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ABSTRACT

This is the third annual listing of graduate theses and dissertations in English as a Second Language (ESL). The studies cited here were completed during the academic year 1977-1978. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairmen from among the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 90 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under the following headings: (1) Adult Education, (2) Bilingualism, (3) Contrastive Studies, (4) Culture, (5) Curriculum, (6) Grammar, (7) Literature, (8) Materials and Methods, (9) Phonology, (10) Profession, (11) Psycholinguistics, (12) Reading, (13) Research, (14) Second Dialect, (15) Second Language Learning, (16) Sociolinguistics, (17) Testing, (18) Visual Aids, and (19) Writing. (Author/AHH)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

15

Graduate Theses and Dissertations in English
as a Second Language: 1977-78

Stephen Cooper

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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PREFACE

This is the third annual listing of graduate theses and dissertations in English as a second language. The studies reported here were completed during the academic year 1977-78. The listing is intended to provide graduate students and others doing research in ESL, bilingual education, and related fields with specific data on contemporary graduate-level studies.

Program directors, thesis advisers, and department chairmen at all institutions in the United States and Canada known to have graduate programs in ESL/BE were invited to submit information for this compilation. It should be noted that the majority of M.A. programs provide an alternative to a thesis requirement. This listing represents most of those programs which do generate theses.

The studies reported here fall under subject area headings similar to those used in the indices of the TESOL Quarterly. Categories are not mutually exclusive. Cross listings appear at the end of some sections. Each entry provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and, when available, the writer's address. Most entries include summaries of abstracts prepared by the writers of the studies. An author index and a language/culture index are appended to the listing.

Users of this document who are interested in specific details of degree programs represented in this listing should consult Charles H. Blatchford, Directory of Teacher Preparation Programs in TESOL and Bilingual Education (Washington, DC: TESOL, 1977). For a recent study of the nature of ESL theses, see Stephen Cooper, "The Thesis and Dissertation in Graduate ESL Programs," TESOL Quarterly 12 (June 1978):131-38.

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Stephen Cooper
Louisiana State University

ADULT EDUCATION

1. Goodwin, Barbara J. Individualized instruction in an English as a second language program for adults. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 39-37 28th Street, Long Island City, NY 11101.

The development of a program which meets each student's language-learning needs is described. Among the elements utilized are diagnostic tests, small-group and teacher-directed instruction, and LAPs.

See also: 16, 30, 35, 51, 88

BILINGUALISM

2. Lee, Ok Ro. Early bilingual reading as an aid to bilingual and bicultural adjustment for a second generation Korean child in the U.S. Ph.D., Georgetown University, 1977. Adviser: Robert Lado, School of Languages and Linguistics. Writer's current address: 1300 North Scott Street, #6, Arlington, VA 22209.

This study concludes that the subject's bilingual and bicultural adjustment is attributable at least partially to her early bilingual reading experience and that her early bilingual reading has not been a hindrance to her bilingual and bicultural adjustment.

CONTRASTIVE STUDIES

3. Fischer, Mary W. Deutsche und englische Funktionsverbgefüge: ein Vergleich. Ph.D., Georgetown University, 1977. Adviser: Kurt R. Jankowsky, School of Languages and Linguistics. Writer's current address: 824 South George Mason Drive, Arlington, VA 22204.

A comparison of German and English function verb phrases (function verb, preposition, and noun).

4. Louie, May M. A contrastive analysis of Cantonese and English segmental phonemes: implications for ESL teaching. M.A., California State University, Fresno, 1977. Adviser: Jack B. Zeldis, Department of Linguistics. Writer's current address: 756 Arguello, Apt. 206, San Francisco, CA 94118.
5. Moshref, Peyman. English and Persian tenses: a partial contrastive analysis. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.
6. Saratani, Kazuyo. Some aspects of Japanese cleft sentences. M.A., Kansas State University, 1978. Adviser: James L. Armagost, Speech (Interdepartmental Linguistics). Writer's current address: Department of Linguistics, Southern Illinois University, Carbondale, IL 62901.

Although this paper deals mainly with cleft sentences, it discusses other features of Japanese as well: particles, possessive noun phrases, adverbial clauses, sentential adverbs, and nominal adjectives. It also compares Japanese sentence structure with English sentence structure.

7. Sullivan, John P. Contrastive analysis and prediction of error in American English pronunciation by speakers of different dialects of American Spanish. M.A., Ball State University, 1978. Adviser: Janet Ross, Department of English. Writer's current address: 709 1/2 Neeley, Muncie, IN 47303.

