This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the effect of dialect variation on second grade students' perception of phoneme-grapheme correspondence; (2) communication rules and perceived outcomes within and between domestic culture groups; (3) the attitudes toward reading expressed by students in Poland and the United States; (4) the effects of highly valued rewards on intrinsic interest in reading in black third grade children; (5) intercultural communication between Native American and Anglo-American college students; (6) the reading preferences of elementary school children of varying socioeconomic levels as indicated by school library circulation records; (7) the perceptual impact of basic communication fidelity and nationality upon selected group interaction variables; (8) the influence of communication on black children's self concept; (9) factors relative to reading achievement of black and of white students in a rural desegregated setting; (10) the use of figurative devices in aiding comprehension for speakers of black English; (11) the relationships between phonetic awareness and reading acquisition; (12) the effects of cultural schemata on the reading comprehension of average sixth grade readers. (FL)
Bilingual, Bicultural, and Bidialectal Studies
Related to Reading and Communication Skills:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

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Abstracts of the following dissertations are included in this collection:

Bibler, Nancy A.  
AN INVESTIGATION OF THE EFFECT OF DIALECT VARIATION ON SECOND GRADE STUDENTS' PERCEPTION OF PHONEME-GRAPHHEME RELATIONSHIPS: A PSYCHOLINGUISTIC PERSPECTIVE

Collier, Mary Jane  
COMMUNICATION RULES AND PERCEIVED OUTCOMES WITHIN AND BETWEEN DOMESTIC CULTURE GROUPS: A COMPARISON OF INTRACULTURAL AND INTERCULTURAL CONVERSATIONS AMONG ACQUAINTANCES

Dodd, Elizabeth Parowski  
A COMPARATIVE STUDY OF THE ATTITUDES TOWARD READING EXPRESSED BY STUDENTS IN POLAND AND THE UNITED STATES

Harris, Susan Carithers  
THE EFFECTS OF A HIGHLY VALUED REWARD ON INTRINSIC INTEREST IN READING IN BLACK THIRD GRADE CHILDREN

Kennan, William Ray  
AN EXPLORATORY STUDY OF INTERCULTURAL COMMUNICATION BETWEEN NATIVE AMERICAN AND ANGLO-AMERICAN COLLEGE STUDENTS

Lowery, Jean O'Brien  
READING PREFERENCES OF ELEMENTARY SCHOOL CHILDREN OF VARYING SOCIO-ECONOMIC LEVELS AS INDICATED BY SCHOOL LIBRARY CIRCULATION RECORDS

Lowry, David Neil  
THE PERCEPTUAL IMPACT OF BASIC COMMUNICATION FIDELITY AND NATIONALITY UPON SELECTED GROUP INTERACTION VARIABLES

McDermott, Steven Thomas  
THE INFLUENCE OF COMMUNICATION ON BLACK CHILDREN'S SELF CONCEPT

Pendergrass, Hilda Plyler  
FACTORS RELATIVE TO READING ACHIEVEMENT OF BLACK AND WHITE STUDENTS IN A RURAL DESEGREGATED SETTING

Pickens, Idalia Rodriguez  
A CROSS-CULTURAL STUDY EXAMINING THE EFFECTS OF CULTURAL SCHEMATA ON THE READING COMPREHENSION OF AVERAGE SIXTH GRADE READERS

Tassopulos, Joan M.  
THE RELATIONSHIP OF MATERNAL FACTORS AND SOCIOECONOMIC LEVEL TO READING ACHIEVEMENT OF 7-11 YEAR-OLD BLACK STUDENTS

Taylor, Marsha Anne  
THE USE OF FIGURATIVE DEVICES IN AIDING COMPREHENSION FOR SPEAKERS OF BLACK ENGLISH

Tift, Rosa M.  
AN INVESTIGAION OF THE INTERPRETATION OF METAPHORICAL LANGUAGE OF STUDENTS ATTENDING A PREDOMINANTLY BLACK COLLEGE

Tuton, John Frederick  
FIRST STEPS IN LEARNING TO READ: AN INQUIRY INTO THE RELATIONSHIPS BETWEEN PHONETIC AWARENESS AND READING ACQUISITION
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AN INVESTIGATION OF THE EFFECT OF DIALECT VARIATION ON SECOND GRADE STUDENTS’ PERCEPTION OF PHONEME-GRAPHHEME RELATIONSHIPS: A PSYCHOLINGUISTIC PERSPECTIVE
Order No. DA8303670
Major Professor: Dr. Lester N. Knight

The purpose of the study was to measure student attitudes toward reading and to determine the effects of grade level, sex, and cultural background on reading attitudes. The study was designed to investigate students' interest in the context of free-choice leisure reading. Home reading environment and reading behaviors were examined to help provide background information about the students.

