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French/Hebrew program; (2) the children in the all-French program were more proficient in French than in the children in the French/Hebrew program; (2) the improvement in the oral performance in French from grade 1 to grade 3 was more pronounced than in the all-French program than in the French/Hebrew program; (3) the improvement in the oral performance from grade 1 to grade 3 was less consistent in Hebrew than in French. The results lead to the conclusion that similar strategies are applied to the learning of French and Hebrew as second languages. These findings suggest certain pedagogical implications.

A COMPARATIVE STUDY OF ACHIEVEMENT TEST SCORES BETWEEN BILINGUALLY INSTRUCTED AND NONBILINGUALLY INSTRUCTED CHEROKEE INDIAN STUDENTS

The purpose of this research was to investigate the learning of French and Hebrew as second languages. The subjects were 114 native English-speaking children from grades 1, 2, and 3 studying in two different immersion programs: an all-French program; and a French/Hebrew program. Each child was administered an oral expression test in French. Each child in the French/Hebrew program was also administered the same test in Hebrew. The results show that: (1) the children in the all-French program were more proficient in French than the children in the Hebrew program; (2) the improvement in the oral performance in French from grade 1 to grade 3 was more pronounced than in the all-French program than in the French/Hebrew program; (3) the improvement in the oral performance from grade 1 to grade 3 was less consistent in Hebrew than in French. The results lead to the conclusion that similar strategies are applied to the learning of French and Hebrew as second languages. These findings suggest certain pedagogical implications.

SELECTED ISSUES RELATED TO THE SOCIAL PHENOMENON OF BLACK ENGLISH

The Problem. Although the existence and linguistic legitimacy of black English have been well established in the linguistic literature, the language form and its speakers remain under the stigma of social nonacceptance. This research was designed to explore black English as a social phenomenon and provide some insight into its implications.

Method. The study raised and examined three selected issues related to the continuing lack of acceptance of black English as an American social phenomenon: (1) the nature of the major schools of thought on the use and implications of the use of black English; (2) the question of ethnicity and acceptance of black English; and (3) the social and educational implications of acceptance of black English, including prevalent approaches related to acceptance and the psychological and social impact of rejection.

The study was based on an overall descriptive research design within which two methodologies were employed. The predominant methodology involved the presentation, analysis, and discussion of data gleaned from the relevant literature, from both formal and informal interviews of both speakers and nonspeakers of black English, and from observation of a wide range of educational and social environments in which black English occurs. In addition, a quasi-experimental methodology was used in the exploration of the relationship between ethnicity and acceptance of black English.

Results. The exploration of the major schools of thought on the use of black English revealed a wide range of arguments both for and against the language form representing a number of academic disciplines. The discussion of this issue led to the conclusion that no substantial case can be made for black English, per se, being less than adequate or detrimental to its speakers. Nevertheless, it was clear that, for the most part, the social and educational circumstances associated with black English are viewed negatively.

The quasi-experimental component and discussion of the second issue lead to the conclusion that the increase in acceptance of black English in recent years has been minimal and that there is no significant difference between the attitudes of blacks and those of nonblacks toward black English. Therefore, it was concluded that the acceptance of black English will not be hastened by increases in the educational achievements of blacks or increases in their numbers among the ranks of educators.

Finally, the conclusion was reached that the predominant basis of the rejection of black English is social rather than linguistic and that, therefore, it is really a rejection of those who speak black English. Discussion of the impact of this rejection led to the conclusion that considerable psychological and developmental damage results and that the ultimate social effect is counterproductive in that it forces speakers of black English to protect themselves by turning even more exclusively to their language form and to the environments in which it, and they, are accepted rather than affording them the security necessary to accepting and using other language systems, specifically standard English.

The study concluded that black English is not a linguistic, cognitive, physiological, nor even an ethnic racial issue but is fundamentally an issue of social class and that when American society is ready to accept all black people to full membership, black English, too, will be accepted and will simply cease to be a "problem."
This theses analyzes the thematic nature of six Afro-American verbal art forms: toasts and jokes; proverbs (and proverbial expressions) and superstitions; games and the dozens. Two principle methodologies were utilized: one for the purpose of thematic isolation and one for data collection purposes. The former describes Lofland's method for analyzing social settings by specifying the interrelationship of ideas; contained within data through labeling. The latter offers a guide for field workers interested in folklore. The two methods suggested by Goldstein are observations and interviews although supplementary field methods are not ignored. This theses makes use of the unstructured participant and nonparticipant observation, and supplementary field methods drawn from the literature.

The final chapter concludes with some reflection on the discoveries in Chapters II, III and IV. It also poses questions for future research.
A STYLISTIC CONTENT ANALYSIS OF SPEECHES OF BLACK COLLEGE STUDENTS
Order No. 8021099
EVANS, ADRIEL LOMELLE, Ph.D. The Florida State University, 1980. 217pp. Major Professor: Thomas R. King

Speeches of black college students were content analyzed for selected stylistic features. The purposes of the investigation were to collect normative data on the speaking styles of black college students in public speaking and to determine whether selected stylistic features of speeches of black college students at a predominantly black university were different from those of black college students at a predominantly white university.

