DOCUMENT RESUME

ED 161 061


INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 11p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS American Indians; Annotated Bibliographies; Auditory Training; *Doctoral Theses; Elementary Secondary Education; *Language Arts; Language Instruction; Language Skills; Listening Comprehension; *Listening Skills; Listening Tests; Low Achievers; Puppetry; *Research; Self Expression; Spelling; *Spelling Instruction; *Teaching Techniques; Word Study Skills

ABSTRACT This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: observable behaviors and verbal responses elicited by a specific listening task; the relationship between oral spelling, auditory sequencing, and vocal rhythm; the effect of listening instruction on listening test scores; the relationship between auditory learning and mental aptitude, signal distortion, and speech compression; the role of puppetry within the context of the creative-expression language arts curriculum; techniques for teaching word meanings; the effects of background noise on listening comprehension of primary children; factors affecting kindergarten children's invented spelling; an analysis of the ineffectiveness of formal grammar instruction; the development of listening and metalistening skills in young children; attitudes of elementary teachers toward creative self-expression; the effects of symbolic play on aural language comprehension in young native American children; an analysis of three methods of teaching sentence construction to slow-learning eighth grade students; and a comparison of two methods of teaching spelling to low-ability ninth grade students. (MAY)

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Language Arts Skills and Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1978 (Vol. 38 Nos. 7 through 12)

Compiled by the staff of the

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Abstracts of the following dissertations are included in this collection:

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PUPPETRY EDUCATION: ITS ROLE WITHIN THE CONTEXT OF THE CREATIVE-EXPRESSIVE LANGUAGE ARTS CURRICULUM

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AN EXPLORATION OF FIRST, THIRD, AND SIXTH GRADE STUDENTS’ OBSERVABLE BEHAVIORS AND VERBAL RESPONSES ELICITED BY A SPECIFIC LISTENING TASK

Order No. 7804241

ADAMS, Cary L. Ph.D: Southern Illinois University at Carbondale, 1977, 116pp. Major Professor: Dr. Terry H. Shepherd

Purpose: The major purpose of this study was to observe elementary school students’ overt behaviors during a listening task, to investigate the relationship of these behaviors to the child’s comprehension of the content of the task shown by free retelling and responding to questioning, and to investigate how these observable behaviors and comprehension related to the child’s classroom listening performance and academic ability and performance as assessed by classroom teachers.

Method: Twenty first grade, twenty third grade, and twenty sixth grade students were randomly selected from elementary attendance centers of a school district in southern Illinois. The researcher, interacting with each subject individually, read orally a passage from a basal text appropriate to students’ grade level.

During the experimental setting, the examiner observed behaviors of the subject which were felt to have possible relevance to listening.

Following the listening task, each student retold its content and the examiner questioned the child with literal level questions and questions requiring inferential and evaluative judgments.

Each subject’s classroom listening performance, academic ability, and performance, and classroom listening instruction were assessed through a teacher questionnaire.

Analysis of Data: Audiotapes of each experimental situation were transcribed and comprehension ratings, made of each child’s retelling, responses to literal questions, and to inferential and evaluative questions. In addition, overall comprehension ratings were calculated for each subject.

A variety of statistical analyses were performed to determine the significance of or correlation level between comprehension scores, examiner-observed behaviors during the experimental setting, and classroom listening performance.

Findings: Multiple regression analyses revealed that observed behaviors of maintaining eye contact most of the time during listening, of appropriate facial expressions, and twisting and shifting body position were comprehension-enhancing; the behavior of excessive hand movements was comprehension-detraeting.

Regression analyses revealed no significant relationship existed between overall listening comprehension in the experimental setting and classroom listening (determined by teacher judgment), nor between listening comprehension and academic ability and performance (determined by teacher judgment).

A t-test for differences between means showed that the mean comprehension score of students easily distracted visually during listening was not significantly different from the mean score of students not evidencing this characteristic. Chi-square analysis revealed these students were not perceived by classroom teachers as being easily distracted during classroom listening. Comprehension scores of subjects indicating being additively distracted during listening did not differ significantly from the remainder of the group.

The Scheffe Procedure revealed that the mean comprehension scores of sixth grade students were significantly better than first grade students (.05 level).

Pearson Correlation Coefficients calculated between retelling and literal comprehension -- .6217; between retelling and inferential and evaluative comprehensions -- .5569; between literal and inferential and evaluative comprehensions -- .5714.