This thesis predicts the probable phonological errors in the American English pronunciation of speakers of different dialects of American Spanish and ascertains whether the predicted errors actually occur.

See also: 66, 68

CULTURE

8. Bell, Sharon D. Religious beliefs and social values of the Navajo people and the role of the ESL teacher within this context. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 110-11 179th Street, Jamaica, NY 11433.

This description of various Navajo values includes Navajo thought concerning the origin of man, man's destiny, taboos,

the supernatural, clanship, Navajo medicine, and other tribal customs. Suggestions for lesson plans and a guideline for future ESL teachers of Navajo students are also given.

9. Cohen, Tina S. Teaching culture and grammatical content through the dialog. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 54-44 Little Neck Parkway, Little Neck, NY 11363.

The teacher-made dialogue is relatively quickly prepared, and may incorporate both grammar and culture. It is highly adaptable to any method of audiovisual presentation. Three sample dialogues and exercises are presented.

10. Eng, Ann S. Values clarification: a means of easing culture shock in Chinese ESL students. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 17 Oliver St., New York, NY 10038.

The author presents a contrast of the sociocultural aspects of American and Chinese society and discusses values clarification as an educational approach. Specific values clarification strategies and sample lessons adapted for ESL instruction of the Chinese student are also included.

11. Farrelly, Moira G. Cultural factors influencing the adjustment of the Middle Eastern student. M.A., California State University, Fresno, 1977. Adviser: Milton Wohl, Department of Linguistics. Writer's current address: 721 Oak Park, Visalia, CA 93277.

12. Montella, Josephine. A contrastive analysis of the Italian and American cultures. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 2163 Gleason Avenue, Bronx, NY 10462.

The writer discusses culture shock and its effects on the ESL student. Suggestions for alleviating these difficulties are offered.

13. Shahsavari, Shahla. The role of culture in teaching English to Persian speakers. M.A., The University of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center.
14. Traver, James E. The cultural problems encountered in teaching basic English to Russian Jewish refugees as an initial step to entering an English-speaking society. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: Prattsville, NY 12468.

An evaluation of the linguistic and cultural content of a program sponsored by the Organizzazione Rieducazione Tecnica in Rome that offers English language instruction to Russian Jewish refugees who wish to obtain visas to an English-speaking country.

See also: 32, 37.

CURRICULUM

15. Danifil. English in Indonesian schools. M.A., The University of Texas at Austin, 1977. Adviser: Tom Horn, Foreign Language Education Center.
16. Hein, Elizabeth M. Developing a business English curriculum for ESL students. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 27 West 55th Street, New York, NY 10019.

This paper describes a program designed to aid adults in writing simple business letters, attaining telephone skills, reading want ads, preparing résumés, and filling out employment applications. Other topics include the teaching of listening comprehension, reading, and writing.

17. Love, Jean L. Curriculum rationale and the intensive English program at UT Austin. M.A., The University of Texas at Austin, 1977. Adviser: Anna Chamot, Foreign Language Education Center.
18. Salomon, Stuart. Advising an institution: a report to the administration of Deerfield Academy regarding their foreign students. M.A.T., The School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: Deerfield Academy, Deerfield, MA 01342.

The writer recommends the creation of a faculty position of foreign student adviser. This person would teach a course in English as a second language and prepare activities that would aid in cultural adjustment of the students. The author has also compiled a list of inservice techniques that would help all faculty members teach the foreign students more effectively.

19. Talebinezhad, Moh. Reza. A proposal for a TEFL curriculum for junior high schools in Iran. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.

See also: 39

GRAMMAR

20. Blau, Eileen K. Nominalization in English: applications to teaching English as a second language. M.A., University of Florida, 1977. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: 316 N.W. 20th Street, Gainesville, FL 32603.

The nature and source of nominalized structures are examined for the benefit of the ESL teacher. The thesis focuses on that clauses, infinitives and gerunds. Their sources are studied within the framework of transformational grammar. Teaching material is provided that concentrates on the three types of nominalizations in complement position, as well as the use of gerunds as objects of prepositions.

21. Burgess-Brown, Katherine. Teaching the articles a/an and the to non-native speakers of English. M.A., University of Florida, 1977. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: English Language Institute, University of Houston, Houston, TX 77004.