Audiotapes were made of students presenting speeches in beginning speech classes at Florida A & M University and at Florida State University. From these speeches, 25 presented by black college students were randomly selected from the predominantly black university and 21 by black college students from the predominantly white university. These samples are compared from each of the 46 speeches were taken from the beginning, middle, and ending of the speech. These samples were coded for the following stylistic variables: word length, sentence length, content, Type-Token Ratio, Adjective-Verb Quotient, T-unit length, main clause coordinate index, clause length, subordinate clause index, Flesch’s Reading Ease Score, Flesch’s Human Interest Score, nonfluencies, and black dialect syntax.

The means computed for the speeches of the black college students on the 12 variables were as follows: (1) A mean word length of 1.46 syllables per word. (2) A mean sentence length of 18.04 words per sentence. (3) A mean segmental Type-Token Ratio of .74. (4) A mean Adjective-Verb Quotient of .33. (5) A mean T-unit length of 14.86 words per T-unit. (6) A mean main clause coordinate index of 1.22 T-units per sentence. (7) A mean clause length of 9.48 words per clause. (8) A mean subordinate clause coordinate index of 1.59. (9) Flesch’s Reading Ease mean score of 60.68. (10) Flesch’s Human Interest mean score of 41.65. (11) A mean nonfluency index of 3.28. (12) A mean segmental Type-Token Ratio of .74. As a group, the speeches were similar to speeches of other college students on the twelve variables studied. Great variability in speaking ability existed among the black college student speakers.

A significant difference was found between the speeches of the black college students at the predominantly black university and those of the black college students at the predominantly white university on mean word length, mean sentence length, mean main clause coordinate index, and mean Flesch’s Reading Ease Score. A comparison of the means of the two groups of speeches suggested a more complex speaking style for the speeches of the predominantly black university group.

DIVERGENT THINKING AS A FUNCTION OF THE DEGREE OF BILINGUALISM OF MEXICAN-AMERICAN AND ANGLO FOURTH-GRADE STUDENTS
Order No. 8021448
HOLTZMAN, WAYNE HAROLD, JR., Ph.D. The University of Texas at Austin, 1980. 129pp. Supervisor: Ira Iscoe

Recent research suggests that bilingualism exerts a positive effect on certain aspects of cognitive development in grade school children. However, most studies have not controlled for the possible effects such as subjects’ IQ, socioeconomic status, linguistic proficiency in L1 and L2, sex, and age. The design of the present study minimized these confounding factors and investigated the relationship between an important aspect of cognitive development, divergent thinking, and English/Spanish bilingualism. Cummins’ threshold hypothesis and theory of developmental interdependence provided the theoretical framework for the study.

The sample consisted of 23 Anglos and 108 Mexican-American boys and girls from a suburban West Texas community, and 24 Mexican-Americans residing in San Antonio, Texas. All subjects were enrolled in the fourth grade, with an average age of 10 years 5 months, and were of low SES.

Subjects were administered the Raven’s Standard Progressive Matrices and the figural and verbal portions of the Torrance Tests of Creative Thinking (TTCT). The Raven scores served as a covariate in order to control for possible differences in levels of IQ. The TTCT scales of fluency and of flexibility for both verbal and figural tests constituted the four dependent measures.

The degree of linguistic proficiency in Spanish and English was assessed by administering individually the Oral Language Proficiency Measure to each subject, who, on the basis of scores were assigned to one of five groups: (1) monolingual English-speaking Anglos; (2) monolingual English-speaking Mexican Americans (San Antonio); (3) monolingual Spanish-speaking Mexican Americans; (4) bilingual limited English, fluent Spanish Mexican Americans; and (5) fluent bilingual Spanish/English Mexican Americans.

It was hypothesized that for both figurual and verbal fluence and flexibility, as measured by the TTCT, (1) highly fluent bilinguals would have higher divergent thinking scores than the bilinguals who were completely fluent only in one language; (2) the limited English, fluent Spanish bilinguals would have lower divergent thinking scores than the three monolingual groups; and (3) the Spanish-speaking monolinguals would show the same degree of divergent thinking as the English-speaking Mexican-American monolinguals.

Results: There were no sex differences. Hypotheses 1 and 3 were generally supported for the verbal but not the figurual prediction. Hypothesis 2 was not supported. Fluent bilinguals were superior on the verbal, fluent Spanish bilinguals on verbal portions but not on the figurual part of the TTCT. Surprisingly, the Spanish-speaking monolinguals achieved significantly higher scores than the other groups on Figural Fluency and Figural Flexibility. Significant differences on the Raven’s Matrices existed across language groups, but intercorrelations between Raven percentile scores and the TTCT measures of divergent thinking were low (r = -.39 to .37).

The implications of the findings are discussed, as well as suggestions for future research. The results suggest that further studies investigating the relationship between the degree of bilingualism and cognitive development would be a fruitful area of research.

