This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) teacher training of bilingual teacher aides; (2) teaching strategies for secondary school English teachers; (3) the effectiveness of inservice training that used the publication "Teaching Early Reading"; (4) individualized versus group inservice education for elementary school teachers; (5) sex of speaker-listener in preschool teachers' language usage; (6) the composing processes of prospective elementary teachers; (7) the language attitudes of English teachers at two-year colleges in Alabama; (8) the effects of male versus female teachers on primary students' mathematics and reading achievement; (9) preservice and inservice teachers' perceptions of the reading process; (10) stages of concerns of secondary school English teachers during the adoption of minimum competency testing; (11) school desegregation and teacher attitude toward the nonstandard black dialect; (12) strategies to develop selected skills in bilingual-bicultural preservice teachers; (13) inservice training in oral reading assessment; (14) the effects of arts experience and group discussion during prewriting on the composing processes of preservice teachers; and (15) high school English teachers' response style preferences. (RL)
Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1980 (Vol. 41 Nos. 1 through 6)

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THE EFFECTS OF ARTS EXPERIENCE AND
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VARIABLES RELATED TO THE LITERARY
RESPONSE STYLE PREFERENCES OF
HIGH SCHOOL ENGLISH TEACHERS
**ISSUES IN BILINGUAL EDUCATION AFFECTING PERFORMANCE NEEDS OF TEACHER AIDES WITH IMPLICATIONS FOR TEACHER TRAINING PROGRAMS**

**Barron, Jose (Pepe), Ph.D.** University of Southern California, 1980.

**Chairman:** Professor Clive L. Grafton

**Purpose:** The purpose of the investigation was to study bilingual teacher aide performances in determining appropriate competencies for meeting classroom goals, with implications for teacher training of bilingual teacher aides.

**Procedure:** A questionnaire was designed to determine competencies, knowledge, and skills required by bilingual teacher aides to perform a quality classroom teaching performance. Respondents (N = 80) representing elementary teachers, school district and community college administrators, teacher aides, Title VII training and program directors, and university professors participated in the survey. Responses (N = 55) made up the final sample.

**Selected Findings:** Among the major findings were:

1. The role of the teacher aide has changed, but a negative attitude towards aides remains.
2. Aides receive little educational guidance or direction from teachers or administrators.
3. There is resistance to bringing aides into more active participation in campus improvement committees.
4. Aides perceive that their opinions are rarely considered in any decision-making process.
5. Sequential training in classroom methodology rarely exists.
6. Most training for aides is in the form of short-term workshops.
7. Few teacher aides are enrolled in career ladder academic programs leading to professional status.
8. Training that is available in community colleges is rarely monitored or controlled.
9. Colleges do not offer bilingual training as part of a core curriculum and usually do not have qualified bilingual faculty.
10. Evidence of institutional support for bilingual education is lacking in many training institutions and schools.
11. Bilingual education is almost totally dependent upon federal funding.
12. There is little evidence that bilingual education will survive unless individual states plan for appropriate fiscal support to accompany their legislative support.
13. Textbooks are the most significant manner for training aides.
14. Newsletters are the most common means for disseminating information.
15. Professional organizations have had little influence on bilingual education.
16. Competencies seen as necessary for aides include:
   - knowledge of the philosophy of bilingual programs, bilingual education practices, parental and community involvement, program planning and organization, parental involvement, policy and decision making, and specific curriculum areas.

**Conclusions:** Based upon the findings, it becomes apparent that bilingual teacher aides are aware that they require significantly more training than they are receiving. They are aware of the competencies that are needed and show a high level of motivation in desiring to expand their background and knowledge in their training process. They are sensitive to being placed in a second status role and wish to be considered more as a team member in the education process. For bilingual education to work, a greater degree of communication needs to exist in not only the training of teacher aides, but in the processes which are involved in their actual functioning within the classroom.

**Practical Recommendations:** It is recommended that a national resource center can be established, similar to the training resource centers. This center should have active parental and bilingual teacher aide participation from its development to implementation.

