This is the fifth annual compilation of graduate theses and dissertations in English as a second language (ESL). This series is intended to provide researchers in ESL, bilingual education, and related fields with specific information on current graduate-level studies. Each of the sixty-nine 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. A summary of thesis content is also included for most entries. The research categories included are adult education, bilingualism, contrastive studies, culture, curriculum, grammar, methods and materials, phonology, profession, psycholinguistics, reading, second language learning, sociolinguistics, testing, visual aids, vocabulary, and writing. (JK)
ESL Theses and Dissertations: 1979-80

Stephen Cooper

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Center for Applied Linguistics

Prepared by
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The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to Teachers of English to Speakers of other Languages for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either TESOL or NIE. This publication is not printed at the expense of the Federal Government.

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This is the fifth in a series of annual compilations of data on graduate theses and dissertations in English as a second language. The studies reported here were completed during the academic year 1979-80. This project is intended to provide graduate students and others doing research in ESL, bilingual education, and related fields with specific information on contemporary graduate-level studies.

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

The studies found in this listing are organized 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 the thesis adviser(s), 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 and culture index are appended to the listing.


The compiler gratefully acknowledges the assistance of the many graduate program coordinators and others who provided the materials for this listing. Gratitude is also expressed to the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics, and the Department of Speech of Louisiana State University for their support of the project.

Stephen Cooper
ADULT EDUCATION

SEE: 3, 5, 30, 35, 55, 62, 64, 66

BILINGUALISM


A child subject, bilingual in Thai and English, was studied daily during his 25th and 26th months for aspects of transference and interference in his developing speech. Attention was focused on prosodic features (intonation/tonality), word borrowing, and code switching. Examples of these phenomena were recorded, but the most significant was that of prosodic interference, wherein English intonation indicating stress, excitement, or urgency was carried over into the strictly regulated Thai intonation system.


Teacher treatment of error was analyzed along sociolinguistic dimensions in order to describe the repertoire of alternatives teachers might use in responding differentially to their students' mistakes. Errors were categorized according to broad grammatical type, and teacher responses were categorized according to a discourse mode 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' style of differential error treatment. Four distinct styles of corrective treatment were found. These response styles were characterized for their relationships to current theory in first and second language acquisition.

The research analyzed the syntactic complexity of the rewrites of a controlled-content passage by monolingual Spanish and bilingual Spanish-English schoolchildren and adults in Puerto Rico. Recommendations for further research and for implementation of the findings in language curriculum were offered.


Attempts to clarify and support the goals of ESL and bilingual education as defined in concurrence with the Bilingual Act, Title VII. Personal experiences are presented as well as a description of the program in the writer's school in northern New Jersey.

SEE ALSO: 39

CONTRASTIVE STUDIES


An analysis of basic syntactic patterns of English and Chinese. The particular problems of the Chinese speaker learning English are pointed out. A short course outline for a college freshman conversational class is included.


An attempt to explain what causes ellipsis, through a contrastive study of English and Japanese. Deals with the relationship between ellipsis and some features of Japanese verbals that English verbals do not have.

SEE ALSO: 8, 10, 45, 61
CULTURE

8. Casken, Sarah T. Positive and negative politeness strategies and their influence on American and British English discourse. M.A., Univ. of Hawaii, 1980. Adviser: Richard W. Schmidt, ESL. Writer's current address: 5018 Geer Rd., Turlock, CA 95380. This study examines the importance of politeness and suggests the need for further investigation into its role in conversations and social interaction.

9. Mahler, Jeanie C. Teaching American culture through the American musical theater. MATESL, UCLA, 1979. Adviser: S. Robert Greenberg, Dept. of English. Describes the development of an American culture course using scenes from works of the American musical theater. Included are a list of teaching possibilities and audiovisual materials to aid in the explanation of various cultural aspects as well as a methodology for incorporating the scenes into the ESL classroom.

10. Radford, Allison E. Outstanding teacher characteristics as perceived by Saudi Arabian ESL students and American college students. MATESL, UCLA, 1980. Adviser: S. Robert Greenberg, Dept. of English. The results of this study indicated distinct differences between the Saudi Arabian and American students in three areas of evaluation. The teacher characteristics important to American students, such as knowledge of subject and clarity in lesson organization, differed from the characteristics of good manners and sensitivity to students' academic and personal problems considered important by the Saudi students. In learning disposition, the Saudis indicated a preference for structured learning style, whereas the Americans indicated no strong preference for either structured or independent learning style. Intellectual orientation was markedly different in that the Saudi Arabians appeared to prefer more imaginative and experimental approaches to dealing with and/or applying ideas than the American students. These findings suggest that students may differ in their expectations of the teacher and the classroom because of cultural background.