THE SELECTION OF READING MATERIALS RELEVANT TO THE CULTURE OF BLACK PEOPLE FOR POSSIBLE USE WITH STUDENTS IN PREDOMINANTLY BLACK SENIOR COLLEGES
Order No. 8017166

The purpose of this study was to select and pilot materials relevant to the lives of black people in the past and present, fictional and non-fictional. The materials were selected and used with black undergraduate students in the University System of Georgia who were in need of remedial reading. The procedures included: (1) developing a rating scale, (2) selecting materials, (3) finding readability levels of materials, (4) identifying skills in reading, (5) analyzing evaluative items, (6) developing accompanying sheets, (7) using an attitude inventory, (8) identifying students’ grade equivalents in reading, (9) color-coding materials, (10) determining mastery of materials, (11) describing the classroom, (12) selecting students, (13) scheduling classes, (14) initial meeting of students, (15) succeeding meetings of classes, (16) piloting materials, (17) interpreting pre- and post-results, (18) developing an instructor’s guide and additional evaluative items.

According to the criteria established for rating the 52 selections collected, 42 of 47 qualified to be rated; the remaining five were disregarded.

The post-test scores of the students’ attitudes and reading indicated a more positive attitude toward reading and a gain in reading skills. Based on the results of this study, there appears to be a need for materials relevant to black college students who are in need of remedial reading.

A series of functional recommendations, based upon the data, and their interpretations are also offered to instructors of reading and administrators in academic settings.

PEER TUTORING, SOCIAL INTERACTION, AND THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE BY SPANISH-SPEAKING ELEMENTARY SCHOOL CHILDREN
Order No. 8016836
JOHNSON, DONNA MARY, Ph.D. Stanford University, 1980. 162pp. Supervisor: Charles G. Fairbanks

There have been few studies in child second-language acquisition in which treatment variables have been manipulated. Consequently, practitioners have learned little from researchers about how to structure classrooms to promote second language (L2) learning in both formal and informal settings. The purpose of this study was to examine social factors in L2 acquisition. The study investigated the effects of a peer-tutoring treatment designed to promote second-language acquisition through social interaction.

Two hypotheses were investigated. First, it was expected that limited English-speaking (LES) children receiving a peer-tutoring treatment would interact verbally with fluent English-speaking (FES) children to a greater degree than would LES children in a control group. Second, it was hypothesized that there would be a positive relationship between (1) frequency of verbal interaction of LES children with English speakers and (2) growth in English language proficiency by LES children.
AN ANALYSIS OF TEACHERS’ RESPONSES TO FIRST GRADE
BILINGUAL STUDENTS’ ORAL LANGUAGE ERRORS
Order No. 8021453

JOHNSON, NANCY KATHLEEN, Ph.D. The University of Texas at Austin. 1980. 149pp. Supervisor: Judith W. Lindfords

Pedagogical research in second language acquisition has typically focused on adult learners in academic settings or children learning second languages in non-academic settings. This research was motivated by a need for a precise description of one aspect of second language teaching: the methods of error treatment utilized by teachers of young students in bilingual programs.

Teachers of English as a Second Language in elementary school bilingual programs face a relatively uncharted sea when they confront decisions pertaining to teaching methods for their young students. In this study teacher treatment of error was analyzed using the discourse model in order to describe the repertoire of alternatives teachers might use in responding differentially to students’ mistakes.

Using modified ethnographic techniques, the research included observation and videotape of four first grade classrooms in two schools during oral language instruction. Two classes were taught in English, and two were taught in Spanish.

Over the five hours of videotape for each teacher, the last three hours were selected for analysis of the error-response episodes. Each teacher identified from the videotapes the errors made by the Spanish- and English-speaking students in her class. Errors were categorized according to a discourse model of teacher feedback to learner error.

Error-response episodes were analyzed for their role in classroom discourse, as well as to determine the individual teachers’ styles of error treatment. Four distinct styles of corrective treatment were identified: these response styles were characterized for their relationships to the nature of the errors.

THE EFFECT OF THE LANGUAGE OF INSTRUCTION ON THE READING ACHIEVEMENT OF LIMITED ENGLISH SPEAKERS IN SECONDARY SCHOOLS
Order No. 8016889

MELENDEZ, WILLIAM ANSELMO, ED.D. University of the Pacific, 1980. 130pp. Major Professor: Sue Allen Warren

The purpose of this study was to determine the effect that the language of instruction has on the reading ability of limited English speaking students at the secondary level.

Procedure. Reading test scores from several secondary school districts in California were subjected to statistical analyses to ascertain the effect that the language of instruction had on the reading ability of secondary students with a linguistically distinct background, namely, a Spanish mother tongue.

Two dependent variables were used, English and Spanish reading test scores. The independent variable, reading instructional treatment, was the primary focus of this study.

Conclusions. The results of the study support the hypothesis that limited English speaking students have better reading ability when taught in their native language.
A COMPARISON OF THE EDL LEARNING 100 PROGRAM AND
THE WORKBOOK METHOD OF TEACHING READING TO
CHOCTAW ADULTS

NAUGLE, MARGARET VANCE, ED.D. Mississippi State University, 1980. 88pp. Director: Dr. Walter E. Sistrunk

The purpose of the study was to compare two methods of teaching reading to Choctaw adults of the Mississippi Ban. of Choctaw Indians, Philadelphia, Mississippi. The problem was to determine if Choctaw adults enrolled in the Choctaw Adult Education Program who participated in the EDL L. 100 Program differed significantly in reading achievement from a control group who participated in a traditional workbook method.