The purpose of this study was to measure student attitudes toward reading and to determine the effects of grade level, sex, and cultural background on reading attitudes. The study was designed to investigate students' interest in the context of free-choice leisure reading. Home reading environment and reading behaviors were examined to help provide background information about the students.

THE EFFECTS OF A HIGHLY VALUED REWARD ON INTRINSIC INTEREST IN READING IN BLACK THIRD GRADE CHILDREN
Order No. DA8213189
HARRIS, SUSAN CARITHERS, PhD. University of Pittsburgh, 1981. 94pp.

The purpose of this study was to investigate the impact of extrinsic rewards on intrinsic interest in an academic task, reading. Although several researchers have concluded that extrinsic rewards undermine intrinsic interest, many questions remain unanswered. This study provided additional information. It was predicted that (1) high interest reward children would not spend more time engaged in the target activity than high interest no-reward children, and (2) low interest reward children would spend more time engaged in the target activity than low interest no-reward children.

Participants were 45 third grade black children. Interest in reading was assessed in the children's classrooms by asking them to rank three academic subjects. Those children who ranked reading number one were designated the high interest group, and those children who ranked reading number three were designated the low interest group. The activity of major interest was reading from one of four attractive storybooks. Children in the high interest group and children in the low interest group were assigned to one of two conditions. In the reward condition, children were allowed to choose one of four rewards. In the no-reward condition, children who did not receive a reward for reading.

The primary measure of interest was the number of seconds engaged in reading during the free-choice periods. These data were subjected to a 2 x 2 x 2 repeated measures analysis of variance. The results did not indicate any deleterious effects of rewards on interest.
The purpose of this study was to investigate the impact of basic communication fidelity (BCF) upon the perceptions of national observers toward national and international communicators across a variety of group interaction variables. Research is presented which indicates that (1) international observers are typically more influenced less favorably than national observers across a variety of interpersonal variables, (2) as BCF increases, more favorable ratings are attributed to communicators across interpersonal variables, and (3) increased BCF may be able to mitigate the less favorable impressions national observers attribute to international communicators. It was hypothesized that across selected group interaction variables, national observers would perceive (1) significant differences between communicators of high, medium, and low BCF ability, and (2) no significant interaction effects were anticipated.

The investigation utilized national students from Oklahoma Christian College and Venezuelan students from the English Language School at Oklahoma City University.

The communicators were videotaped while communicating a BCF stimulus image. After presenting, communicators of each nationality were divided into high, medium, and low BCF groups. Later, the videotapes were viewed by 180 randomly selected national observers. The observers were randomly assigned to one of six BCF groups (national, international [that is, Venezuelan], by high, medium, and low BCF). After the observers viewed each videotape, they were asked to complete two group interaction measures.

Statistical analyses indicated that across the two group interaction measures, national observers perceived (1) significant differences between high, medium, and low BCF ability, (2) significant differences between nationalities, and (3) no significant interaction effects. Recommendations are made for future research concerned with the utilization of the small group discussion as an instructional strategy.

The influence of communication on black children's self-concept

The research examined the influence of communication on black children's racial and self-esteem. A review of the literature pointed out deficiencies in past esteem development research, such as a focus on only one or two variables at a time, the failure to account for communication in esteem development, and conception and measurement problems with esteem. To overcome these deficiencies, a survey of fourth and fifth grade black children was conducted to assess the overall and interactive influence of communication on these aspects of esteem development, and (3) comparative esteem, which was conceptualized as the child's conception of the value or worth of his/her own racial group, and (3) comparative esteem, which was conceptualized as the child's conception of the value or worth of his/her own racial esteem as compared with the esteem held toward another racial group (in this study, the difference between black and white perceptions).