11. Young, Clifford E. Nonverbal communication in the EFL classroom. Ph.D., Georgetown Univ., 1979. Adviser: Robert J. Di Pietro, Dept. of Linguistics. The writer found that (1) nonverbal behaviors are mostly learned behaviors; (2) problems in communication will arise between EFL students and Americans because of culturally learned differences in nonverbal behavior; and (3) many teachers do not purposely integrate nonverbal considerations into their EFL classrooms. The dissertation offers examples of how individual
aspects of nonverbal communication can be drilled; multimodality approaches are also examined.

SEE ALSO: 26, 30, 37, 46, 49.

CURRICULUM


On the basis of the findings of a survey, a three-phased English-language curriculum was recommended: (1) an English for Academic Purposes (EAP) component for first-year students, linking English courses with business courses as adjuncts in several ways; (2) an English for General Purposes (EGP) component for second-year students, using literature to consider culture for purposes of general education; (3) an English for Occupational Purposes (EOP) component for third-year students, utilizing dummy companies in a variety of ways to teach business communications. A supplemental English language-learning center, as well as a semi-autonomous alumni language institute offering advanced English courses and courses in other languages were also proposed.


The writer studies the English used in scientific literature and suggests ESP programs, methods, and materials to help intermediate and advanced college students improve their reading and writing techniques in the sciences. A sample unit is included.


This study examines the literature of Jamaica, which is written both in Standard Jamaican English and Jamaican Creole, and offers suggestions for incorporating some of these materials into the English literature curriculum. Jamaican language problems and policies are also discussed.

16. Pierson, Ruth A. Joint TEFL training of Peace Corps volunteers and host country nationals in Togo: an experience


In the context of current ESP and EST theory, covers the ESL developmental program from elementary to intermediate, with emphasis on the analysis of the English language science materials used at the intermediate level.


Describes the English language component of a novel multi-language four-year degree program designed to fit the requirements of a developing nation and examines the extent to which such a component corresponds to the needs of the students who plan to work in business and government upon completion of their studies.

SEE ALSO: 68

GRAMMAR


This paper surveys the ways in which the major theories of language have been applied to teaching the passive voice; attempts to set in perspective teaching from a notional point of view; briefly summarizes this approach; and suggests a breakdown of the passive voice, based on speaker motivation for producing a passive voice utterance.


Results of this study revealed the existence of a syntactic scheme of narrative structure in Peruvian Spanish similar to that proposed by Labov (1967) for American English narratives. Three major differences were that (1) the boundaries
between abstract and orientation clauses were difficult to determine (semantic criteria had to be used to determine which clauses were abstracts and which ones were orientations); (2) orientation clauses were scattered all over the narrative; and (3) the last section of the narrative, the coda, rarely occurred.

SEE ALSO: 3, 5, 6, 7, 21, 23, 31, 53, 54, 56, 59, 61, 69

METHODS AND MATERIALS


Provides resources (teaching ideas, techniques, and suggestions) for presenting, developing, and reinforcing pronunciation, grammar, vocabulary, reading, writing, and conversation. Should be especially useful for Peace Corps EFL teachers in host country secondary schools.


An investigation of the variables that come into play during small-group work and why it would appear to be important in the ESL classroom. Small-group work proved to be an effective teaching/learning method but did not differ significantly from other techniques with regard to achieving specific objectives.


This guide includes teaching considerations relevant to children in the primary grades in general and specifically to ESL. Suggested readings and resources are listed.


Includes an analysis of basic phonetics and a model of nine lessons for teaching American phonemes, using a multi-approach technique (audiolinguual, syntactic, articulatory, theatrical, contrastive analysis, visual aids, and games).

Defines authentic material and describes how the language teacher can find or produce it. Includes three demonstration lessons.


Presents suggestions for lessons that may be used in the ESL classroom to help students learn accepted American signs and other aspects of nonverbal communication.


Presents two LAPs to be used with ESL students. The first, on writing, is divided into the following units: script, capitalization, the personal letter, and the business letter. The second, dealing with pronouns, teaches subject and object pronouns in one unit and possessive pronouns in the other.


Treats from theoretical and practical aspects the selection and use of television commercials as lesson supplements in the ESL classroom.


Include a discussion of the state of the art of computer-assisted instruction in the foreign language field and an application of current programming techniques to some of the major error-producing problems for intermediate-level learners of English. The program consists of a series of instructional and practice sequences, each with its own evaluation sequence; a cloze test; and record-keeping files.