As a means of structuring the problem, answers were sought to the following questions: (1) Is there a significant difference in the reading vocabulary achievement between learners in the control group and those in the experimental group? (2) Is there a significant different in the reading comprehension achievement between learners in the control group and those in the experimental group? (3) Is there a significant difference in the reading vocabulary achievement between learners when the following selected characteristics are considered: age, sex, community and instructional time? (4) Is there a significant difference in the reading comprehension achievement between learners when the following characteristics are considered: age, sex, community and instructional time?

The instrument used in the study to collect the data was the Tests of Adult Basic Education (TABE). The TABE included a collection of achievement tests in reading, mathematics and language. The reading achievement was made up of two sub-scales which measured comprehension and vocabulary.

The population consisted of 535 adult learners enrolled in the Choctaw Adult Education Program. The subjects included the 134 program participants in the largest learning centers. The subjects were randomly assigned to Group A, the control group, or Group B, the experimental group. The sample was made up of 102 participants who completed both the pre- and post-test measurements.

The pre-test measure was given the first class meeting in January 1980. Following six weeks of treatment, the post-test measure was given. Other data collected included: the age of the participant, the participant's sex, the community where the participant attended class and the number of hours of instructional time the participant attended.

The statistical procedures used in the analysis of the data consisted of an analysis of covariance, the model developed by Nie and associates, and an F-ratio, to determine the level of significant differences existing among the adjusted means for the groups tested.

The statistical analysis of the data revealed the following: (1) The EDL Learning 100 Program was a more effective method for improving reading vocabulary achievement than the traditional workbook method. (2) Age, sex, community and instructional time were not significant factors in the reading vocabulary achievement of the participants. (3) Age, sex, and community were not factors in reading comprehension achievement of the participants. (4) Instructional time was a significant factor in the reading comprehension achievement of the participants.

Recommendations were made which focused around the following: (1) comparing other methods of teaching reading, (2) examining the effectiveness of the EDL Learning 100 Program with other Native American groups, (3) longitudinal studies to examine the instructional time factor, and (4) the possibility of allowing adult learners to select from alternate methods of instruction.


LANGUAGE SYSTEMS IN ADULT INFORMAL SECOND

LANGUAGE LEARNERS

NELSON, JOHN E., PH.D. McGill University (Canada), 1980.

This study was designed to examine the adult second language (L2) learner who develops proficiency without formal instruction. The literature on L2 acquisition and adult learning was surveyed and four subjects (Ss) were selected for analysis; two relatively strong English speakers and two relatively weak speakers. A sociolinguistic survey was done of the Ss' English experience, and linguistic and discourse analyses were made on their English productions.

Common orders of difficulty of various linguistic features were found across Ss and as were common stages of acquisition. However, the Ss' relative success as L2 learners was not explained by their attitudes and motivations, their language learning aptitude, their involvement in English communicational situations or their approaches to learning and using the language. Instead, the relatively successful Ss apparently developed their English skills in different ways.

Recommendations were made for further research.
THE EFFECTS OF NEW-WORD DENSITY ON MEASURES OF READING COMPREHENSION IN UNIVERSITY ENGLISH AS A SECOND LANGUAGE STUDENTS
Order No. 8022317
NEUFELD, JACQUELINE; KRAUSE, PH. D. Ohio State University, 1980
171pp. Adviser: Professor Gilbert A. Jarvis

In a university setting, fluent reading is one of the most basic academic skills needed for survival. What differentiates a fluent reader from one that assiduously labors with an assigned text in one hand and a dictionary in the other? Educators in the field of second language acquisition have long assumed that comprehension is adversely affected by the introduction of too many unfamiliar words or, new-word density. The results of this study indicate that the important distinction between the types of readers is the employment of successful predictive strategies rather than a large vocabulary. This experiment randomly assigned intermediate-level university ESL students to one of two control groups or seven experimental conditions. The first condition was a reading passage in which every sentence had been scrambled: the second condition was a straight rendition of the text. Treatment 1 had a reading passage in which every third word was deleted in a nonrandomes. Experiment treatment. The second treatment had a ratio of one-to-four. For every four English words, one nonsense syllable was inserted. The ratios 1:6, 1:8, 1:10, 1:12, and 1:14 comprised the last five treatments. The passage was the same in each treatment: the variable that differentiated the experimental conditions was the frequency of nonsense syllables in the mutilated text. After reading the passage, each student was required to fill in the same close test of comprehension. The results were scored by tallying only exact word replacements. The results from each group were then submitted to a regression analysis using orthogonal polynomials. This analysis determined that a linear fit was the best characteristic of the means: it also yielded a linear equation to be used in predicting future close test scores. The means were then compared to performance levels previously established by Bormuth for the close test so as to judge how well an ESL student could tolerate the various frequencies of new words. The means for each of the treatments are as follows: treatment 1: 51%; treatment 2: 53%; treatment 3: 51%; treatment 4: 55%; treatment 5: 58%; treatment 6: 57%; treatment 7: 53%; control 1 had a mean of 53% while control 2 had a mean of 60%. These means were then compared to performance levels previously established for the close test: (a) independent level: 57% (b) instructional level: 44% (c) frustration level: 37%

