This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the knowledge and skills of elementary school principals relevant to the development of reading programs; (2) the effects of a communication skills training program for elementary school principals on teachers' perceptions of the principals' interpersonal competence and overall level of effectiveness; (3) characteristics of enthusiastic, successful English teachers; (4) factors contributing to the content area teachers' judgments of the reading abilities of secondary school students; (5) short stories in preservice teacher education; (6) teachers' knowledge of reading as a dimension of clarity of reading instruction; (7) school communications; (8) teacher's knowledge of the relationship of auditory acuity and hearing impairment to reading; (9) the effective verbal and nonverbal behavior of seventh grade language arts teachers; (10) high school teachers' attitudes toward error in written composition compared with key principles of Mina Shaughnessy's theory of composing; (11) the method of teaching English presented in educational periodicals from 1886 to 1917; and (12) the consistency with which teachers at various grade levels convey affect via different channels of communication. (FL)
Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1982 (Vol. 43 Nos. 1 through 6).

Compiled by the Staff of the ERIC Clearinghouse on Reading and Communication Skills

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Abstracts of the following dissertations are included in this collection:

Bedingfield, Nola Jane  
ETHNOGRAPHIC STUDY OF KNOWLEDGE AND SKILLS OF ELEMENTARY PRINCIPALS RELEVANT TO DEVELOPMENT OF READING PROGRAMS

Bromberg, Samuel David  
AN ANALYSIS OF THE EFFECTS OF A COMMUNICATION SKILLS TRAINING PROGRAM FOR ELEMENTARY SCHOOL PRINCIPALS ON TEACHERS' PERCEPTIONS OF THE PRINCIPAL'S INTERPERSONAL COMPETENCE AND OVERALL LEVEL OF EFFECTIVENESS

Cottrell, Diane Lillian  
THE TEACHING EXPERIENCE: PORTRAITS OF ENTHUSIASTIC, SUCCESSFUL ENGLISH TEACHERS

Frager, Alan Michael  
FACTORS CONTRIBUTING TO CONTENT-TEACHERS' JUDGMENTS OF THE READING ABILITIES OF SECONDARY SCHOOL STUDENTS

Friedman, Ruben  
SHORT STORIES IN PRESERVICE TEACHER EDUCATION

Guerra, Cathy Lynne  
TEACHERS' KNOWLEDGE OF READING AS A DIMENSION OF CLARITY OF READING INSTRUCTION

Johnson, Jean Gibson  
SCHOOL COMMUNICATIONS: PERCEPTIONS AND PRIORITIES

Marshall, Evelyn Myrtle  
TEACHERS' KNOWLEDGE OF THE RELATIONSHIP OF AUDITORY ACUITY AND HEARING IMPAIRMENT TO READING

O'Connor, Joseph Owen  
THE EFFECTIVE VERBAL AND NONVERBAL BEHAVIOR OF SEVENTH-GRADE LANGUAGE ARTS TEACHERS

Payne, Cynthia Brooks  
A COMPARATIVE STUDY OF HIGH SCHOOL TEACHERS' ATTITUDES TOWARD ERROR IN WRITTEN COMPOSITION COMPARED WITH KEY PRINCIPLES OF MINA SHAUGHNESSY'S THEORY OF COMPOSING

Sahdow, Linda Kaye  
METHODS OF TEACHING ENGLISH PRESENTED IN EDUCATIONAL PERIODICALS, 1886 TO 1917

Trotter, Thomas Vincent  
THE CONSISTENCY WITH WHICH TEACHERS AT VARIOUS GRADE LEVELS CONVEY AFFECT VIA DIFFERENT CHANNELS OF COMMUNICATION
AN ANALYSIS OF THE EFFECTS OF A COMMUNICATION SKILLS TRAINING PROGRAM FOR ELEMENTARY SCHOOL PRINCIPALS ON TEACHERS' PERCEPTIONS OF THE PRINCIPAL'S INTERPERSONAL COMPETENCE AND OVERALL LEVEL OF EFFECTIVENESS Order No. DAB215782