A total of 18 hypotheses predicted that (1) communication from parents and peers that emphasized positive characteristics of black people would be related to more positive esteem levels than communication that does not emphasize positive characteristics, (2) frequent viewers of black-family television shows would have more positive attitudes toward black child and adult television characters than those who are substantially less frequent viewers, (3) children who are the heaviest viewers of black-family shows have higher racial and comparative esteem than those who are less frequent viewers, and (4) communication from parents and peers which emphasizes positive characteristics of black adult and child television characters will be more highly positively related to positive attitudes toward black adult and child television characters than communication that does not emphasize positive characteristics.

Survey data were collected from 82 fourth and fifth grade children. In addition to descriptive results that indicated among other findings that black children have fairly positive esteem levels, and that communication levels are fairly high, 11 of the 18 hypotheses were supported.

It appears that communication is an important factor in socialization and in relation to black children's esteem development.

AN EXPLORATORY STUDY OF INTERCULTURAL COMMUNICATION BETWEEN NATIVE AMERICAN AND ANGLO-AMERICAN COLLEGE STUDENTS


Intercultural communication is seen by Native Americans as a means of acculturation, and universities are viewed as distinctly non-Indian institutions. Thus, because the educational process is predicated on effective communication American Indian students have come to see the educational atmosphere as one in which "Indianness" is lost. Thus, Native Americans appear to adopt a communication strategy of interactional avoidance which they believe will allow them to maintain cultural standing while remaining in the educational context. Importantly, this strategy has led to significant dropout rates among male Indian students. An exploratory study was conducted in order to better understand the dimensions and process of this strategy.

An analysis of the data revealed a linear combination of fourteen interaction analysis variables that predicted cultural membership (canonical correlation r = .96, p > .0002). Plots of values of the interaction analysis variables across time indicated that while information exchange activity, remained constant across time, negotiation, problem solving, and behavior change categories were inversely related suggesting that the basis for any communication situation must be negotiated before other activities may proceed. This observation is supported by the fact that the groups containing Native Americans required longer periods of time to reach solutions. The study concludes that the patterns of communication for Native Americans and Anglo-Americans are fundamentally different as are their approaches to structuring communication events.

READING PREFERENCES OF ELEMENTARY SCHOOL CHILDREN OF VARYING SOCIO-ECONOMIC LEVELS AS INDICATED BY SCHOOL LIBRARY CIRCULATION RECORDS


This study was designed to investigate the reading preferences of elementary school children and to assess the relationship between socio-economic level and preference. It was an extension of a study conducted by Therese Bissen Bard.

Elementary school library circulation records from two schools, one with children of high socio-economic status and one with children of low socio-economic status, were examined. The data from each school were analyzed separately to determine the categories of literature preferences present in the sample. The data were then organized, classified, and summarized into frequency distribution using these categories. The circulation figures were adjusted to compensate for the difference in the number of students in each school. Multivariate analysis of variance (MANOVA) was used to test for differences based on the adjusted circulation figures. For each school a list of titles that circulated frequently enough to be one or more standard deviations above the mean circulation was compiled. These results were analyzed to determine if any differences existed between type of literature as well as specific titles preferred by children of each socio-economic group.

Findings revealed that the students of low socio-economic status preferred imaginative-easy literature while the students of high socio-economic status preferred imaginative-non-fiction books. Significant differences were found between the two groups in their preferences for content books, imaginative literature, realistic fiction, and easy books on the basis of the number of titles in each class and category. On the basis of the circulation figures, differences were significant between the two groups in preference for content books, imaginative literature, realistic fiction, and easy books. No preference differences were found for biographies and Hawaiiana.

The children of high socio-economic status showed a preference for books that had anthropomorphic characters and simple vocabulary, while the children of high socio-economic status showed a preference for books of riddles. Distinguished titles and biographies did not circulate widely in either school. The study yielded no data concerning reading preferences according to author.

