and "asks questions" category for the most effective teacher. In addition, the most effective teacher spent 50 percent less time in the "directing" and "criticizing" teacher talk categories.

A significant difference was found on the Collins Enthusiasm Rating Chart between the most effective teacher and the least effective teacher in the "body movement" category. The less effective

teacher used significantly more "body movement" than the other teachers.

The first conclusion was that nonverbal enthusiasm might be more subtle and covert than originally estimated. The "tone of voice" and "gestures" used by the most effective teacher might carry more of an impact on the students than high tallies in other categories.

The second conclusion was that the construct that depicted the most effective teacher as one who was concerned with the socio-emotional and task orientation of the child appeared to be reliable. The most effective teacher in his "lecture" and "questions" used "student ideas" and "feelings" and thereby communicated a concern for the students.

**A COMPARATIVE STUDY OF HIGH SCHOOL TEACHERS'
ATTITUDES TOWARD ERROR IN WRITTEN COMPOSITION
COMPARED WITH KEY PRINCIPLES OF MINA
SHAUGHNESSY'S THEORY OF COMPOSING**

Order No. DA8214128

PAYNE, CYNTHIA BROOKS, Ph.D. *The Ohio State University*, 1982.
263pp. Adviser: Professor Donald Bateman

Mina Shaughnessy has emerged as one of the most significant American writing instruction theoreticians of the last decade. This study extracts and analyzes six major elements of her composing theory from her principal work *Errors and Expectations* (1977), and explores how these principles reflect the best current interactionist composition theory presently available.

In an effort to test her ideas out on an active teaching population, a seventy-two item inventory was developed which explored the attitudes of a given school system's secondary English teachers toward writing instruction and student error. The data derived from this inquiry made it possible to picture how some teachers align themselves with Shaughnessy's principles and with interactionist theory in general.

As a corollary part of the study, twelve English teachers participated in in-depth interviews designed to enlarge on the qualitative results of the survey and to provide a forum for discussion on the issue of writing instruction. A schedule of ten questions was developed as a basis for these interviews, and the respondents' verbatim answers are included in this report.

The methods employed in this study include literary analysis and comparison, the piloting, administration and statistical analysis of a Likert-type attitude inventory, and the various field research skills associated with the open-ended interview, particularly the coding and interpretation of subjective data.

An effort has been made to demonstrate how other key progressive interactionists connect with Shaughnessy's ideas about writing instruction, including Vygotsky, Elbow, Emig, Moffett, and Macrorie. It was determined from this study that the teachers surveyed expressed considerably more agreement with Shaughnessy than the recent literature in the field would indicate, but that they remained frustrated in their attempts to incorporate their beliefs into personal pedagogical practices.

**METHODS OF TEACHING ENGLISH PRESENTED IN
EDUCATIONAL PERIODICALS, 1886 TO 1917**

Order No. DA8216460

SHAOW, LINDA KAYE, Ph.D. *Arizona State University*, 1982. 236pp.

Journals from two classes of educational periodicals (general and device) published between 1886 and 1917 were examined to answer the following research questions: (1) What were the most prominent general journals for educators in the United States between 1886 and 1917? (2) What were the most widely circulated device journals for educators in the United States between 1886 and 1917? (3) What methods of teaching English were presented in the general journals of

the period? (4) What methods of teaching English were presented in the device journals of the period? (5) How are the methods presented in general and device journals similar or different? (6) What new perspectives can be added to the history of the teaching of English based upon the results of this study? Following the identification of ten journals for examination, content analysis was used to categorize both the form and content of the discussions of methods of teaching appearing in both classes of journals. It was found that the general journals presented brief, didactic suggestions within lengthy articles; the device journals were more likely to present explicit, pragmatic suggestions within brief articles. General journals presented methods focused more on pedagogical techniques for the teaching of literature and composition, while device journals presented methods focused more on the procedures for presenting a specific literature, language, or composition lesson to a class. An analysis of the data and explanation of the relationship of the teaching methods to the major educational issues of the period showed that these two categories of journals made different, but complementary, contributions to the evolution of methods of teaching English in secondary schools.

**THE CONSISTENCY WITH WHICH TEACHERS AT VARIOUS
GRADE LEVELS CONVEY AFFECT VIA DIFFERENT
CHANNELS OF COMMUNICATION** Order No. DA8212753

TROTTER, THOMAS VINCENT, PH.D. *University of Idaho*, 1981. 114pp.
Major Professor: Thomas N. Fairchild

Purpose. Teacher affect, communicated primarily through nonverbal behavior, influences student mental health. When contradicting verbal discourse, teacher nonverbal behavior provides clues to authentic affect. The resulting incongruence across channels of communication can confuse the receiver, and may, with prolonged exposure, prove detrimental to mental health.

The purposes of this study were twofold: (1) to assess the prevalence of incongruence of affect conveyed by teacher facial expression, body movement, and verbal-vocal behavior, and (2) to investigate whether teachers with different grade level assignments vary when expressing affect, given the general decline in self-esteem and classroom climate that tends to occur with advancement through the grades. A secondary focus was to determine which single channel of communication dominates in conveying affect.

Procedure. The instructional behavior of 73 teachers with different subject matter and grade level affiliations was videotaped. These productions were reduced to 30-second episodes from which facial expression, body movement, and verbal-vocal behavior were separated for study. Each channel-specific presentation was then decoded by raters tasked with identifying distinct mood states.

Ratings were analyzed to determine if significant differences were evident among consecutively occurring channels of communication and/or grade level assignments of teachers, and if any single channel is a relatively more powerful conveyance of affect when operating in combination with other channels.

Findings. Teacher communication was characterized by incongruence among channels. No single channel was found to be consistently discrepant in communicating affect, with the exception of facial expression. Negative emotions were expressed with relatively greater intensity via this modality than through other forms of output studied.

Teachers at the primary level express more positive affect than do teachers at other grade levels. Intermediate level teachers were found to express less interest than their counterparts at other grade levels.

Dominance among channels of communication varied with the particular affect expressed.

Conclusions. (1) Teacher affect can be perceived from isolated channel output. (2) Teacher production of conflicting affective messages may complicate clear reception of information and impact student mental health. (3) Channels of communication differ in the amount and nature of affective information they can transmit. (4) Social context may play a significant role in facilitating or inhibiting expression of affect. (5) Visual modality dominance in influencing receiver judgements of affect may be attributable to the ever-present availability of these cue sources.

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