BROMFIELD, NOLA, Ph.D. The University of Oklahoma, 1982. 106pp. Major Professor: Robert L. Curry

This study examined the self-reported role and responsibility of elementary principals in Oklahoma which were related to the area of reading by means of an opinionnaire providing ten components of reading to be rated on a five-point scale of importance. In addition, the components of reading were rated as to the importance additional information about each component would be for the elementary principals. Administrative experience, classroom teaching experience, college course hours in reading, gender, and interest in further training which related the role of elementary principal to the area of reading provided data which revealed the following: (1) Elementary principals in Oklahoma considered their role and responsibility important with respect to the area of reading, (2) additional information, as well as training, were of importance to elementary principals, (3) the highest rated components dealt with improvement of instructional quality of reading, and (4) the value assigned components of reading were not significantly affected by college course hours in reading, elementary classroom teaching experience, or gender.

THE TEACHING EXPERIENCE: PORTRAITS OF ENTHUSIASTIC, SUCCESSFUL ENGLISH TEACHERS Order No. DAB224929

COTTRELL, DIANE LILLIAN, Ph.D. The University of Michigan, 1982. 289pp. Chairman: William Cave

This study of six experienced, successful teachers is an attempt to determine how they have preserved their enthusiasm when so many are dissatisfied. The literature on teacher "burnout" fails to offer meaningful solutions. The emphasis is generally on organizational structure and individual coping strategies rather than on the teaching process itself. I chose a phenomenological approach because no questionnaire could begin to capture the complexity of a teacher's experience. Four female and two male secondary English teachers, each having taught ten or more years, were observed in the classroom and interviewed several times. This dialogical process was aimed at mutual understanding and creation of meaning, not some generalizable "truth." Portraits of each person are presented, comprehensive descriptions of the teacher's his or her attitudes, feelings and behavior, within an immediate social context.

FAC-TORS CONTRIBUTING TO CONTENT-TEACHERS' JUDGMENTS OF THE READING ABILITIES OF SECONDARY SCHOOL STUDENTS Order No. DAB223566


The purpose of this study was to investigate factors associated with content-teachers' judgments of the reading abilities of secondary school students. These factors included: (a) teacher cognitive style, (b) teacher knowledge of reading, (c) accuracy of teacher judgment, and (d) the types and amounts of information teachers use in making judgments. The study was based on a model of the teacher as an information processor which predicted that when content-teachers are given a common judgment situation, differences in the teachers' search strategies (cognitive styles) and/or their levels of knowledge of reading would effect. (a) the types of information they used for making judgments, (b) the amounts of information they used to make the judgments, and (c) the accuracy of those judgments. Fifty-three content-teachers made judgments about three students whom they viewed in a videotape simulation of the reading and reading-related activities which typically occur in secondary school English and social studies classrooms. The content-teachers recorded in writing their observations of the students' behaviors. Judgments of strengths and weaknesses concerning 45 skills and factors related to the students' reading abilities were recorded on.
n adequate reading education can successfully prepare students for high achievement, as it provides a new perspective to teaching. A story about classroom events may enable the preservice student to think about possible solutions to an educational problem. Reading and discussing the story will lead to a classroom problem that preservice students will have to deal with in their future classrooms. The story may enable the preservice student to think about possible solutions to an educational problem. Reading and discussing the story will lead to what Maxine Greene calls "wide-clarity" on the student's part.

In addition, short stories can provide the preservice student with a new perspective to teaching. A story about classroom events may be used as the next best thing to an actual classroom visitation. Reading and discussing a short story may also be used as a way of problem solving. A carefully chosen story will revolve around a classroom problem that preservice students will have to deal with in their future classrooms. The story may enable the preservice student to think about possible solutions to an educational problem. Reading and discussing the story will lead to what Maxine Greene calls "wide-clarity" on the student's part.

This study named ten American short stories that are applicable in introductory courses in teacher education programs because they may add an aspect of the humane that tends to be insufficient in current programs.