This study applies Hewson's theory of the English article system to the teaching of the articles a/an and the in ESL classes. Exercise materials are included.

22. Horiguchi, Ikiko, R.S.C.J. Complementation in English syntax: a generative semantics approach. Ph.D., Georgetown University, 1978. Adviser: Walter A. Cook, S.J., School of Languages and Linguistics. Writer's current address: 1524 35th St., N.W., Washington, DC 20007.

This dissertation analyzes complementation from the point of view of learning English as a second language.

23. Mirhosseini, Shamsossadat. An analysis of the most frequent errors made by Persian speakers in learning some oral aspects of English grammar. M.A., The University of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center.
24. Rice, Paul E. The use of prenominal modifiers in the speech of learners of English as a second language. M.A., University of Florida, 1978. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: 3927 S.W. 37th Street, Gainesville, FL 32608.

Two experiments were conducted in order to study the ability of foreign students to use sentences with multiple prenominal adjectives. One involved repetition, the other free response. It was found that most errors occurred in the predicate and involved deletion or substitution rather than incorrect word order.

25. Suzuki, Nathanael Y. A generative semantic analysis of the English modals. Ph.D., Georgetown University, 1978. Adviser: Walter A. Cook, S.J., School of Languages and Linguistics. Writer's current address: Kokubo Bldg. #401, 1-16-16 Higashiyama Meguro-ku, Tokyo, Japan.

The author provides an extensive systematic analysis of the English modals. It is his contention that it is not the syntax of the modals but their semantic makeup that poses a constant problem for the ESL student.

26. Taverner, Theodore G. Idioms and idiom-forming verbs: a case grammar analysis. Ph.D., Georgetown University, 1977. Adviser: Robert J. Di Pietro, School of Languages and Linguistics. Writer's current address: Room 604, Argyle Terrace, 2201 Massachusetts Avenue, N.W., Washington, DC 20008.

The writer concludes that the verbs most productive in the formation of idioms tend to involve states or changes of possession or location in their most general meanings. He proposes that studies of idiom-forming verbs and of verbs with related properties be used as the basis for refinements in language teaching and in the theory and methodology of case grammar. The dissertation includes a summary and evaluation of several works dealing with idioms or with case grammar.

27. Trapp, Dina M. On prepositions in adverbial phrases. M.A., California State University, Fresno, 1977. Adviser: F. H. Brengelman, Department of Linguistics. Writer's current address: 151 Surf Way, Apt. 25, Monterey, CA 93940.

See also: 3, 5, 6, 9, 52, 64, 72, 75, 87

LITERATURE

28. Dehqani, Shirin. Problems of translation from English to Persian: the case of C. S. Lewis's The Lion, the Witch and the Wardrobe. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayeri, Foreign Language Education Center.

MATERIALS AND METHODS

29. Caissie, Kathleen B. A handbook for teaching technical English. M.A.T., School for International Training, 1978. Adviser: Michael Jerald, MAT Program. Writer's current address: 8 Euclid Avenue, Winchester, MA 01109.

Specific suggestions are made for presenting technical terminology to ESL students and for improving their general English language proficiency. Appendices provide exercises and a list of useful texts.

30. Deutsch, Rena. Learning activity packets: their design and implementation in an APL/ESL curriculum for the adult ESL learner. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 50 Plaza Street, #4-D, Brooklyn, NY 11238.

This project is an attempt to assist adult ESL instructors in integrating the presentation of language skills and coping behaviors by means of adapting adult performance level (APL)-based materials for ESL and presenting them in an individualized instruction format. A discussion of the APL project at the University of Texas is followed by a general overview of the individualized instruction approach to teaching and more specifically to the use of learning activity packets to individualize instruction. Guidelines as to their format, design and development are given, followed by an actual LAP based on APL objectives ("Food Shopping").

31. Doty, Dennis. An introductory poetry course for advanced ESL learners. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: P.O. Box 314-1576, Tehran, Iran.

The text of this thesis comprises a student handbook with poems for study and explanations of terms; teaching notes with suggestions for classroom activities, discussion questions, and supplemental material; and student assignments, including poetry writing, scanning, and interpretation. A tape with eight songs is included for use throughout the course.

32. Gelman, Stephen B. A series of dialogues for foreign students who have just arrived in the United States. M.A.T., The School for International Training, 1977. Adviser: Raymond C. Clark, MAT Program. Writer's current address: 741 Washington Street, Apt. 4, South Easton, MA 02375.