THE PREFERENTIAL IMPACT OF BASIC COMMUNICATION FIDELITY AND NATIONALITY UPON SELECTED GROUP INTERACTION VARIABLES


The purpose of this study was to investigate the impact of basic communication fidelity (BCF) upon the perceptions of national interaction variables. Research is presented which indicates that (1) international observers are typically more influenced less favorably than national observers across a variety of interpersonal variables, (2) as BCF increases, more favorable ratings are attributed to communicators across interpersonal variables, and (3) increased BCF may be able to mitigate the less favorable impressions national observers attribute to international communicators. It was hypothesized that across selected group interaction variables, national observers would perceive (1) significant differences between communicators of high, medium, and low BCF ability, and (2) no significant interaction effects. Recommendations are made for future research concerned with the utilization of the small group discussion as an instructional strategy.

THE INFLUENCE OF COMMUNICATION ON BLACK CHILDREN'S SELF CONCEPT


The research examined the influence of communication on black children's racial and self-esteem. A review of the literature pointed out deficiencies in past esteem development research, such as a focus on only one or two variables at a time, the failure to account for communication in esteem development, and conception and measurement problems with esteem. To overcome these deficiencies, a survey of fourth and fifth grade black children was conducted to assess the overall and interactive influence of communication on these aspects of esteem development. (1) self-esteem, (2) racial and comparative esteem, and (3) comparative esteem, which was conceptualized as the child's conception of the value or worth of his/her own racial group, and (3) comparative esteem, which was conceptualized as the child's conception of the value or worth of his/her own racial esteem as compared with the esteem held toward another racial group. (In this study, the difference between black and white perceptions.)

A total of 18 hypotheses predicted that (1) communication from parents and peers that emphasized positive characteristics of black people would be related to more positive esteem levels than communication that does not emphasize positive characteristics, (2) frequent viewers of black-family television shows would have more positive attitudes toward black child and adult television characters than those who are substantially less frequent viewers, (3) children who are the heaviest viewers of black-family shows have higher self, racial and comparative esteem than those who are less frequent viewers, and (4) communication from parents and peers which emphasizes positive characteristics of black adult and child television characters will be more highly positively related to positive attitudes toward black adult and child television characters than communication that does not emphasize positive characteristics.

Survey data were collected from 82 fourth and fifth grade children. In addition to descriptive results that indicated among other findings that black children have fairly positive esteem levels, and that communication levels are fairly high, 11 of the 18 hypotheses were supported.

It appears that communication is an important factor in socialization and in relation to black children's esteem development.
programs to include reading materials that represent an attempt to better meet the reading comprehension were discussed in view of findings on cultural schemata and its implications interacts with the text to produce comprehension. The evidence indicates that cultural background is the underlying framework for understanding the texts he/she reads. The evidence embodies knowledge of the content of the culture-specific selections between thamale and female students do better in reading comprehension irrespective of the Anglo students read all the passages significantly faster than the non-culture-specific ones. The findings showed that there were no differences in the reading speed among the culture-specific and non-culture-specific passages by the Chicano and Navaho students. The Anglo students read all the passages significantly faster than the minority children's cultural background. The results indicated very different relations among specific family factors and socioeconomic level were related to a set of students' reading test scores, controlling for the effect of verbal intelligence. Mother's estimate of child's reading achievement, mother's expectancy of child's reading achievement, and maternal nonacceptance of child comprised the maternal block of variables. The subjects were obtained from a university reading clinic. Black boys and girls of late childhood and their mothers. The Present Schedule was constructed to test the maternal variables and to gather demographic information about the family; each mother was personally interviewed and given an attitude scale, The Mother-Child Relationship Evaluation (Roth). The students were tested for word recognition, vocabulary, and reading comprehension in addition to being given the Peabody Picture Vocabulary Test. An incremental method of data analysis was employed in which variable composites were formed, concluding with the use of several multiple regression techniques (an overall F test and stepwise and stepdown techniques). It was found that the maternal set of variables explained a significantly greater amount of the variance in reading test scores than socioeconomic level. The overall test produced an F ratio of 12.30, significant at the 0.1 level, and an adjusted R square of 0.60. Decomposition of the total explained variance resulted in 60 percent accounted for by the maternal set of variables; the contribution of socioeconomic level was negligible. This pattern of findings, although only representative of the black family, was in accord with earlier findings from the Chicago school of family environment research. Specific family factors accounted for most of the variance in student achievement than family structure factors. The present research indicates that use of "nonstandard" language patterns for these results are discussed in light of previous attitudes toward the use of "nonstandard" language patterns in the classroom.
AN INVESTIGATION OF THE INTERPRETATION OF
METAPHORICAL LANGUAGE OF STUDENTS ATTENDING A
PREDOMINANTLY BLACK COLLEGE Order No. DA8306173
Tipt, Rosa M., Ph.D. The Florida State University, 1982. 106pp. Major
Professor: Edwin H. Smith