All correlations were significant at .001 level. Responses indicated that very little actual classroom listening instruction was taking place. Interest in subject matter of the listening task appeared to have influence on its retention. A child’s background of experience was reflected in his verbal responses.

Implications: The relationship of what appears to be listening related behaviors to listening comprehension can only lead to interesting speculations at this time. Further research should be done in order to help determine more exactly the role of these behaviors in listening comprehension.

THE RELATIONSHIP BETWEEN ORAL SPELLING, AUDITORY SEQUENCING, AND VOCAL RHYTHM

Order No. 8704255

BAILEY, Robert Lincoln, Ph.D. Indiana State University, 1977. 92pp. Director: Dr. George Early and Chairperson: Dr. Karl Zucker

The major premise of this paper states that children’s success in later learning depends on successful resolution of early developmental skills. In order to test this premise the relationship between academic task of a temporal nature and three temporal tasks with a lower level of developmental complexity was examined. All four tasks were carefully analyzed in terms of input, output, and feedback format to emphasize the role of task analysis.

Sixty-six normal third-grade students were administered a group intelligence test, an oral spelling test, and three measures of low-level temporal abilities. The three low-level temporal tasks consisted of two auditory sequencing tasks and a vocal rhythm test.

Results of the study showed mental ages and the scores in all three temporal tasks to be highly correlated with oral spelling scores. Multiple regression equations indicated that all three temporal tasks were significant predictors of oral spelling independent of mental age. Two of the temporal tasks -- vocal rhythm and one of the auditory sequencing tasks were better predictors of oral spelling results than was mental age.

Findings indicated that good oral spellers performed significantly better on all temporal tasks and intelligence tests than poor oral spellers.

THE EFFECT OF LISTENING INSTRUCTION ON LISTENING TEST SCORES

Order No. 731121


The purpose of this study was to determine if a significant difference existed in listening achievement among 185 fifth and 176 fifth grade students randomly assigned to direct, indirect and regular instruction groups. Treatment was confounded to lessons which developed ability to listen for details, details in sequence, main ideas, directions, inferential responses and fact and opinion. Listening was measured by pretest and posttest gains on the Stanford Achievement Test and the author-constructed Six Listening Skills Test.

Generally, pupils who received either direct or indirect listening instruction made significantly larger gains than those who received no specified listening instruction.
AN INVESTIGATION OF AUDITORY LEARNING IN RELATION TO MENTAL APTITUDE, SIGNAL DISTORTION, AND SPEECH COMPRESSION

CORYE, Jon Michael, Ph.D. University of Southern California, 1977. Chairman: Professor Robert A. Smith

A series of investigations explored the feasibility of substituting listening for reading competencies in Army training, with special reference to lower aptitude individuals.

Findings. A preliminary survey for comparing the preference for learning by listening versus learning by reading indicated that: (1) Preference for learning by listening ranged from 14 percent for individuals having high reading abilities to 45 percent for individuals having poor reading abilities. (2) Preference for learning by listening is related to mental aptitude, ranging from 8 percent for high mental ability individuals to 28 percent for low mental ability individuals. (3) Overall, approximately 25 percent of a sample of 300 individuals preferred to learn by listening rather than by reading.

Results of five experiments using time-compressed speech indicated that: (1) Speech rate rather than signal distortion due to the compression process appeared to decrease comprehension of materials presented at fast rates of speech. This was true for both high and low mental aptitude individuals. (2) There was a direct relationship between the level of difficulty of the material and the effectiveness of the compression technique on the ability of individuals to understand the material. (3) Over-all, approximately 25 percent of a sample of 300 individuals preferred to learn by listening rather than by reading.

Conclusions. The results of these investigations suggest that: Many individuals of low reading ability prefer to learn by listening and can be expected to learn many kinds of prose materials as well by listening as by reading. Therefore, provision of listening materials as well as reading materials in training and job situations may provide significant motivation for increased comprehension of materials presented at fast rates of speech. It was true for both high and low mental aptitude individuals. (2) Speech rate rather than signal distortion due to the compression process appeared to decrease comprehension of materials presented at fast rates of speech. This was true for both high and low mental aptitude individuals. (3) Preference for learning by listening is related to mental aptitude, ranging from 8 percent for high mental ability individuals to 28 percent for low mental ability individuals. (4) Overall, approximately 25 percent of a sample of 300 individuals preferred to learn by listening rather than by reading.