**Recommendations for Further Research:** It is recommended that:

1. Institutions analyze their current programs, developing evaluative instruments to determine the success of their programs.
2. A study be conducted on instructional objectives, based upon this investigation's competencies.
3. A study be conducted to measure the impact that various resources and approaches could make in strengthening training programs for bilingual teacher aides.

**RESEARCH STUDIES AND THE ENGLISH TEACHER: IMPLICATIONS FOR TEACHING STRATEGIES**


**Director:** A. Douglas Alley

This study was undertaken in an attempt to consolidate a review of the literature in the English components of literature, composition and language, and to draw from this review implications for teaching strategies for the secondary school English teacher.

Growing public concern for teacher and student competence has forced a reevaluation of the English curriculum and the process of teaching, including both content and methodology. Planning for any change must be based upon educational research; yet many secondary school English teachers have little knowledge of what has been tested.

This study reviews hundreds of research studies, classifying them under such headings as reading interests, response to literature, the teaching of literature, writing interests and student attitudes, profiles of student writers, the composing process, the teaching of composition, traditional grammar, transformational-generative grammar, sentence-combining, and usage. Teaching strategies were drawn from the research for each of the components of English.

**THE EFFECTIVENESS OF INSERVICE TRAINING WITH THE PUBLICATION TEACHING EARLY READING Order No. 8019133**


Changing needs of education demand that serious attention be paid to continuous staff development. Due to the great interest in and need for effective inservice education, the Ohio Department of Education, Division of Educational Redesign and Renewal, developed materials and provided services to the state's teachers in the area of inservice education. The purpose of this study was to examine two types of inservice uses of the Division's publication Teaching Early Reading. Independent use and actual inservice use of the publication were compared for effectiveness of implementation, teacher-perceived satisfaction, and teacher-perceived success with students. If independent use can be as effective as actual inservice use, a new concept of inservice training can be made available to meet different needs and interests of teachers.

The investigator employed an ex post facto research design with hypotheses and alternative hypotheses. The subjects under investigation were drawn from 323 randomly selected Ohio public schools during the 1979-1980 school year. Principals were asked to distribute a questionnaire to a kindergarten, first, second, and third grade teacher in the building. A writer-designed questionnaire was selected as the survey instrument based on the major hypotheses, the literature, and suggestions from local Right to Read directors. Twenty-five factors were examined to determine if independent use of the publication was as effective for implementation, satisfaction, and success with students as actual inservice use.

The statistical procedure chosen to analyze the data for this study was Multiple Linear Regression. An F ratio was obtained for each of the four major hypotheses and thirty-five alternative hypotheses and determined to be significant at the .05 alpha level for a two-tailed test. Individual variables and sets of variables were examined. Shrinkage estimators and multiple comparison corrections were also used. The power analysis employed small effects sizes (.02) so that minimal differences could be detected if they existed. The weights associated with the predictor variables (independent and actual inservice) were examined to determine which group was more effective. The investigator looked at a limited number of interaction models. Building differences were held constant to determine if these influences had an effect on the three criterion variables.

The results of the data indicated that independent use was more effective for implementation and teacher-perceived success with students and that actual inservice was more effective for teacher-perceived satisfaction when building differences were held constant. Actual inservice was more effective than independent use when building differences were not held constant. The building differences appeared to be a strong influence.

**Conclusions and recommendations were given to improve further research in the area of inservice education and aid in the replication of this study.**
Purpose. The purpose of this study was to investigate the effects of two types of in-service education in reading at the elementary level: (1) the one-to-one consultation mode and (2) the group method. The effectiveness of both types of in-service were measured by a specifically designed assessment instrument. Moreover, the mode in which the most teacher change occurred was sought. A teacher questionnaire provided information on the best mode for each of the six workshops.

Procedure. The basic design of the study employed two groups of matched elementary school teachers. A total of twenty-eight elementary teachers participated in the study. The teachers were a representative sampling of the teachers in a suburb of Boston according to years of experience, teaching assignments, philosophy and need. One group of eleven were involved in a program of one-to-one consultation. The second group of eleven teachers took part in a group in-service.