This study investigated the ability of college freshmen, sophomores, juniors and seniors, in a predominantly Black college, to interpret metaphorical language and to differentiate their abilities in the interpretation of six types of tropes: Litotes, personification, synecdoche, hyperbole, metonymy and incarnation.

The data were acquired from 400 responses for 98 freshmen, 101 sophomores, 104 juniors and 97 seniors at Albany State College on the Revised Tullos Test of Metaphorical Language Interpretation. The respondents reacted to 72 multiple-choice items.

According to F-tests in one-way analysis of variance there were significant differences between the total score means for freshmen, sophomores, juniors and seniors, and also for each of the six tropes.

Analysis comparing contiguous sub-group means by the Scheffe's Procedure of Multiple Range Comparison and the S-method of Multiple Comparisons, disclosed that the development of metaphorical language interpretation skills did not improve significantly from year-to-year during the college experiences except during the freshman and sophomore years. From the end of the sophomore college year, no significant improvement was further noticed among juniors and seniors. The researcher's subsequent hypotheses is that the creasing of metaphorical language interpretation skills at the end of the sophomore year and its lack of further improvement in the junior and senior college years may be due to the absence of required English fundamentals courses in the junior and senior years.

In addition to the primary concerns, this study sought to determine which of the six tropes proved to be difficult for each of the four sub-groups of subjects. This was determined by comparing z-scores means within each of the subgroups (freshmen, sophomores, juniors, and seniors). It was found that: (1) Freshmen most often failed to interpret correctly the personification trope. (2) Sophomores most often failed to interpret correctly the incarnation trope. (3) Juniors most often failed to interpret correctly the trope personification. (4) Seniors most often failed to interpret correctly the metonymy trope.

FIRST STEPS IN LEARNING TO READ: AN INQUIRY INTO
THE RELATIONSHIPS BETWEEN PHONETIC AWARENESS
AND READING ACQUISITION Order No. DA8302189

This dissertation explores the relationships between ability to use phonetic coding in short-term memory, awareness of phonetic properties of speech, and success in acquiring reading skills. It also examines whether these abilities affect reading acquisition for Black-English (BE) dialect speakers, and explores the possibility of enhancing the development of such abilities through phonic teaching methods.

Thirty-seven first-grade children from two Philadelphia nonpublic schools were grouped by reading level (teacher recommendation and WRAT Reading Score), years of exposure to phonic teaching methods, predominance of BE dialect (measured via pictorial naming task constructed for the experiment), intelligence (PVT), age, and sex. They were first tested on a series of letter-string recall tasks according to procedures established by Shankweiler, Liberman, Mark, Fowler, and Fischer (1979). Results confirmed the conclusion of this and other previous studies (Mann, Liberman, & Shankweiler, 1980), that ability to use phonetic coding in short-term memory significantly relates to success in reading. Most importantly, these abilities were not compromised by BE dialect speaking or other factors.

The subjects were subsequently tested on a series of verbally-presented syllable and phoneme awareness tasks, freely adapted from Alegria, Pignot, and Morias (in press). Results strongly supported previous findings that good and poor readers may be differentiated by their ability to segment phonemes. As with the initial study involving phonetic coding, no other factors, including BE dialect, significantly altered this finding.

Exposure to phonic teaching methods indirectly affected the results of the above experiments, and it is suggested that such methods may have a "mutually enhancing" relationship with reading acquisition. The major contribution of this research, however, is empirical evidence that BE dialect speaking, per se, does not deter acquisition. Phonetic coding and segmentation abilities, or may wrongly support it, for all beginning readers.
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