This project is designed not only to improve the listening comprehension of beginning or intermediate students who have just arrived in the United States, but also to help these students become familiar with typical cultural situations that they will encounter in American society.

33. Gori, John A. Trips in the English as a second language program. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 310 West 94th Street, New York, NY 10025.
34. Heran, Irene. Affect modification in language teaching methodology. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.
35. Kollisch, Anne. How folk songs → authentic and contemporary-- can enhance learning English as a second language in an adult setting. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 711 Amsterdam Avenue, New York, NY 10025.

The writer discusses the use of folk songs in the classroom and provides a list of suitable songs with related exercises.

36. Lauletta, Janice A. Field trips for the TESL student. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 1101 Lorimer Street, Brooklyn, NY 11222.

The writer points out the benefits of field trips for ESL students and provides anecdotal descriptions of several such trips. Included in the appendix are sample field trip lesson plans written for varying levels of language ability, a list of trip sites in the New York City area with descriptive notes, and a list of trip-planning aids.

37. Leach, Nancy. Space, time and movement: the context for spoken language. M.A.T., School for International Training, 1978. Adviser: Alex Silverman, MAT Program. Writer's current address: 267 Park Avenue, Newmarket L3Y 1V3, Ontario, Canada.

A discussion of the kinesic and proxemic aspects of communication, including their role in the ESL classroom.

38. Macchia, Carmen J. A case for teaching English linguistically. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 41 West 86th Street, New York, NY 10024.

The author discusses the problem of illiteracy in the United States and analyzes traditional, structural, and transformational approaches to language learning and teaching. A sample lesson in reading comprehension is included.

39. Mazza, Robert J. The development of a speech arts course for non-native English-speaking students. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 464 8th Street, Brooklyn, NY 11215.

This course is especially tailored to the needs of the foreign student who has had two years of regular ESL. It combines phonological and intonational remediation with the same speech program given to native English-speaking students. Included are lesson plans and exercises on volume and breath control, articulation, intonation, the effective use of pitch and pause, organizing and delivering a speech, speaking on the telephone, and group discussion.

40. McBean, William A. Tutoring in English as a second language. M.A., University of Hawaii, 1978. Adviser: Kenneth L. Jackson, Department of ESL. Writer's current address: 821 12th Avenue, Honolulu, HI 96816.

The writer's research indicates that tutoring is a significant aspect of the ESL profession. It is widespread, lucrative, and often differs from regular classroom instruction. The study suggests that greater recognition of tutoring in ESL, in the form of more empirical studies and more relevant literature, is warranted.

41. McLaughlin, Daniel J. A language arts project involving the construction of a solar greenhouse by Navajo children. M.A.T., School for International Training, 1978. Adviser: Raymond C. Clark, MAT Program. Writer's current address: 220 Stony Run Lane, Baltimore, MD 21210.

The writer catalogues the English speaking, reading, and writing needs of a group of fifth and sixth grade students in a bilingual Navajo school and describes the building of a greenhouse to address these needs. The study includes the English lessons that the students used in connection with planning and building the greenhouse, and one of the students' workbooks.

42. Murphey, Timothy M. Situationally motivated, teacher-produced texts. M.A., University of Florida, 1978. Adviser: Jayne C. Harder, Department of Linguistics. Writer's current address: 1225 N.W. 31st Drive, Gainesville, FL 32605.

In the writer's view, trained ESL teachers are the most qualified persons to produce texts for their own classes.

43. O'Connor, Frederick H. and Edwin B. Lombard. Communication practice exercises: values clarification techniques at work in the ESL classroom. M.A.T., School for International Training, 1978. Adviser: Raymond C. Clark, MAT Program. Writer's current address: (O'Connor) 218-10 Stewart Road, Hollis Hills, NY 11427; (Lombard) 2417 Bayview, Carmel, CA 93921.

The authors present a series of exercises designed to teach aural-oral skills, sentence patterns, and grammatical features, including comparatives and superlatives, gerunds, existential 'there,' indirect object, modals, and tenses. Each exercise includes step-by-step directions.

44. Pearson, Linda. A catalog of presentations of words from the Silent Way ESL word charts: an auxiliary to "The Common Sense of Teaching Foreign Languages," by Caleb Gattegno. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 41 East 7th Street, New York, NY 10003.
45. Penrose, Nancy L. Guidelines for developing set/stock expressions materials. M.A., University of Hawaii, 1977. Adviser: Ted Plaister, Department of ESL. Writer's current address: 9280 S.W. Mountain View Lane, Tigard, OR 97223.