The purpose of this study was to design and implement a model which would define and describe puppetry education and its potential to nurture and develop creative language expression within the elementary language arts curriculum.

Chapter I, PUPPETRY EDUCATION AND CURRICULUM DEVELOPMENT, expressed: (1) need for a study aimed at definition and description of puppetry education, (2) implications of puppetry in the area of creative- expressive language arts curriculum development, (6) literature relating to the state of the field, (4) guiding questions for further development, (5) objectives of the study, (6) planned participation-observation research methodology, and (7) overview of content.

Chapter II, A REVIEW OF LITERATURE, was a logical outgrowth of the first chapter and included expansions on the state of the field and the need for definition and description of puppetry education. Within chapter two a model of puppetry education was developed. The model evolved through an investigation of the commonalities shared by proponents of both puppetry and language arts as means of developing creative language expression. Each of three major sections of the chapter compared the research/writings of both groups on fundamental dimensions of the child's potentials for language development, creative expression, and self-realization. Each section concluded with a table summarizing the strong degree of unity between the two areas of education.

Chapter III, IMPLEMENTATION OF THE MODEL OF PUPPETRY EDUCATION, outlined the program of six mini-modules developed to implement the model of puppetry education. Together the six mini-modules represented a practical synthesis of the findings from the literature cited throughout the development of the puppetry education model. Designed as self-contained units of study, the mini-modules provided a detailed instructional resource of objectives, materials, experiences, and ideas for realizing the goals of language arts through puppetry education.

Chapter IV, DESCRIPTION OF PUPPETRY EDUCATION MODEL IMPLEMENTATION, described the implementation of the puppetry education model/program of six mini-modules within a fourth grade classroom. It included all definitive descriptive data (daily logs, pictures, child-writings, child-quotations) of the subject's reactions to and interactions with each mini-module. The synthesis of this data for each mini-module provided a detailed descriptive and pictorial account of a practical application of the puppetry education model. This chapter concluded with a summary of the major tenets of the model which could be perceived through logs, pictures, child-writings, and child-quotations.

Chapter V, SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS, summarized the information presented throughout the study. The conclusions in general clearly identified, described, and defined puppetry as a legitimate and dynamic component of the language arts curriculum. It was concluded in further detail that the puppetry education model, program, and log, that puppetry education could: (1) stimulate creative imagination, thought, and play with ideas, objects, and language (spoken, written, dramatized, kinetic). (2) satisfy the need for an outlet for creative expression, for free expression of emotions, and expression of the affective self. (3) nurture expression and interpretation of oral, written, kinesic, and art languages. (4) develop cooperative groupwork skills. (5) provide opportunity for linguistic, kinesic, and artistic problems out of life experiences. (6) develop confidence and knowledge of self, others, and environment through intuitive learning and play. On the basis of a review and analysis of the first four chapters of the study nine specific ideas suggesting further investigation were identified and described in the concluding section of this chapter. Concluding comments centered on the implications of puppetry for teacher education and language arts curriculum development.
AN INVESTIGATION OF THE EFFECTIVENESS OF FOUR TECHNIQUES FOR TEACHING WORD MEANINGS WITH THIRD AND FIFTH GRADE STUDENTS  

Order No. 7803224  

GIPE, Joan Patricia, Ph.D., Purdue University, 1977. 197pp.  

Major Professor: Richard D. Arnold  

The purpose of this study is to examine the effectiveness of four methods for teaching word meanings. Aspects of language, cognitive development, and memory processes relevant to learning words as defined as labels for concepts, and their meanings, provide the theoretical rationale for the study. Learning word meanings can be viewed as an association task (Simon & Feigenbaum, 1964; Wickelgren, 1972), whereby unknown meanings can become known by being presented in connection with a known word of the same meaning (Mandler & Dean, 1969; Thompson & Tulving, 1970). Learning word meanings also can be viewed as a hierarchically organized categorical task (Collins & Quillian, 1969, 1970), whereby meaning can be taught by their inclusion in a category with other known words having similar meaning (Bower, et al., 1969; Smith et al., 1974). Finally, learning word meanings can be viewed as an interactive long-term memory process of concept development (Lindsay & Norman, 1972; Bumelhart, Lindsay, & Norman, 1972; Sticht et al., 1974), whereby meanings become known by defining the word, illustrating its usage, and providing for application of its use (Härte, 1975; Wittrock et al., 1975).  