As is readily apparent from glancing at the means, each group tolerated, with varying degrees of comprehension, a fairly high new-word density. If new-word density is solely responsible for labored reading, these results would be different: therefore, other factors must be at work. From the results of this study, it seems clear that the major factor at work is the employment of predictive strategies in order to reduce uncertainty and derive meaning from the reading passage. By looking at the varying amounts of information remaining in the selections, one realizes that meaning was derived more through the use of skills involving knowledge of grammar and the world than through the decoding of the visual marks on the page. It would appear, therefore, that the need of university-level ESL students would be best served by teaching them to use their knowledge of the English language to make accurate predictions.

Reading Comprehension Among Black American English Speakers in Black American English and Standard American English
Order No. 8017006
O'Brien, Francis Joseph, Jr., Ph.D. Columbia University, 1980
111pp.

This study was designed to test two hypotheses. The first hypothesis stated that subjects who received prior training in the reading of Black American English literary materials would comprehend more when passages and questions were written in Black American English than subjects who received no prior training in reading Black American English literary materials. The second hypothesis stated that subjects would comprehend more when passages and questions were written in Black American English than when passages and questions were written in Standard American English.

Four linguistically equivalent and parallel reading comprehension tests were developed in Black American English and Standard American English. Test forms consisted of six passages adapted from the STEP Comprehension Test, 3B, and One Biblical passage. Previous use of material assured the linguistic equivalence of the forms.

The sample consisted of New York City black incarcerated youths ranging in age from sixteen to twenty years with an average educational level of approximately ten years. Background variables gathered on all subjects consisted of age, years of formal schooling, and time lived in New York City. Home addresses of subjects were also examined to ascertain general socioeconomic level.

One group of subjects (experimental group) was selected to undergo training in the reading of diverse literary materials in Black American English for five hours prior to the testing. Subjects comprising a second group (control group) were matched individually with subjects in the experimental group on age and educational level. No training with dialect materials was given to control group subjects.

Following the training period, forty subjects from the experimental group were randomly assigned to one of the four following treatments which identifies the passage and question condition subjects were assigned to: Black American English Passage/Standard American English Question, Black American English Passage/Standard American English Question, Standard American English Passage/Black American English Question, Standard American English Passage/Black American English Question. Forty control group matched subjects were assigned to the same four passage and question treatments.

A split-plot factorial analysis of variance (matched subjects) revealed no statistically significant main or interaction effects. However, treatment effects of approximately three-tenths and one-half of a standard deviation were found for different regroupings. Supplementary post-hoc analyses of variance revealed a significant main effect for educational level in each treatment group and for the total sample.

A replication of the study for a larger sample size with subgroups tested entirely in Black American English and Standard American English only with a more liberal time limit was suggested. Studies investigating whether dialect materials would benefit a younger age group including females as well as longitudinal studies investigating the teaching of reading to disadvantaged black children with Black American English texts were also suggested.

A STUDY OF THE RELATIONSHIP OF NOUN PLURALIZATION SKILLS AND READING ACHIEVEMENT WITH THIRD GRADE BLACK-ENGLISH-SPEAKING STUDENTS
Order No. 8015093
PARSONS, JEANETTE, ED. D. Columbus University Teachers College, 1980
77pp. Sponsor: Professor Anne McKillop

This study explored the relationship between noun pluralization skills and reading achievement with third grade Black-English-Speaking students. Three testing instruments were developed to examine students' noun pluralization skills: they were "The Noun Number Comprehension Test," "The Noun Production Test," and "The Big Snow Reading Test." The Noun Number Comprehension Test is a 14-item silent reading test; it measures the subjects' ability to match single or plural pictures to designated singular or plural nonsense words. For example, subjects would read the sentence: "The funny was laughed." They would then have to choose which one of four pictures graphically represented the illustrated sentence. For "The Noun Production Test," subjects were shown a cartoon-type creature and were given a nonsense name for it. They were subsequently shown two or more c" the same type creatures and they were asked what name they would call them. "The Noun Production Test" contains fifteen items. "The Big Snow Reading Test" is a story that is to be read aloud by the respondents. It measures the readers' ability to pronounce the /s/ at the end of designated nouns during oral reading.

Data were collected from seventy-seven (77) third grade students, all from Central Harlem schools. Race, socioeconomic status and place of residence were the indices used to determine that the subjects were Black-English-speakers. Subjects were administered "The Noun Number Comprehension Test" in groups of five. They were then tested individually on "The Noun Production Test" and "The Big Snow Reading Test." Test results were recorded manually and by recording cassettes. An analysis of the data indicated that: (1) Black-English-Speaking subjects had not mastered noun pluralization skills at an 80% level of Competency; (2) performance on test of noun pluralization skills was associated with 32% of the variance in subjects' reading achievement scores.