The time allotment for the study was the same for both groups. Six one-hour sessions. The topics chosen as the in-service package came from faculty input over the past two years in each school. The assessment tool used was a modification of the Sibbit, Intensity and Rating Scale. After completing the in-service education program, the assessment sheet was used to assess growth resulting from the in-service education programs. This tool was used three times: (1) the teacher, (2) teachers and reading resource teacher and (3) teachers and researcher.

Both groups were exposed to the same number of inservice sessions (6) and the same in-service content and time allotment but the mode of presentation was different. Each week a new topic was presented in a one-hour workshop. The same week it was presented in a small group it was presented on an individualized basis.

The researcher conducted the first six workshops in the individualized and group in-service package. The researcher trained the reading resource teachers in the use of the assessment tool. Six weeks were used to present the six in-service topics, one each week. An evaluation form was given to each teacher to fill out regarding the workshop presentation, mode of presentation, content, and so forth.

The assessment tool was given as a pre-instrument, post-instrument two weeks after the workshop and delayed post six weeks after the workshop. The data from each of the workshops were used to answer the research questions proposed.

Analysis of the Data. The answers to three research questions were sought. The first one focused on the relationship between the types of in-service and the effect on teachers' instructional style. The second concerned the mode in which the most teacher change occurred; the third, which method of instruction was best suited for each topic.

To obtain data for comparing the relationship between the type of in-service and the effect on teachers' instructional style, mean scores were computed for the teachers within the two groups. The significance of difference between the individualized and the group method of in-service was determined by using a t-test.

The t-test was used to answer the questions relative to the types of in-service involved applying the Irwin Fisher test of significance to the data collected in the usage question of the individualized and group questionnaires. The Irwin Fisher test of significance was also applied to question one of the evaluation questionnaire on the in-service sessions.

Conclusions: From the quantitative data collected from the assessment and the evaluation questionnaires, the following conclusions were drawn:

1. The one-to-one, individualized in-service sessions showed no significant difference from the group in-service instruction; the group in-service sessions showed no significant difference from the one-to-one, individualized in-service method. (2) There was no particular in-service mode that best suited one in-service topic over another. (3) There was a gain from the pre to post assessments in most of the in-service sessions in both the individualized and group in-service modes but the gain was not significant to note one mode being better than another.
THE COMPOSING PROCESSES OF PROSPECTIVE ELEMENTARY TEACHERS: IMPLICATIONS FOR A TREATMENT PROGRAM FOR THE POOR WRITERS

Order No. 8029665

The purpose of the study was to investigate the composing processes, those behaviors, concerns, and attitudes related to writing of selected students in the Childhood Education Program (CEP) and Early Childhood Education Program (ECEP) in state colleges and selected CEP and ECEP students identified as poor writers. The study sought to answer three questions: (1) Are the behaviors which shape the composing processes of the good writers different from those processes of the poor writers? (2) Are the concerns, attitudes, and past experiences related to writing of the good writers different from those concerns, attitudes, and past experiences of the poor writers? (3) Based upon the differences in the composing processes, concerns, attitudes, and past experiences related to writing, what are the implications for a treatment program for the poor writers?

The study took place during a period of five weeks at the University of Florida. Twelve prospective teachers enrolled in ECEP/CEP who had been identified as good writers and poor writers were the subjects of the investigation. Six writers comprised each group. For each of four weeks, the subjects were videotaped and directly observed as they wrote on assigned topics, geared to approximate actual tasks of writing in which early childhood and elementary teachers engage. Each subject was asked follow-up questions related to the writing episode immediately after each of the four composition experiences. At the fifth session, an in-depth interview was conducted to elicit each subject's historical behaviors, concerns, and attitudes associated with writing. Each of the five sessions was conducted individually.

Statistical tests were applied to test the hypotheses. A repeated measures analysis of variance determined quantitative differences between the composing behaviors of the good writers and the poor writers. The Fisher exact probability test and the Kolmogorov-Smirnov two-sample test were applied to determine qualitative differences between the two groups' attitudes and concerns associated with writing. The definitions and hypotheses generated for the study were derived and interpreted from the variables investigated by Pianko and Rogers in their doctoral dissertation, *The Composing Acts of College Freshman Writers: A Description*, completed at Rutgers in 1977.