The methods developed for this study include an association, a category, and a context method. Dictionary practice was considered a fourth method. Students with complete sets of data on experimental tasks in four third grade (N = 93) and four fifth grade (N = 78) classrooms in a rural midwestern school, served as subjects to test four hypotheses: 1. Vocabulary retained will differ for the four methods. 2. Vocabulary retention will be greatest for the context method. 3. Regardless of reading achievement, vocabulary will be retained with all methods. 4. Regardless of sex of subject, vocabulary retention will occur with all methods.  

Specially designed worksheets are used as instructional materials. The set of worksheets corresponding to the association method teaches word meanings by pairing synonyms. Worksheets for the category method use category labels with provision for student participation to teach word meanings. Worksheets for the context method teach word meanings in defining and illustrative contexts with provision for student application of the new word meanings. Common dictionary practice consists of copying definitions and writing sentences.  

The study is a repeated measures 4 x 4 Latin square type design in which each subject receives each method. Subjects are taught twelve words a week for eight weeks. Performance scores on eight evaluation tasks consisting of twelve sentences, each containing a blank for insertion of a new word taught during the preceding week, are the dependent variable.  

It is reported that the methods used to teach word meanings are different in effectiveness (p<.001). The context method is significantly better (p<.001) than the other three methods for both grade levels. Good readers perform significantly better (p<.001) than poor readers. The context method is the preferred method for both these groups. There is no significant difference between the performance of boys and girls. Overall improvement for the words taught is significant (p<.001) for both grade levels.  

Findings are supportive of instruction in teaching word meanings, especially instruction which includes using new words in sentences which provide examples of usage in the context of familiar events. Associating new words with familiar synonyms is also supported. Use of category labels and dictionary practice is not strongly supported. Results of the study indicate that an interactive model for cognitive processes provides useful information for studies investigating vocabulary development.  

EFFECTS OF IMPOSED BACKGROUND NOISE ON LISTENING COMPREHENSION OF PRIMARY CHILDREN  

HANDELSMAN, Mary Crutchfield, Ed.D., University of Southern California, 1977. Chairman: Professor Allen  

Problem. The purpose of this study was to observe third-grade students' listening achievement in four different auditory environments. The four environments were: (1) ambient room noise; (2) ambient room noise with imposed white noise; (3) ambient room noise with imposed playground noise; and (4) ambient room noise with music. The auditory environment of ambient room noise alone was used as the control treatment.  

The dependent variable under study was the total score of three subtests drawn from the Evan Wright Test of Listening Comprehension (Which consists of 10 subtests).  

Procedure. This study used a randomized control-group posttest only design with intact classrooms. A random table of numbers was used to assign one of four groups to the control condition (ambient room noise only) and each of the three others to one of the three experimental conditions. It was assumed that each of the four groups was equivalent in listening comprehension skills. No pretests of listening skills were administered to the groups nor were any teacher ratings of students' listening comprehension provided.  

Treatment of the data. A separate analysis of variance was conducted for each of the three subparts of the measuring instrument (the Evan Wright Test of Listening Comprehension) as well as for the total score. Each of the analyses of variance tested the variability of the means of the four groups within the study. A one-way analysis of variance was used in this study since no preconceived interaction would be able to occur between any of the four groups. The Scheffe procedure for both .05 and .01 levels of significance was used to identify any differences between group means. A Cochran C and a Bartlett Box F Test for Homogeneity of Variance was also used in the analysis.  

Selected findings. The three hypotheses of the study were:  

1. The imposition of white noise in a normal classroom setting will result in a significantly greater listening comprehension score by third-grade students than will ambient room noise alone. (2) The imposition of continuous playground noise in a normal classroom setting will result in a significantly greater listening comprehension score by third-grade students than will ambient room noise alone. (3) The imposition of music in a normal classroom setting will result in a significantly greater listening comprehension score by third-grade students than will ambient room noise alone.  

Conclusions. The following conclusions were formulated:  

1. In normal classrooms most students filter out irrelevant features of the auditory environment. (2) The application of white noise to the educational setting does not appear to result in increased listening comprehension. (3) The imposition of continuous playground noise has no discernible effect on listening comprehension. (4) The application of music to the educational setting does not appear to result in increased listening comprehension.  