Qualitative analysis of the data showed Black-English-Speaking subjects could intellectually generate the rules for noun pluralization even though they did not use these constructs in their speech. The evidence from the present research data points to the need to (1) develop alternate instruments to assess reading skills of Black-English-Speaking students, so that reading achievement scores would reflect real achievement rather than the effects of faulty noun pluralization skills. (2) employ instructional strategies that use the contrastive analysis approach to teach noun pluralization skills to Black-English-Speaking students.
SYNTACTIC COMPLEXITY OF THE BILINGUAL CHILD: SOME THEORETICAL CONSIDERATIONS AND PEDAGOGICAL IMPLICATIONS

Order No. 8021498

Perez, Charlene Sharon Gillespie, Ph.D. The University of Texas at Austin, 1969. 294pp. Supervisor: Rudolph F. Martin

The present study was designed to analyze and describe the syntactic complexity revealed in the writing samples of monolingual Spanish-speaking schoolchildren and bilingual Spanish/English-speaking schoolchildren at three grade levels. Two controlled-content passages were used to elicit the samples. The first passage, entitled La gravedad, elicited rewrites in Spanish from all subjects. The second passage, the Aluminum passage developed by O'Donnell (1967), elicited rewrites in English from the bilingual subjects. These groups of adults also participated in the study by rewriting one or both of the passages.

The statistical analysis was undertaken to determine if the selected independent variables (grade, performance level, and language) were predictors of syntactic complexity in written Spanish collected from monolingual and bilingual schoolchildren and adults, as well as in written English collected from bilingual schoolchildren and adults. Two other variables, sex and socioeconomic status, were controlled by assigning equal numbers of each sex to each cell and by drawing the sample from an area designated by the United States government as economically deprived.

The methods of analysis were those developed by Hunt (1963, 1970) to analyze content-organization writing and free composition and by Bateman and Zidonas (1966) to classify errors in English prose writing. These methods employed the following measures as dependent variables: T-unit length, clause length, subordination, coordination, sentence length, sentence-combining techniques, and errors. The sentence-combining techniques were coordinate predicates, dependent clauses, reductions to less than a predicate, and reductions to less than a clause.

Eight hypotheses were formulated to interpret the results of the analyses. The findings in the analyses of the rewrites of the La gravedad passage showed that grade level is a significant predictor of all the syntactic measures except T-units per sentence. Performance was a significant predictor of T-unit length, clauses per T-unit, dependent clauses, and reductions to less than a predicate. Language was significant for words per T-unit and words per clause. A high, but nonsignificant, score was reported for interaction between performance and language on both reductions to less than a predicate and reductions to less than a clause. Monolingual and bilingual schoolchildren did not vary significantly in the varieties of transformations used in the rewriting of the La gravedad passage.

Similar results were obtained from the analysis of the Aluminum passage rewrites. Neither grade nor performance level were significant in the analysis of coordinate predicates or words per sentence. Grade was not a significant predictor of T-units per sentence. The skilled adults differed significantly from the high-performance tenth graders on all measures except T-units per sentence and coordinate predicates. Considerations for language theory and additional research were offered along with certain implications for education.

THE EFFECTS OF TESTWISENESS, LANGUAGE OF TEST ADMINISTRATION, AND LANGUAGE COMPETENCE ON READING TEST PERFORMANCE OF LOW ECONOMIC LEVEL, SPANISH-SPEAKING CHILDREN

Order No. 8016031

Pollack, Melanie Drusbach, Ph.D. University of California, Los Angeles, 1965. 111pp. Chairperson: Professor Barbara K. Keogh

This study was designed to examine the effects of three factors on the readiness test performance of low economic level, Spanish-speaking kindergarten children. The factors include testwiseitness, language of test administration, and language competence in Spanish and in English.

The 131 participants, 74 males and 57 females, attended morning or afternoon kindergarten session of a southern California public school located in a predominantly low economic level, Spanish-speaking neighborhood. Children identified by their teachers as fluent and proficient in Spanish were included in the sample. A stratified randomization process was used to form two training groups comprised of approximately ten pupils.

To assure comparability of language aptitude, teacher ratings of English language facility were used to stratify the sample before random assignment to training groups. The Basic Inventory of Natural Language (BILN) and Spanish Proficiency Placement Test also provided measures of English which were combined with teacher ratings to provide a composite language competence score for purpose of data analysis.
significantly higher for Group 1 than Group 2. The study also predicted that the mean scores on four of the five variables would collectively discriminate significantly between the two groups. It was also predicted that the mean scores on four of the five variables would be significantly higher for Group 1 than Group 2.

The results of a discriminant analysis revealed that the two groups were statistically distinct on the set of five predictor variables. The results of the discriminant analysis further revealed significantly higher scores for Group 1 on all vocabulary tests, the morphologic knowledge of standard English and the paired-associates test under conditions of mild prompting. A principal-factor analysis revealed two vastly different factors. Factor 1 was comprised of the two vocabulary tests and the morphologic knowledge test while factor 2 was comprised solely of the two paired-associates tests.