It was concluded that good writers, more ably than poor writers, contemplate what has been written, by spending more time than poor writers in composing and rereading the product. In addition, more resacements, pauses, drafts, and dictionary uses allow good writers increased opportunities for contemplation of what has been written. Afforded more opportunities for confirmation or rejection, these good writers make more revisions than do the poor writers.

Further, the good writers' predisposition toward writing is more positive and more comprehensive than that of the poor writers. The products written in the good writers' past experiences are regarded with satisfaction, and the good writers value writing as an important vehicle of self-expression. The good writers engage in more self-initiated writing than do the poor writers.

Three major implications for a treatment program for the poor writers were made: (1) Differences between specific quantitative and qualitative behaviors of good writers and poor writers exist: Inform the poor writers of these differences in the composing processes, concerns, attitudes, and past experiences related to writing. (2) Specific differences between the good writers and the poor writers exist which are quantitative: Rehearse the quantitative behaviors characteristic of the good writers. (3) Specific differences between the good writers and the poor writers exist which are qualitative: Provide a forum for the exchange of concerns, attitudes, and past experiences related to writing.

A STUDY TO DETERMINE THE ATTITUDES TOWARD LANGUAGE CONCEPTS AND PRINCIPLES OF TEACHERS OF ENGLISH IN TWO-YEAR COLLEGES IN ALABAMA

Order No. 8012713

The purpose of the study was to ascertain the attitudes toward language of the teachers of English in two-year, state-controlled colleges in Alabama, to differentiate those attitudes in terms of demographic variables, and to determine if attitudes of the participating Alabama teachers were different from the attitudes of teachers and linguists reported by Ellen A. Frogner in her study, *The Language Inquiry."

The full-time teachers of English in state-controlled, two-year colleges in Alabama were requested to respond to the Language Inquiry and a total of eighty-nine respondents completed and returned the survey instrument. The data collected were tested by chi square analysis and a total-

The chi square analysis of the data revealed significant differences of attitude among the participating Alabama teachers and between the Alabama teachers and the teachers in the Frogner study. The total-score comparison of the responses of the linguists and the responses of the Alabama teachers revealed that none of the teachers had ninety percent agreement with the linguists which, under the criteria established by the study, would have qualified them as liberals.

Based on the data analysis, the researcher concluded that three of the demographic variables failed to differentiate attitudes among Alabama teachers and that the three demographic variables which did differentiate attitudes did not reveal any pattern to explain satisfactorily the differences; that the Alabama teachers of English were much less liberal than the linguists and, in fact, exhibited a traditional attitude; and that the teachers of English and selected CEP and ECEP students identified as poor writers. The study sought to answer three questions: (1) Are the behaviors which shape the composing processes of the good writers different from those processes of the poor writers? (2) Are the concerns, attitudes, and past experiences related to writing of the good writers different from those concerns, attitudes, and past experiences of the poor writers? (3) Based upon the differences in the composing processes, concerns, attitudes, and past experiences related to writing, what are the implications for a treatment program for the poor writers?

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Statistical tests were applied to test the hypotheses. A repeated measures analysis of variance determined quantitative differences between the composing behaviors of the good writers and the poor writers. The Fisher exact probability test and the Kolmogorov-Smirnov two-sample test were applied to determine qualitative differences between the two groups' attitudes and concerns associated with writing. The definitions and hypotheses generated for the study were derived and interpreted from the variables investigated by Pianko and Rogers in their doctoral dissertation, *The Composing Acts of College Freshman Writers: A Description*, completed at Rutgers in 1977.

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Three major implications for a treatment program for the poor writers were made: (1) Differences between specific quantitative and qualitative behaviors of good writers and poor writers exist: Inform the poor writers of these differences in the composing processes, concerns, attitudes, and past experiences related to writing. (2) Specific differences between the good writers and the poor writers exist which are quantitative: Rehearse the quantitative behaviors characteristic of the good writers. (3) Specific differences between the good writers and the poor writers exist which are qualitative: Provide a forum for the exchange of concerns, attitudes, and past experiences related to writing.