Recommendations. (1) Students and teachers should be given opportunities to prove to themselves that noise does not significantly affect listening comprehension. (2) Auditory training to identify environmental noises should be given to students so that they can more readily filter out noise not related to a learning task. (3) Students should be instructed that noise is a normal condition in a working world and that a certain level of noise is acceptable. (4) The study should be replicated using (a) increased intensities of auditory environment, (b) a population of children with auditory decoding and encoding disabilities, and (c) different listening tasks.
AN INVESTIGATION TO DETERMINE FACTORS AFFECTING SELECTED KINDERGARTEN CHILDREN'S INVENTED SPELLING

MAYHEW, Dawn Carolyn, Ph.D.
University of Georgia, 1977

Supervisor: Dr. Ira E. Aaron

The purposes of this study were to determine factors affecting spelling strategies used by kindergarten children when they spell new letter names and to determine if three assumptions selected from earlier work in invented spelling were borne out by data obtained from selected pupils. The specific factors investigated include: (1) knowledge of letter-sounds; (2) reading readiness; and (3) sight vocabulary. In addition, the spelling strategies were analyzed to determine frequency of letters selected for long and short sounds.

The term “invented spelling” refers to the spelling children devise within standard orthography for spelling selected words. The spelling is classified “invented” because children are using specific strategies that represent various levels of sophistication.

Three studies were included to spell new letter names when they had been exposed to them. On the basis of these studies, it was determined that the following factors affect invented spelling: (1) knowledge of letter-sounds; (2) reading readiness; and (3) sight vocabulary. These factors were analyzed in a multiple step-wise regression analysis to determine which factors were statistically significant at the .05 level of significance.

Analysis of variance was used to test the five research hypotheses. In addition, the predictive value of the combination of measures used and the spelling criterion was determined by a multiple step-wise regression analysis. The .05 level of probability was used to designate significance. The remaining data were treated descriptively.

An analysis of the results revealed the following factors that significantly affect invented spelling: (1) knowledge of letter-sounds; (2) reading readiness; and (3) sight vocabulary. The analysis also revealed no significant difference between male and female children on the spelling criterion. In addition, children who use the knowledge of a closely related phoneme to spell a phoneme for which no letter name is obvious score significantly higher on the spelling measure. This factor also significantly contributed to the predictive value of the spelling criterion.

Further analysis of the data revealed that 83 percent of the subjects systematically used spelling strategies. Various levels of sophistication were exhibited and the following stages were observed: Stage 1 - Some children (17 percent) made no attempt at spelling words. Stage 2 - Thirty-five percent of the subjects selected a letter representing the initial phoneme and the initial of the word. Stage 3 - Two phonemes, the initial and one from various positions within the word, were selected by 25 percent of the children. Stage 4 - Some children (10 percent) systematically selected the initial and final phoneme. Stage 5 - Nine children (9 percent) included vowels between the Initial and final phoneme. Stage 6 - The final stage was exemplified by children (4 percent) who had begun to spell words correctly.

Overall evaluation of invented spelling indicates that the factors investigated (knowledge of letter-sounds, reading readiness, and sight vocabulary) do affect invented spelling and that children are using specific strategies in a systematic way. Apparently, there are stages of invented spelling that represent various levels of sophistication.

The results of the study indicate that invented spelling is a closely related concept to the learning of reading, spelling, and reading readiness. The findings of this study may serve as a basis for research regarding the effectiveness of invented spelling instruction as a practical alternative to formal spelling instruction.
In order to determine differences between the attitudes of teachers and experts, cross tabulations between the responses of the groups were prepared for the responses to each item on the Likert-scale. Percentages of different responses were then developed as well as a chi-square test of association.

A one-way analysis of variance was employed to compare how teachers with different attitudes toward the items on the Likert-scale regarding creative self-expression allocated time over a hypothetical language arts program. Identical analyses were performed for the experts.

To examine the differences between experts and teachers on the hypothetical language arts program the t-statistic was employed.

Based on the statistical analysis and within the limitations of the study, it can be concluded that: 1. A greater percentage of teachers than experts agreed or were neutrally disposed toward "traditional" views of the language arts and a greater percentage of experts than teachers agreed with being stated positively toward creative self-expression. 2. Experts allocated significantly more time to creative self-expression activities while teachers allocated significantly more time to skill-oriented activities. 3. There is a trend for teachers who agreed with creative self-expression items to allocate more time to creative self-expression activities and those who were neutral or disagreed to creative self-expression items to allocate more time to skill activities. 4. There is a trend for teachers who disagreed to "traditional" items to allocate more time to creative self-expression activities while those who agreed to "traditional" items allocated more time to skill activities. 5. Experts who did not favor creative self-expression items at the expense of grammar and mechanics and believed that areas of the language arts should be taught as separate courses allocated more time to Functional writing.