The purpose of this study was to investigate the use of an informal procedure of value ranking items of written administrative communications to facilitate a building administrator's analysis of the perceptions and priorities of the professional staff. The procedure appeared to have potential as an administrative tool for school managers. It was expected that such knowledge would better equip the administrator in fulfilling the roles of instructional leader, manager, and change agent.

The study hypothesized a relationship between motivation theory, organizational climate, and communication. It was further hypothesized that an open school climate would provide the atmosphere most likely to support high achievement in job performance and incentives for a teacher to produce at maximum capacity.

Teachers and administrators in four schools of a suburban eastern Massachusetts district completed the Organizational Climate Description Questionnaire, developed by Halpin and Croft, and the Value Ranking Questionnaire, designed by the researcher and tested as a part of this study. The OCDO was used to determine the climate existing in each school. The VRQ asked respondents to rank by priority 10 items of written communications from administrators. Each item represented a need/factor identified by the motivation models of Porter and Herzberg.

Only one school was identified as having an open climate by the OCDO, and that school's administrator and professional staff VRQ rankings were the only set of the four to have a significant positive correlation. No set of VRQ rankings showed a significant positive correlation with the VRQ of the Porter and Herzberg models.

The major findings of this study offered evidence to support the premise that a process of value ranking items of communication is a means of gaining insight into the perceptions and priorities of the professional staff. It would appear that the open climate did offer the best setting for the administrator to gain an accurate perception of the professional staff's priorities as identified by VRQ items. The challenge to the administrator would be to work with the faculty to encourage their seeking of higher level motivators and to provide opportunities for the fulfillment of their needs.
Teachers and specialists were tested to determine whether they would demonstrate similar knowledge about and attitudes toward auditory acuity, the hearing impaired, and remedial reading situations. It also offers a training for teachers who work with hearing impaired children in the regular classrooms.

Demographic data were also gathered and included in the instrument. Raw scores were used in the statistical analyses on the test and demographic data. An independent samples t-test and analysis of variance (ANOVA) were used to determine significant differences.

The results showed that specialists were more knowledgeable than classroom teachers. Communication specialists-teachers of the hearing impaired and speech and language pathologists—were better informed than the other four subgroups. Teachers of the hearing impaired were superior to all five other subgroups on knowledge about auditory acuity and hearing impairment.

In conclusion, regular education teachers do not know much about the basic concepts of auditory acuity, hearing impairment and remedial reading, and they were inadequately prepared to teach the hearing impaired in the regular classrooms.

The purposes of the investigation were: (1) to analyze the verbal behavior of four Language Arts teachers, (2) to analyze the nonverbal behavior of four subgroups, (3) to determine whether or not there was a significant difference in the verbal behavior of the most effective teacher, and (4) to determine whether or not there was a significant difference in the nonverbal behavior of the most effective teacher, and (5) to determine the role of nonverbal enthusiasm in teacher effectiveness.

The Flanders Interaction Analysis System was used to measure verbal and nonverbal interaction and the Collins Enthusiasm Rating Chart measured nonverbal interaction. In order to determine teacher effectiveness a literal recall test, a comprehension test, and a test that measured synthesizing ability were given to the students. The written answers were marked holistically by English teachers who had experience with the written answers and the various field research skills associated with the open-ended interview, particularly the coding and interpretation of subjective data.

The second conclusion was that the construct that depicted the most effective teacher in his "lecture" and "questions" used "student ideas" and "feelings" and thereby communicated a concern for the students.

The first conclusion was that nonverbal enthusiasm might be more subtle and covert than originally estimated. The "tone of voice" and "gestures" used by the most effective teacher might carry more of an impact on the students than high tallies in other categories.

The second conclusion was that the construct that depicted the most effective teacher as one who was concerned with the socio-emotional and task orientation of the child appeared to be reliable. The most effective teacher in his "lecture" and "questions" used "student ideas" and "feelings" and thereby communicated a concern for the students.

In an effort to test her ideas out on an active teaching population, a seventy-two item inventory was developed which explored the attitudes of a given school system's secondary English teachers toward writing instruction and student error. The data derived from this inquiry made it possible to picture how some teachers align themselves with Shaughnessy's principles and with interactionist theory in general.