The author provides guidelines for the development of materials that will help to ease the non-native speaker's task of comprehending and taking notes from a lecture in English.

46. Pourgly, Farideh. Teaching English as a foreign language to freshmen college students in Iran. M.A., The University of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center.
47. Rice, James. A handbook for teachers of English to native speakers of Mandarin Chinese. M.A., The University of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center.
48. Sobhani, Mahlihe. Remedial techniques for Iranians' pronunciation problems in learning English. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.
49. Upton-Doty, Jennifer. Pointing the way. M.A.T., School for International Training, 1978. Adviser: Ruthanne Brown, MAT

Program. Writer's current address: P.O. Box 314-1576, Tehran, Iran.

This thesis stresses the importance of reading and writing activities in a beginning English class. Lesson plans include the use of Silent Way charts. An activities section is also included.

50. Vattanakul, Patcharee. Strategies for the development of an individualized instruction program for the teaching of English in a Thai university. Ph.D., The University of Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center. Writer's current address: 36 Strikanjana Sukumvit 71, Bangkok, Thailand.

The author proposes a centralized English as a foreign language center. The study focuses on the conditions for the establishment of the center and the teaching techniques and methods to be used in the language teaching program.

51. Walker, Cynthia G. Getting started: an adult post-primer reader for the neo-literate. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 98 Chambers Street, New York, NY 10007.

This reader is designed with numerous illustrations and a story in dialogue form, a format that appeals to the low-level reader. The reader also includes exercises designed to reinforce reading and grammatical skills. A teacher's manual offers suggestions for oral and functional reading activities that tie in with the text.

52. Wang, Hsiu-wen Yuan. Programmed instruction on English adjective clauses for Chinese-speaking students. M.A., The University of Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center.

53. Wieman, Jane. A handbook for teaching Business English to advanced students of English as a foreign language. M.A.T., School for International Training, 1978. Adviser: Michael Jerald, MAT Program. Writer's current address: c/o Constance Wieman, Big Spring Farm, Rockbridge Baths, VA 24473.

The materials in this handbook were presented in a course developed for Japanese translators and secretaries. The writer describes how the materials were actually used and suggests other ways to apply them. The handbook is intended primarily for teachers and consultants who are working with students

actually engaged in work involving business English. It is assumed that the students have enough command of spoken English to benefit from lectures and discussions. Among the topics discussed are business reports, form letters, punctuation, style, and the use of dictionaries and reference books.

See also: 20, 21, 54, 87

PHONOLOGY

54. Hida, Christine K. Some phonological problems of Japanese students learning English. M.A., University of Hawaii, 1977. Adviser: Susan Fischer, Department of ESL.

The writer attempts to identify problem sounds for Japanese students learning English as a second language, to relate oral errors to aural errors, to explain why errors occur, and to propose a teaching strategy to deal with the kinds of errors the students are making.

See also: 4, 7, 39, 48

PROFESSION

55. Azizi, M. Osman. Problems of English teachers in Afghan elementary schools. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.
56. Djoko, Soeloeh. Linguistics in the preparation of English teachers in teacher-training college in Indonesia. M.A., The University of Texas at Austin, 1978. Adviser: John Bordie, Foreign Language Education Center.

See also: 18, 40

PSYCHOLINGUISTICS

57. Engler, Deborah A. Anomie and the teaching of English as a second language. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center.
58. Shivers, Douglass B., Jr. Use of retention theory in English for speakers of Hebrew, levels 1,2,3. M.A., The University of

Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center.

See also: 59, 70, 74

READING

59. Golden, Sue. Visual developmental dyslexia in children. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: 67 East Street, New Hyde Park, NY 11040.

The purpose of this paper is to provide an overview of (1) the nature of this disorder, which affects approximately 10 percent of all schoolchildren, and (2) the current remedial methods and techniques being used.