AN INVESTIGATION OF THE DIFFERENTIAL EFFECTS OF MALE AND FEMALE TEACHERS ON PRIMARY PUPILS' MATHEMATICS AND READING ACHIEVEMENT

Order No. 8021987
MOSKOWITZ, HOWARD JAY, Ph.D. The University of Toledo, 1980. 158pp.

Problem: How effective are men teachers in primary classrooms? Are they more or less effective than female teachers in terms of student achievement? Research has demonstrated observable and measurable differences between boys and girls. Common to these differences are the result of differential socialization patterns and expectations. These differences are encouraged and perpetuated by parents and teachers. A review from educational research reveals important differences between male and female teachers. There are differences between men and women as a result of being a male or a female. These differences include achievement opportunities, personality, disposition as well as biological. The major problem of this study was: What effect does a teacher's sex have on primary student's mathematics and reading achievement?

Procedures: A population of fifteen male primary teachers, were matched with fifteen female primary teachers. Matching was based on grade level, socio-economic status, years of experience, educational background and age of the teacher. To each class in October 1979, and March 1980, the Stanford Diagnostic Mathematics Test, and the Botel Reading Inventory, was administered. Results were analyzed, using the cell means as the unit of statistical analysis. Descriptive statistics, the proportion of students achieving mastery in reading gains, and residual gain scores were computed for all groups.

Results: The results suggest that there are differences among the children in mathematics and reading, as a result of being in a male or female teacher's primary grade classroom. All students, boys and girls, second and third grades, in male teacher classrooms demonstrated more important differences in the amount of reading gain on the Botel Phonics test than students in female teacher comparison groups. There were no important differences between any of the comparison groups of either male or female teacher classes in mathematics. The residual gain scores computed for the different comparison groups indicates support for the same sex of student and teacher significant other theory.

The differences found in this study favoring students in male teacher classes, on reading phonics skills are consistent with the results from cross-cultural studies. Conclusions from cross cultural studies point to cultural differences affecting boys achievement in reading. Those countries, that have defined reading in terms of appropriate male role behavior and those countries that employ male elementary teachers have exhibited less reading problems among boys. The girls in male teacher classes also demonstrated important differences and effective gains in reading phonics skills, when compared with the girls in female teacher classes.

There were no important differences between any of the groups of children in mathematics. The results of the residual gain scores, which is an attempt to hold any pretest differences constant, provides an indication that the female teachers in this study have a tendency to be more effective in bringing about mathematics gains.

Conclusion: The male teachers in this study, were able to provide something different for both the boys and girls in their classes. This study supports the idea that more male teachers should be teaching primary grade children. The male teachers in this study were as effective, and more effective in bringing gains in all children in reading. The female teachers demonstrated a tendency to be more effective in bringing about gains in the children in mathematics.
The teaching of reading has been approached in many ways--as a clinical process, as experience with language, as skill development, as a theory.

The Reading Process of Preservice and Inservice Teachers: An Investigation of the Perception of the Reading Process (STORP). The STORP was designed to measure perceptions of the reading process in terms of psycholinguistic principles.

A glaring reality faces educators in that the data reviewed and analyzed for educational background, sex of the respondents and age of the respondents.

The hypothesis that English teachers were more inclined to resist their teaching of reading materials, introducing evaluation instruments and facilitating practicum experiences within a school setting.

The teaching of reading has been approached in many ways--as a clinical process, as experience with language, as skill development, as a theory.
THE EFFECTIVENESS OF TWO STRATEGIES TO DEVELOP SELECTED SKILLS IN BILINGUAL-BICULTURAL PRESERVICE TEACHERS

Order No. 8021007
SEGAN, FRANCES ANDREA, PH.D. Fordham University, 1980. 559pp.
Mentor: Rita S. Drause

This research compared the effectiveness of two teaching strategies, designated as cooperative and self-instructional, on two groups of preservice teachers in the following areas: (1) ability to state behavioral objectives in English and Spanish; (2) ability to include Puerto Rican cultural elements in lesson plans in English and Spanish; (3) ability to plan a variety of instructional strategies in lesson plans in English and Spanish; (4) inclusion of field-sensitive elements in lesson plans in English and Spanish; (5) inclusion of field-independent elements in lesson plans in English and Spanish; (6) total scores earned for lesson plans written in English and Spanish; (7) increase in posttest scores in English and Spanish; (8) and (9) comparison of group means across treatments for field-sensitive and field-independent scores in English and Spanish for lesson plans developed by individual participants.