The results of this study strongly reaffirm the widely accepted notion that reading is a language-based skill. Two essential elements in this language base which underlie reading suggested by the study are vocabulary-concept knowledge and knowledge of the grammatic rules which govern the printed language. The results of the factor analysis confirmed the existence of a common linguistic construct underlying these two variables. Finally, the study suggested that limited vocabulary size and poorly developed understanding of the grammatic rules which govern standard English are significant impediments to the development of adequate reading skills among low SES black children.

LINGUISTIC DEMANDS AND COGNITIVE FUNCTIONING OF STANDARD VS. BLACK ENGLISH AMONG BLACK CHILDREN
Order No. 8013103

The purpose of the present study was to examine the effects of the linguistic demands of Standard English on the cognitive functioning of Black children who speak Black English. More specifically, the study attempted to determine the extent to which performance on language-based cognitive functioning high cognitive functioning, and the formal structural features of the language of instruction. Subjects were drawn from the fifth and sixth grades of four Roman Catholic parochial schools located in the inner city areas of Washington, D.C. All schools were above 90% Black and were in predominantly low-income areas. One hundred and sixteen subjects were randomly selected from among those children who had met previously set speech pattern and cognitive level criteria. Fifty-eight subjects were designated Black English Dominant and 58 were designated Standard English Dominant. Each dialect group was further subdivided into equal numbers of high and low income children.

Equal numbers of both dialect groups and their subdivisions were randomly assigned to treatment conditions: Black English presentation of a videotaped science lesson unit, and Standard English presentation of the same material. The two versions were identical in all respects except language of presentation. Tests, identical in all respects except language were administered immediately after presentation-immediate feedback--and one week later-recall. The tests were designed to measure the effects of treatments on cognitive skills of comprehension, problem-solving, and inferencing.

It was hypothesized that there would be no significant difference in performance as a function of Mode of Presentation, Dialect, and Cognitive Level. The main factors indicated significant main effects of Mode of Presentation in the direction of Standard English presentation, Dialect and Cognitive Level for the measure of immediate feedback. Similar results were obtained for the measure of immediate feedback. However, there were no significant main effect of Dialect when the measure was performance on recall. No significant interactions were obtained for these measures.

Post hoc comparisons using the Student Newman-Keuls procedure indicated significant differences between the means of the Black English Dominant/Black English presentation and those of the Black English Dominant/Standard English presentation favoring the latter group, for both measures. A significant difference was observed between the means of the two dialect groups taught in Standard English for measure of immediate feedback, but not for measure of recall. No differences were observed between the two dialect groups when cognitive level was used as a factor.

The direction of significance for the test of presentation appears to indicate that Standard English does not impose constraints on the cognitive functioning of Black children who speak Black English. This appears to contradict previous research findings that indicated that the poorer academic performance of Black children resulted from the speech patterns they utilized. The author suggested that a purely linguistic explanation may not be adequate to explain the poorer performance of Black children. It was suggested that attention should be refocused on such factors as teachers' attitudes toward Black children who speak Black English and their motivation to succeed academically among low-income children.

Recommendations for further research included studies to investigate the effects of teacher attitudes toward speech patterns on the self-concept and academic self-concept of Black children, as well as studies which linked speech patterns to cognitive developmental level and academic performance.

READING ACHIEVEMENT OF CHICANO CHILDREN AS A FUNCTION OF LANGUAGE SPOKEN AND LANGUAGE PREFERENCE
Order No. 8017385

Chairman: Donald E. F. Smith

Purpose of the Study: The purpose of the study was to investigate a group of fourth grade South Texas Chicano students with respect to the relationship between reading achievement and SES, age, time in the bilingual program, form of Spanish spoken (Standard or Pochismo) and language(s) (English, Spanish, Bilingual, Mexican-English and Mixed-Spanish) spoken and/or preferred in the social context of family, friends and church.

The investigation was conducted to determine which variable is the best predictor of reading achievement in both Spanish and English.

Procedures: The study sample consisted of 192 fourth grade Chicano students involved in a bilingual program. The study was conducted in the Southern part of Texas known as the Coastal Bend. Interview data and standardized test scores were gathered from a school district with a 100% Chicano population in the fourth grade.

The design of this study made it possible to ascertain predictors for English and Spanish skills from among 12 variables. The predictor of each variable was determined by a multiple regression procedure.

Conclusions: The researcher concluded the following: (1) Chicanos speak a language other than pure Spanish or pure English, a dialect of Spanish consisting of a speech mixture along with English borrowing. (2) Those who speak a pure language (English or Spanish), but who borrow from English, acquire and Spanish reading skills when reading is taught in a standard way than do those who speak other than a pure language. (3) Those who speak Mixed-English and Mixed-Spanish experience difficulty in acquiring English and Spanish reading skills when reading is taught in a standard way. (4) Language interference may be attributed primarily to speech mixture rather than to the phenomenon of English borrowing. (5) Those who speak bilinguals meet with more reading success in both English and Spanish than those that speak English, Spanish, or a mixture of these languages when reading is taught in a standard way. (6) The family language preference, when a conflict with the language actually spoken by the family, will be a factor in the success with English or Spanish reading. (7) That the preferred-community languages when in conflict with the preferred-family languages will be a factor in the success with English and Spanish reading when taught in standard way. (8) Diverse language spoken and preferred contribute to poor reading performance when the student population is taught to read in a standard way.