The author chooses the LAP and independent study as the two techniques most suited and relevant to the needs of adult ESL students. Samples of refined LAPs and independent studies relating to reading improvement and cross-cultural understanding for intermediate and advanced students are included.


A series of ten lessons suitable for use in English-Bible classes and/or seminar classes for non-native speakers of English. The emphasis is on learning English for communication, but the lessons are also structured to utilize learning English as a tool to stimulate spiritual growth. The material is sequenced according to grammatical structures and Biblical chronology.


This study is based on the assumption that language learning is more successful when the students involve themselves actively in generating their own language lesson in a cooperative setting. A short preface explains the rationale behind the file and includes a guide to terminology, recommended materials, and a bibliography. To facilitate teacher usage, the 81 activities are presented on 5 x 8 index cards, divided into eight general categories.


A compilation of eight stories on topics interesting to a mature reader yet linguistically simple enough for a beginning ESL student.

SEE ALSO: 9, 10, 11, 14, 15, 19, 62, 63, 64, 65, 66, 67, 68, 69

PHONOLOGY


The meanings of suprasegmentals are dealt with under several categories: identificational, informational, conceptional, modal, functional, emotional, and stylistic. Suprasegmentals are seen to play a significant role in the following: the identification of the speaker's sex; the division of utterances into information units; the distribution of information throughout utterances; the conveying of degrees of certainty; the conveying of the communicative functions of utterances and the marking of the speaker's emotional state; the signalling of humorous, sarcastic, or sexual intent; the signalling of degrees of formality; and the marking of the status relationships existing between the speaker and listener. Consideration is given to the pedagogical implications of the claims regarding suprasegmentals.

SEE ALSO: 1, 24, 25, 58

PROFESSION


Geared to language teachers planning to work and live abroad, this is a personal account, in the form of reports, of the life and educational systems of seven nonwestern countries.


An instrument based on six high-priority concepts encountered in literature and research concerning teacher evaluation, educational psychology, and management theory.


A set of guidelines indicating how teachers and paraprofessionals, through sharing, plugging, and discussion, can accomplish much to aid each other.

SEE ALSO: 11

PSYCHOLINGUISTICS


An investigation of the relationship between self-concept of ability and English as a second language proficiency for first-year students at the Chinese University of Hong Kong.

While supporting the literature in the field, which suggests a positive relationship between self-concept of ability and academic achievement, the data suggest the need for a clearer definition of self-concept of ability—perhaps as a moderator variable.


A study of the difference between the processing loads which written dialogues and prose paragraphs impose on students of English as a foreign language.

SEE ALSO: 45, 49, 56

READING


Suggests that readers achieve literacy only once and that a lack of literacy in one's first language can be more of a barrier to accurate reading than can a lack of fluency in English.


An investigation of the cognitive strategies employed by native and non-native readers of English in assigning meaning to unfamiliar words encountered in prose. Results suggest that Japanese and American university students share the same repertoire of strategies. Non-native subjects, however, demonstrate less success in selecting and applying appropriate strategies dealing with syntactic and morphophonetic elements of the text. Examples of mediated and immediate meaning assignment are given. Lexical meaning assignment is also linked to a general problem-solving model.


Results of the study suggest greater effects for cultural origin than for language complexity. Implications for materials selection and design are also discussed.


Reading research has suggested that one of the skills of a good reader is the ability to identify the referents of anaphoric items in a text. This study investigates the ways in which English exploits the lexicon for nonpronominal anaphoric reference and how speakers of English as a second language resolve this type of reference.


SEE ALSO: 20, 21, 30, 34, 35, 42


This thesis attempts to determine (1) the degree of difference between these two groups and among varying ability levels of non-native speakers as far as their ranking of humor is concerned, and (2) whether or not age, sex, and the length of time students have spent in various English-speaking countries are involved in the perception of humor of the natives and non-natives.


This study, whose subjects were 27 Japanese ESL students, sought evidence of a possible sequence of acquisition for the functions of the English article system.

The high proficiency students in the group performed significantly better than the low group in article usage on an objective test; however, in the writing samples, the difference between the two groups was not statistically significant. Scores on the Test of English as a Foreign Language and the Michigan Placement Test were found to correlate moderately with scores representing proficiency in article usage in the two research instruments. An analysis of correct and erroneous article usage revealed some very clear patterns, which suggest
possible sequences of acquisition. The error patterns suggest that the subjects have the greatest difficulty in using the definite article, with zero functions the easiest. However, only a few individuals reflected the group pattern.