As a corollary part of the study, twelve English teachers participated in in-depth interviews designed to enlarge on the qualitative results of the survey and to provide a forum for discussion on the issue of writing instruction. A schedule of ten questions was developed as a basis for these interviews, and the respondents' verbal answers are included in this report.

The methods employed in this study include literary analysis and comparison, the piloting, administration and statistical analysis of a Likert-type attitude inventory, and the various field research skills associated with the open-ended interview, particularly the coding and interpretation of subjective data.

An effort has been made to demonstrate how other key progressive interactionists connect with Shaughnessy's ideas about writing instruction, including Vygotsky, Elbow, Emig, Moffett, and Macrorie. It was determined from this study that the teachers surveyed were not in complete agreement with Shaughnessy than the recent literature in the field would indicate, but that they remained frustrated in their attempts to incorporate their beliefs into personal pedagogical practices.
the period? (4) What methods of teaching English were presented in the device journals of the period? (5) How are the methods presented in general and device journals similar or different? (6) What new perspectives can be added to the history of teaching English based upon the results of this study? Following the identification of ten journals for examination, content analysis was used to categorize both the form and content of the discussions of methods of teaching appearing in both classes of journals. It was found that the general journals presented brief, didactic suggestions within lengthy articles; the device journals were more likely to present explicit, pragmatic suggestions within brief articles. General journals presented methods focused more on pedagogical techniques for the teaching of literature and composition, while device journals presented methods focused more on the procedures for presenting a specific literature, language, or composition lesson to a class. An analysis of the data and explanation of the relationship of the teaching methods to the major educational issues of the period showed that these two categories of journals made different, but complementary, contributions to the evolution of methods of teaching English in secondary schools.

THE CONSISTENCY WITH WHICH TEACHERS AT VARIOUS GRADE LEVELS CONVEY AFFECT VIA DIFFERENT CHANNELS OF COMMUNICATION Order No. DAB212753


Major Professor: Thomas N. Fairchild

Purpose. Teacher affect, communicated primarily through nonverbal behavior, influences student mental health. When contradicting verbal discourse, teacher nonverbal behavior provides clues to authentic affect. The resulting incongruence across channels of communication can confuse the receiver, and may, with prolonged exposure, prove detrimental to mental health.

The purposes of this study were twofold: (1) to assess the prevalence of incongruence of affect conveyed by teacher facial expression, body movement, and verbal-vocal behavior, and (2) to investigate whether teachers with different grade level assignments vary when expressing affect, given the general decline in self-esteem and classroom climate that tends to occur with advancement through the grades. A secondary focus was to determine which single channel of communication dominates in conveying affect.

Procedure. The instructional behavior of 73 teachers with different subject matter and grade level affiliations was videotaped. These productions were reduced to 30-second episodes from which facial expression, body movement, and verbal-vocal behavior were separated for study. Each channel-specific presentation was then decoded by raters tasked with identifying distinct mood states.

Ratings were analyzed to determine if significant differences were evident among consecutively occurring channels of communication and/or grade level assignments of teachers, and if any single channel is a relatively more powerful conveyance of affect when operating in combination with other channels.

Findings. Teacher communication was characterized by incongruence among channels. No single channel was found to be consistently discrepant in communicating affect, with the exception of facial expression. Negative emotions were expressed with relatively greater intensity via this modality than through other forms of output studied.

Teachers at the primary level express more positive affect than do teachers at other grade levels. Intermediate level teachers were found to express less interest than their counterparts at other grade levels.

Differences among channels of communication varied with the particular affect expressed.

Conclusions. (1) Teacher affect can be perceived from isolated channel output. (2) Teacher production of conflicting affective messages may complicate clear reception of information and impact student mental health. (3) Channels of communication differ in the amount and nature of affective information they can transmit. (4) Social context may play a significant role in facilitating or inhibiting expression of affect. (5) Visual modality dominance in influencing receiver judgments of affect may be attributable to the ever-present availability of these cue sources.
Copies of the Dissertations may be obtained by addressing your request to:

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