A STUDY OF ATTITUDES TOWARD READING AND SELF-CONCEPT OF STUDENTS IN A SELECTED BILINGUAL INDIVIDUALIZED READING PROGRAM
Order No. 8017394
VILLARREAL, JUDITH GARCIA, Ph.D. The University of Michigan, 1980. 166pp. Chairman: Irene K. Heller

Purpose of the Study: The purpose of this study was to determine the effects of individualized reading instruction on measures of attitudes toward reading and measures of self-concepts of a group of second grade students enrolled in a bilingual education program. In addition, an observational study was conducted in an effort to gather information regarding actual instructional procedures during reading instruction in both individualized and non-individualized classrooms.

Procedures: Two groups of second grade students enrolled in a selected school district's bilingual program were selected to participate in the study. Group A consisted of sixty-nine students who were participating in a bilingual demonstration project and receiving individualized reading instruction. Group B was made up of seventy-five students who were receiving traditional basal reading instruction. In order to measure the students' attitudes toward reading and self-concepts The San Diego County Inventory of Reading Attitudes and The McDaniel-Piers Self Concept Scale for Primary Grades were administered to both groups. A three-way analysis of variance statistical technique used to test the significance of differences between group means on both instruments administered.

Daily observations were also made in each of the six selected classrooms, three 'individualized' classrooms and three 'non-individualized' classrooms, in order to gather additional information regarding actual classroom operations during reading instruction.
Results. Findings of the statistical study showed no significant differences in mean attitude or self-concept scores between students in the individualized and non-individualized reading groups. However, there was a significant difference in mean self-concept scores between girls in the individualized group and girls in the non-individualized group.

Significant positive correlations were reported between attitudes toward reading and self-concepts; English reading ability and reading attitude; students' English language fluency and self-concepts; English language fluency and self-concepts; English language fluency and Spanish reading ability. There was also a significant correlation between English language fluency and attitudes toward Spanish reading.

Recommendations. In view of the findings of this study, the following recommendations are made: (1) Further study assessing the education experiences of limited English speaking students is necessary in order to seek more effective strategies for improving the education outcomes for these students. (2) More systematic observational studies which usually result in more meaningful and useful information should be conducted, (3) A research study investigating both the cognitive and affective effects of delaying English reading instruction for limited English speaking students would provide valuable information for educators in their endeavor to provide more effective educational programs for limited English speaking students.

THE TRANSFER OF READING SKILLS BETWEEN FIRST AND SECOND LANGUAGE IN BILINGUAL JUNIOR HIGH STUDENTS OF SPANISH ORIGIN

Order No. 8025968


Chairman: Robert N. Grunewald

The purpose of this study was the examination of the transfer of reading skills between English and Spanish under three different modes of reading instruction. This examination was conducted at the global and specific skill level.

Subjects were 56 seventh grade students who had been screened for bilingualism. The pretest-posttest randomized design was utilized. Subjects were randomly assigned to three treatment groups: (a) bilingual reading instruction, (b) Spanish reading instruction, and (c) English reading instruction in their regular classroom. The experiment lasted for 9 weeks.

The experiment was designed to test three research hypotheses:
(1) There is no significant difference among the adjusted English reading posttest means of the three treatment groups (bilingual, Spanish, and control) after adjusting for the English reading pretest score as the covariate.
(2) There is no significant mean difference among the adjusted Spanish reading posttest means of the three treatment groups (bilingual, Spanish, and control) after adjusting for the Spanish reading pretest score as the covariate.
(3) There is no significant evidence of the transfer of specific reading skills between English and Spanish reading for the experimental groups. The scores from Reading Inventory and Spanish Informal Reading inventories were used as the pretest/posttest criterion measures. In addition, data were gathered on six additional variables.

Analysis of covariance was employed to test the first two hypotheses. Pretest scores were used as the covariate in each case.

Results of statistical analysis showed no significant differences among group means with respect to the English posttest and Hypothesis 1 was accepted. Statistical analysis showed significant differences among group means on the Spanish posttest. Hence Hypothesis 2 was rejected. The tests showed that bilingual or Spanish reading instruction gave significantly greater growth in reading mean scores than English instruction. There were no significant differences between the two experimental groups.

The third hypothesis was tested through the use of x2 analysis of six specific reading skill differences. Significant evidence of transfer of one specific skill was found in English reading and the transfer of interfering behaviors to Spanish was significant. The third hypothesis was rejected since there were two of six categories in which significant effects were observed.

Conclusions drawn from the findings were that (a) the transfer of reading skills was a replicable phenomenon, (b) such transfer can result in a rapid growth in reading levels, and (c) it may be possible further to isolate specific transfer under more stringent conditions.

Implications of the study included: (a) if a language is a societal priority, then native speakers of that language can be rapidly and effectively made literate, (b) considerable work needs to be done in language and reading testing to allow more precise investigation of interlingual learning and transfer, and (c) if such instrument development occurs, the results could shed light on the phenomenon of language learning and processing.
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