60. Nathong, Wittaya. Developing a strategy for teaching EFL reading with closed-circuit television to Thai university students: a theoretical framework. Ph.D., The University of Texas at Austin, 1977. Adviser: Mark Seng, Foreign Language Education Center. Writer's current address: 153/3-4 Kingpetch, Petchburi Road, Bangkok, Thailand.
61. Park, Mahm-Sheik. Variables in sentential readability with special reference to EFL/ESL for Korean learners. Ph.D., Georgetown University, 1977. Adviser: Frederick J. Bosco, School of Languages and Linguistics. Writer's current address: 6079 Argyle Drive, Falls Church, VA 22041.
62. Prinz, Meryl. What is reading readiness and how are its methods applied to children learning English as a second language? M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 82 Irving Place, New York, NY 10003.
63. Sudhinont, Umpairat. Reading difficulty in English for Thai students as compared to the native American students. M.A., Ball State University, 1978. Adviser: Janet Ross, Department of English. Writer's current address: Prince of Sangkla University, Haad Yai, Thailand.
64. Sweeney, Robert C. Reading beneath the lines: syntax and the teaching of reading. M.A., University of Hawaii, 1977. Adviser: Ted Plaister, Department of ESL.

The literature which demonstrates the importance of syntax to

reading comprehension is reviewed and suggestions are made for incorporating syntax into reading programs.

65. Wilcox, Diane. Reading comprehension in teaching English to Persians: an examination of the graded English series of texts for secondary school students in Iran. M.A., The University of Texas at Austin, 1978. Adviser: M. Ali Jazayery, Foreign Language Education Center.

See also: 2, 16, 38, 51, 85

RESEARCH

66. Essien, Udo E. Contrastive analysis: principles and further considerations. Ph.D., Georgetown University, 1978. Adviser: Robert J. Di Pietro, School of Languages and Linguistics. Writer's current address: 1920 Burnwood Road, Baltimore, MD 21259.

This study shows that prediction of learning problems in a second language can be improved (1) by weighting linguistic contrasts in terms of complexity and markedness both intralingually and interlingually--as perceived by native learners and by foreign learners; (2) by including nonlinguistic factors as variables in the prediction; and (3) by using error analysis to refine the weighting of linguistic contrasts. The study includes a contrastive analysis of Efik and English.

SECOND DIALECT

67. Bisagna, Joanne. Sociolinguistic and pedagogical considerations in teaching standard English to speakers of Puerto Rican English in New York City. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 45-05 50 Avenue, Woodside, NY 11377.

The speech of Puerto Rican children in ESL classes is characterized by non-standard features, including some from black English. The small body of literature on Puerto Rican English is reviewed in this paper and the differences between second-language and second-dialect teaching and learning are discussed.

68. Vernikoff, Sora. Black English--a constructive approach in the classroom. M.A., Hunter College, 1978. Adviser: Nancy

Frankfort, TESL. Writer's current address: 110 East End Avenue, New York, NY 10028.

Includes a discussion of the dialect's historical origins, a contrastive analysis with standard English, and lessons designed to teach standard English.

SECOND LANGUAGE LEARNING

69. Courchene, Robert. The influence of linguistic theory on language teaching theory. M.A., University of Ottawa, 1977. Adviser: Claude Germain, Department of Linguistics.

70. Fine, Brenda. Language acquisition. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 7220 S.W. 125th Street, Miami, FL 33156.

The major theories of language acquisition are reviewed and their practical applications to teaching are considered.

71. Hind, Jeanne. An analysis of semantic errors in English compositions written by Japanese college students. M.A., Ball State University, 1977. Adviser: Janet Ross, Department of English. Writer's current address: Smithryo, Kinjo Gakuin Daigaku, 2282-2 Omori, Moriyama-ku, Nagoya 463, Japan.

72. Lotfi, Anne P. Comparison of L₁ and L₂ acquisition and its implications for teaching English grammar to potential EFL teachers. M.A., The University of Texas at Austin, 1978. Adviser: Anna Chamot, Foreign Language Education Center.

73. Mosongo, Andrew K. The impact of Cameroon languages on the English language performance of secondary school children in the United Republic of Cameroon. Ph.D., Georgetown University, 1977. Adviser: Robert J. Di Pietro, School of Languages and Linguistics. Writer's current address: 5506 14th Street, N.W., Washington, DC 20011.

74. Potter, Sigla C. Motivational factors in second-language acquisition. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 10910 Oakwood Street, Silver Spring, MD 20901.

75. Turner, David A., Jr. The interlanguage of three adult Spanish-speaking males learning English as a second language. Ph.D., The University of Texas at Austin, 1978. Adviser: Anna Chamot,

Foreign Language Education Center. Writer's current address:
407 West 18, #200, Austin, TX 78701.

A longitudinal study of 36 grammatical morphemes and syntactic patterns found in the interlanguage of the above subjects. The study also examines the relationship of instruction to second language acquisition and second language learning.