The forty participants in the study were undergraduate, Spanish-English, Puerto Rican, bilingual/bicultural teacher trainees, attending a public four year college in New York City and were within two years of receiving New York State provisional certification as elementary school teachers.

Materials included two curricular training manuals and two screening instruments: an information sheet and a language proficiency test in English and Spanish. On a pre-posttest, consisting of multiple-choice questions in English and Spanish, participants were asked to identify: the most specific behavioral objective, the instructional strategy most appropriate to the specific lesson topic, and Puerto Rican and bicultural components. The evaluative checklist was developed to assess four selected areas in participants' lesson plans: behavioral objective, field-sensitive/field-independent elements, incorporation of Puerto Rican and bicultural elements; and instructional strategies.

The training materials for participants included video presentations for both treatment groups. For the self-instructional group, a self-teaching package was provided. For the cooperative group, similar concepts were presented using scripts and materials that fostered teacher/student interaction.

The findings indicated that the cooperative treatment group scored significantly higher in the following: ability to write behavioral objectives in English and Spanish; to include Puerto Rican cultural elements in English; to plan a variety of instructional strategies in English and Spanish; to include field-sensitive elements in English and Spanish; and earned higher posttest scores in English and Spanish.

There was no significant difference between the groups in ability to include Puerto Rican cultural elements in Spanish. In addition, there was no significant difference in scores of field-independent elements in English and Spanish.

There was a significant difference across treatments in Spanish for inclusion of field-sensitive elements. No significant difference across treatments in Spanish and English was found for inclusion of field-independent elements.

A major conclusion of this study is that the data were consistent with field-sensitive/field-independent learning characteristics of Hispanic populations identified by Ramírez and Castañeda (1974). This study provides findings on the effectiveness of teaching-learning strategies that might be utilized with adult, Hispanic, bilingual/bicultural teacher trainees. It suggests the need for staff development at the university level for monolingual/bilingual teacher education faculty to create awareness of teaching-learning styles across cultures and to develop teaching flexibility in them and their trainees. The need for the development of balanced bilingual teachers through training experiences both in Spanish and English is emphasized.

A DESCRIPTIVE STUDY OF THE EFFECTS OF TRAINING IN ORAL READING ANALYSIS ON TEACHERS' PERCEPTIONS OF THE READING PROCESS AND INSTRUCTIONAL DECISION-MAKING

Order No. 8016730
THEOFIELD, MARY LOUISE BOWMAN, ED.D. University of Maryland, 1979. 203pp. Supervisor: Beth Davey

The purpose of this study was to describe shifts in teacher perception of the reading process and teacher decision-making for instruction after inservice training in oral reading assessment.

Subjects for the study consisted of 18 teachers and aides who were members of the staff of a center for secondary learning disabled students. Four experimental materials and instruments were developed by the investigator: (1) a semantic differential to assess teachers' attitude toward the reading process and toward particular instructional orientations and diagnostic techniques; (2) two narrative passages, one for pretesting and one for posttesting, to provide a test for expected responses onto which subjects indicated oral reading variances observed during the playing of an audio-tape which simulated a student reading; (3) a Summary Sheet for Instructional Planning to assess teacher accuracy in analyzing variances and decision-making for instruction; (4) a Post-Training Evaluation Scale to assess the value which participants perceived a workshop in analysis of oral reading to have for them.

The five and one-half hour workshop involved training participants in analysis of oral reading behavior by utilizing Davey and Taylor's (1978) Oral Reading Behavior system of analysis. Material covered pursuant to an orientation of the ORB system and activities utilizing it included the short history of oral reading as an assessment tool, an overview of the language process, and information about Kenneth Codman's model of reading.