A report on a morpheme acquisition study that was conducted in an attempt to test some of the hypotheses of the monitor theory, which posits that L2 learners internalize the rules of the target language through acquisition and/or learning. The writer concludes that there is a need to reevaluate the monitor theory as well as the morpheme acquisition studies that are claimed to provide direct evidence for it.


Writer's current address: Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, DC 20007.

An examination of the adult L2 learner who develops proficiency without formal instruction. Four subjects were selected for analysis: two relatively strong English speakers and two relatively weak speakers. A sociolinguistic survey was done of the subjects' English experience, and discourse analyses were made of their English production. Common orders of difficulty of various linguistic features were found across subjects as were common stages of acquisition.

56. Smith, Mark A. On the acquisition of must, have to, and have got to by German speakers. M.S., Cornell Univ., 1980. Adviser: Sally McConnell-Ginet, Dept. of Modern Languages and Linguistics. Writer's current address: Route 1, Box 87, Gaston, IN 17342.

A report of an error analysis of the acquisition of English must, have to, and have got to by native German speakers. Interlanguage characteristics of informants are described in terms of a grammatical model developed for the study, in which the syntax of the forms is analyzed and related to underlying deontic and epistemic meanings. Contexts used in eliciting data and a major portion of the corpus are provided.

SEE ALSO: 1, 2

SOCIOLINGUISTICS

57. Lee, Young J. Motivational and attitudinal variables in the learning of English as a foreign language: a sociolinguis-


SEE ALSO: 2, 15, 49, 55

TESTING


To examine empirically specific aspects of Halliday and Hassan's model of cohesion, as well as pragmatic expectancies, a cloze test, using a rational deletion procedure, was administered to 195 entering foreign students at the University of Illinois. While a distinct order of difficulty was observed among low proficiency students--strategic elements > cohesive elements > syntactic elements--this ordering did not obtain among high English proficiency students. Results also indicate that the grammatical complexity and the direction of, as well as the distance between, presupposed and the presupposing elements influence the confirmation or invalidation of expectancies generated in the processing of a text.


A language proficiency test in the area of English syntax for adult native speakers of Malay who are learning English. A structural comparison of Malay and English is presented, and based on this comparison, the areas of interference are
A list of the errors the learner of English is likely to make is worked out. An error analysis of university students' compositions is also presented, and a list of errors that arise out of factors other than interlanguage interference is compiled. The language proficiency test in this work is based on these two lists.

SEE ALSO: 53

VISUAL AIDS


Evaluates teacher-made visuals for adults and attempts to relate them to current theories of visual learning, design, color, and size. The writer describes the uses of a number of visual aids and concludes that teacher-made visuals are valuable in ESL classrooms as much for adults as for children.


The focus of this paper is on teacher-made photographs and slides, correlating the visual image with verbal and written symbols. An attempt is also made to show the usefulness of this and other visual aids in teaching second language skills to aurally impaired students.

VOCABULARY


Explores and analyzes the lexicon of English for preventive medicine and suggests instructional approaches. Common lexical processes are presented, distinctive features are identified and analyzed, tentative generalizations are drawn, and instructional guidelines are proposed.

SEE ALSO: 21, 42, 45, 47, 49

This project is composed of a sequence of topic units. Each unit is composed of clauses—not sentences—and consists of two parts: a head proposition and a set of comments. The head proposition serves as topic and is joined to its comments by the framing function of a topic and by cohesive ties as described by Halliday. The comments are united among themselves on the basis of similarity. Because they are composed of clauses, topic units interact freely with sentences and with paragraphs. Practical applications of these results may be useful in teaching composition to native speakers as well as to second language learners.


A practical handbook of teaching methods and techniques for English and ESL composition on the intermediate and advanced levels.


Results of a study based on a questionnaire administered to (1) English composition teachers teaching in these colleges at present and (2) those who have had experience in the teaching of English composition in the past. Also includes suggestions and recommendations for dealing with the problems encountered by the respondents.

Describes research in which an adult native speaker of English and a deaf adult user of American Sign Language (ASL) helped teach each other their respective languages. The primary purpose of the study was to improve the written English, particularly the uses of the past tense, of the deaf subject, although attention was given to the hearing subject's learning of ASL. The researcher acted as ESL teacher, sign language interpreter, and facilitator in this process by using TESL and "total communication" techniques. Error analysis revealed that these techniques did improve the subjects' skill in writing grammatical English.

SEE ALSO: 21, 27, 34, 91
FIRST LANGUAGE AND CULTURE INDEX

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