SOCIOLINGUISTICS

76. Allen, Linda. A study of the social and educational repercussions of traditionally negative attitudes to pidgin and creole languages. M.A., The University of Texas at Austin, 1978. Adviser: Ian Hancock, Foreign Language Education Center.
77. DeIngeniis, Sergio. Various aspects of American Italian language contact in New York City. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 332 Manhattan Avenue, Brooklyn, NY 11211.
78. Eichacker, Ruth. On linguistic androgyny. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 47-19 216th Street, Bayside, NY 11361.

The writer's research substantiates the historical/cultural/linguistic accuracy of the generic term "man" and the pronoun "he." It also discusses arguments concerning the English gender system as it applies to American middle class sexist/non-sexist cultural views. The present education system is presented as a feminizing factor of society, as are existing school texts and ESL materials. Suggested revisions for fairness to both sexes are delineated.

79. Elameto, Jesus M. Linguistic dimensions of vernacular education for Saipan Carolinians. M.A., University of Hawaii, 1977. Adviser: Roderick A. Jacobs, ESL. Writer's current address: Carolinian Bilingual Project, Marianas Department of Education, Saipan, M.I. 96950.

The phonology, morphology, and syntax of the Carolinian language are investigated in order to provide information that will be useful to the curriculum writers and teachers of the Carolinian Bilingual Project.

80. Gallinari, Janet M. A study of attitudinal reactions by native American English speakers and native Arabic speakers to accented

speech. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 81 Alta Vista Drive, Yonkers, NY 10710.

This study supports the hypothesis that both native American English speakers as well as non-native American speakers are less tolerant toward foreign-accented English speech than they are toward native American English-accented speech.

81. Handwerker, Pepi. Reactions to English with a Chinese accent and English with a New York accent. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 215 West 98th Street, New York, NY 10025.
82. Vogel, Kenneth R. Attitudes, motivation and attained proficiency in ESL: a sociolinguistic study of American Samoan ninth graders. M.A., University of Hawaii, 1978. Adviser: Richard Schmidt, Department of ESL. Writer's current address: c/o International School of Kenya, P.O. Box 14103, Nairobi, Kenya.

See also: 10, 67, 68

TESTING

83. Boyer, Jean-Yves. La communication linguistique: analyse de quelques facteurs en vue de l'évaluation de la performance orale. M.A., University of Ottawa, 1977. Adviser: Philip C. Hauptman, Department of Linguistics.
84. Kelly, Kathryn. An attitudinal test of computer-assisted English language instruction. M.A., The University of Texas at Austin, 1977. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 910 West 22, #2, Austin, TX 78705.
85. Maculaitis, Jean D. The development and validation of a reading comprehension and vocabulary English proficiency test for non-native speakers of English in the sixth grade. Ph.D., New York University, 1978. Adviser: Harvey Nadler, TESOL Program. Writer's current address: 828 Tabor Road, Morris Plains, NJ 07950.
86. Maxwell, James. A computerized version of the Test of English as a Foreign Language. M.A., The University of Texas at Austin, 1978. Adviser: Mark Seng, Foreign Language Education Center.

VISUAL AIDS

87. Allen, Lawrence. Charts that show basic transformations in English. M.A.T., School for International Training, 1978. Adviser: Mary Clark, MAT Program. Writer's current address: 10 Morrison Avenue, Plattsburgh, NY 12901.

Six 30" x 20" multicolored charts are used to illustrate specific grammatical transformations. In addition to the charts themselves, the project includes a written description of the charts, suggestions for using them in the classroom, and tables presenting grammatical and lexical data for each chart.

WRITING

88. Alvarez, Reynaldo S. An analysis of the writing errors of five adult ESL students. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 521-A East 85th Street, New York, NY 10028.

A study of three Hispanic and two Haitian subjects, which is based on Larry Selinker's theory of interlanguage characteristics and on Jack C. Richards's description of those characteristics and sources of error.

89. Kikuchi, Kaoru. Teaching English composition to Japanese students. M.A., The University of Texas at Austin, 1978. Adviser: Geneva Pilgrim, Foreign Language Education Center.
90. Orge, Carole. A new approach to writing for the ESL student. M.A., Hunter College, 1978. Adviser: Nancy Frankfort, TESL. Writer's current address: 45-03 189 Street, Flushing, NY 11358.

See also: 16

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