Data collected prior to and at the conclusion of the workshop were analyzed according to each research question. Teacher perceptions of the reading process were analyzed using the means for each concept probed on a semantic differential and results were plotted to form profiles. Differences between pre- and posttest accuracy means were used to analyze shifts in accuracy of coding oral reading variances and three t-tests were computed to test for significance. In addition, the responses of subjects in the area of analyzing student reading behavior were compared with those of a panel of experts in the field of oral reading assessment. Instructional strategies enumerated by subjects both pre-workshop and post-workshop were organized and described. The value of the workshop to subjects was analyzed using the means for each area probed on the Post-Training Evaluation Scale both immediately and three months after the workshop, and results were plotted to form a profile.

Findings: (1) In examining teacher perception of the reading process, data suggested a minimal degree of shift toward that which had been anticipated on each of the seven concepts investigated. (2) In assessing the accuracy of subjects in coding, significant differences between pre- and posttest means were indicated in all categories. In addition, more subject post-workshop than pre-workshop agreed with the decision of experts in the area of student use of context and comprehension and 7 more subjects agreed with experts in the area of self-correction. Six fewer subjects agreed in the area of the student's use of phonics. (3) When asked to list instructional strategies after hearing a student read, the proportion of comments made which reflected a strategy which was Code-Oriented was 42% prior to the workshop and 34% after the workshop. The proportion for Meaning-Oriented statements was the same. The proportion of Oral Reading Analysis statements was 19% pre-workshop and 22% post-workshop. (4) All areas of the workshop appeared to have been of value to the subjects both immediately after the workshop and three months later. Subjects indicated that they felt they derived much value from the expanded view of the reading process developed during the workshop. No implications could be drawn for practice at this time. Implications for research included the development of an experimental study using comparison groups to verify the effectiveness of the workshop.
THE EFFECTS OF ARTS EXPERIENCE AND GROUP DISCUSSION DURING PREWRITING UPON THE COMPOSING PROCESSES OF PRE-SERVICE TEACHERS


In this study, a theoretical relationship between the arts process and the composing process is developed through a study of related literature. An analysis of the implications of this process-level relationship is used to develop experimental procedures to investigate one aspect of the relationship and to address the need for innovative approaches to the improvement of writing skills among pre-service teachers. A review of recent psychoanalytic literature on latency provides a rationale for using similar experimental procedures with children, thereby showing that the project provides pre-service teachers with appropriate process models for instruction in composition.

From the group of first-semester education majors who scored 3.00 or less out of a possible 4.00 on a Primary Trait System (PTS) writing pre-test, 17 volunteers were randomly assigned to two treatment groups. A no-treatment control group was randomly selected from among those who were eligible but did not volunteer.

The two treatment groups met for two hours each week for nine weeks in a Writing Improvement Workshop for Pre-Service Teachers. Each group was led by a team of three student tutors, who received equivalent training, followed similar schedules, and used similar instructional materials and procedures. The experimental group participated in arts experiences during pre-writing, while the comparison group used a traditional pre-writing method, namely group discussion.

At the end of the semester, a PTS post-test was given. Pre- and post-tests were typed and mixed for scoring in a single session by experienced raters, whose inter-rater reliability was checked before and during the scoring session by a trained table-leader using benchmark papers.

In addition to pre- and post-test tasks and an accompanying scoring guide, other materials developed for this study include a series of PTS writing assignments relating to children and education, scoring guides for each assignment, and instructional guides for student tutors. Data gathering instruments include a questionnaire about the effects of the project, a self-report of changes in various aspects of the composing process, a survey of previous writing experiences, an analysis of individual progress, anecdotal records and schedules for individual interviews with participants and student tutors.

An analysis of covariance showed no significant differences between mean post-test scores for the three groups, having adjusted for any pre-test differences. However, descriptive analysis of data from other sources showed that students in both treatment groups were surprisingly positive about the effects of the workshops, especially considering the short treatment period. This data further showed that students responded positively to both pre-writing methods, but arts experiences during pre-writing appeared to be associated with greater gains in confidence in oneself as a writer and self-reports of greater change in specific aspects of the composing process.

The investigator concludes that the theoretical process-level relationship between arts experiences and composition provides numerous implications for the development and testing of new classroom materials and procedures, particularly those which address individual learning styles and individual modes of thinking and self-expression. Additional implications of the study for the education of pre-service teachers are discussed.
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