Experts who favored "traditional" views of the language arts allocated more time to skill activities. Order No. 77-28,461, 216 pages.

AN INVESTIGATION OF THE EFFECTS OF SYMBOLIC PLAY ON AURAL LANGUAGE COMPREHENSION IN FIVE- SIX-, AND SEVEN-YEAR-OLD NATIVE AMERICAN CHILDREN

SILVERN, Steven Bruce, Ph.D. The University of Wisconsin-Madison, 1977. 88pp. Supervisor: Assistant Professor Thomas Daniels Yawkey

The present investigation hypothesized that children who were allowed to act out a story would be better able to recall the story than children who used puppets to represent the story. Evidence which was compiled on 120 Native American children, ages 5-, 6- and 7-years, indicated that the hypothesis was not supported. It seemed that both groups of children performed equally well on a recall task, as measured by a cloze procedure.

Furthermore, the time when the children played seemed not to affect recall ability. Children's scores on the cloze procedure appeared to be comparable despite treatment condition.

While not considered a major finding, the main effect of age was found to be significant. The notion that younger children required special mediational considerations was thus supported.

Significant effects were found for the third major research question, namely: Would play and temporal proximity aid younger children in the comprehension task to a greater degree than older children? It appeared that there were greater differences in play for the younger children given the timing of play, than differences for older children. It was not possible that the puppets used during the story may have agreed as an appropriate cue. Puppets used after the story may have only served as a toy. Older children, of course, appeared to do equally well in all the conditions.
The purpose of this study was to compare three instructional methods in teaching eighth grade slow learners how to write and recognize complete sentences and how to write compound and complex sentences. The study identified poor writers by academic performance during the first semester of eighth grade, by eighth grade state-wide test scores, by performance on a standardized reading test, and by attendance. The study attempted to answer these questions: 1. What were the characteristics of eighth grade students who were judged to be in the lower fifth of their class? 2. How accurately were the students scheduled into slow learner classes by writing ability? 3. What effect did the three instructional methods have on the ability of the students to recognize complete sentences? 4. What effect did the three instructional methods have on students' ability to write sentences with more words per clause, more clauses per t-unit, more words per sentence, more t-units per sentence, and more words per t-unit?

The design of the study resembled the separate sample pre-posttest control group design but lacked randomization. Students were not randomly assigned to the classes, but the treatment was randomly assigned to the classes.

The null hypotheses which were tested may be summarized as follows: Hypotheses 1-6. There is no significant correlation between writing ability and 1) ability to recognize complete sentences; 2) knowledge of grammar; 3) reading grade level; 4) first semester grade point average; 5) first semester days absent from school; 6) state-wide test scores. Hypothesis 7. There is no significant difference in the mean writing ability of students in the three experimental groups, the one control group, and the rest of the student population at the beginning of eighth grade. Hypotheses 8-14. There is no significant improvement in any of the three experimental groups and one control group in their abilities to 8) write sentences with more words per clause; 9) write sentences with more clauses per t-unit; 10) write sentences with more words per t-unit; 11) write sentences with more words per sentence; 12) write sentences with more words per t-unit; 13) recognize complete sentences; 14) know more traditional grammar and grammar terminology. Hypothesis 15. There is no significant difference in amount of improvement among any of the experimental groups in hypotheses eight through fourteen above.

Data were collected on all eighth graders enrolled at the school and pre- and posttests were administered to the three experimental groups and one control group. Correlation was made by use of Pearson's product-moment correlation. Significant difference and significant improvement was calculated by use of student's t.

Five of the six characteristics, sentence recognition, grammar knowledge, reading grade level, first semester grade point average, and state-wide test scores were correlated with writing ability at the .05 level. Students were scheduled into remedial classes on the basis of writing ability forty percent of the time.

The data showed that combining direct instruction and revision during the same class period to be the only method in which students were able to improve their writing significantly.

In only one case was there a significant difference in amount of improvement in comparison to the other experimental methods.
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