Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

83

10p.; Pages may be marginally legible.

Reference Materials - Bibliographies (131)

Administrator Role; Annotated Bibliographies; Computer Assisted Instruction; Content Area Reading; *Doctoral Dissertations; *Educational Research; Elementary-Secondary Education; Higher Education; Inservice Teacher Education; Methods Courses; *Reading Instruction; Reading Research; Remedial Reading; Role Playing; Special Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education; Writing Instruction

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) the effects of simulated role playing on student knowledge, attitudes, and performance in an undergraduate reading methods course; (2) Indiana English teachers' perceptions of their college preparation; (3) instructional behavior in the reading arts of two groups of special educators; (4) inservice training on reading in the content areas; (5) teachers' and supervisors' perceptions of appropriate instruction for teaching reading to good and poor readers; (6) achievement, aptitude, and attitudinal variables related to preservice teachers' performance on criterion referenced tests in reading; (7) teachers and students as conversational partners; (8) the effects of inservice training of reading teachers on the achievement of reading pupils in a metropolitan school system; (9) factors influencing first grade teachers' selection and use of diagnostic procedures in beginning reading; (10) attitudes and perceptions of teachers of freshman composition; (11) an innovative inservice model for paraprofessionals in an elementary school; (12) teacher perceived management style as related to the reading scores of elementary school students; and (13) the interactions between an external change agent and teachers implementing a reading readiness curriculum. (FL)
Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

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Compiled by the Staff of the ERIC Clearinghouse on Reading and Communication Skills
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accessible in searches of the ERIC data base. Ordering information for disserta-
tions themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Black, Joan Michelle
THE EFFECTS OF SIMULATED ROLE-
PLAYING ON STUDENT KNOWLEDGE,
ATTITUDES, AND PERFORMANCE IN
AN UNDERGRADUATE READING
METHODS COURSE

Boyle, Janet Elaine
A STUDY OF INDIANA ENGLISH
TEACHERS' PERCEPTIONS OF THEIR
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Cabat, Jonathan Myles
A DIFFERENTIAL ANALYSIS OF
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Cass, Stephen Charles
INSERVICE TRAINING ON READING
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Pitis, Philip Daniel
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Turner, Gwendolyn Yvonne
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A DIFFERENTIAL ANALYSIS OF INSTRUCTIONAL BEHAVIOR IN THE READING ARTS OF TWO GROUPS OF SPECIAL EDUCATORS: TEACHERS OF THE EMOTIONALLY HANDICAPPED AND EDUCABLE MENTALLY RETARDED

Order No. DA8313360


Required disability specialization in special education teacher-training programs and disability-based special education class placement in the New York City Board of Education are common practices today. However, no empirically gathered information exists which attempts to differentiate the instructional behavior of special education teachers to establish whether they indeed function in a unique fashion according to the handicapping condition with which they deal.

The current investigation has compared the teaching behavior of teachers of the emotionally handicapped and educable mentally retarded as they impart the "tool subject" area, the reading arts. Fifteen teachers in each of the above disability groups were videotaped while imparting the reading arts curriculum in the New York City Public Schools. The videotapes were then analyzed using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipulated seven-digit numbers. Using the Taxonomy for Instructional Treatments, a model used to describe and quantify instructional behavior in the reading arts curriculum. The taxonomy which was developed by Tannenbaum (1970) provides a description of the content or the "what" of instruction as well as the strategy or the "how" of reading arts instruction. In addition, the Taxonomy allows the coding of the instructional act in easily manipul...
Teachers' and Supervisors' Perceptions of Appropriate Instruction for Teaching Reading to Good and Poor Readers


This study investigated teachers' and supervisors' perceptions of appropriate instructional practices for good and poor readers. Subjects included 498 fourth-, fifth-, and sixth-grade classroom teachers and 21 supervisors employed in public school systems of a mid-Atlantic state. A questionnaire was developed and validated in a pilot study that involved selected field-based experts and elementary teachers. Subjects were asked to rate the appropriateness of 24 instructional practices for good readers and poor readers using a five-point Likert type scale and to supply demographic information. The ratings were analyzed to determine significant differences in ratings of appropriateness for good readers as compared to poor readers with respect to the degree of learner involvement, level of questioning strategies, and instructional focus on comprehension. Two-sample f-tests were used to determine statistically significant differences in ratings. Alpha coefficients were calculated to determine agreement on the differentiation of ratings among subjects. Pearson product-moment correlation coefficients were calculated to determine agreement between subjects and to determine statistically significant relationships between demographic information and subject's ratings.

Significant differences were found in the ratings of appropriateness of instructional practices for good readers as compared to poor readers. Practices that reflected a high degree of learner involvement and low level of questioning strategy were rated more appropriate for poor readers; in contrast, practices with a high degree of involvement and level of questioning were rated more appropriate for good readers. Whether practices reflected a comprehension or decoding instructional focus, they were rated more appropriate for poor readers. There was strong agreement among and between subjects on most instructional practices. There were negligible relationships between demographic information and ratings. Results imply that practitioners should examine their perceptions of appropriate instruction to determine which limit the quality and quantity of learning for poor readers.
Design of the study was a counterbalanced time-series plan which permitted the same training (treatment) of all teacher subjects. This design facilitated investigation of (1) pre-experimental conversation between teacher-student dyads in two groups, (2) the effects of treatment on teacher behavior in posttest situations, and (3) the effects of treatment on students' inferences on written tests before and after treatment.

To determine the effects of training on teachers' abilities to directly influence students' generation of inference, the researcher coded features of interaction using an instrument modified for the study, Analyzing Conversation as Comprehension Instruction (ACOI).

Data were analyzed for differences in (1) teachers' uses of features of instructional conversation and (2) students' generation of inference on written comprehension tests. Statistical procedures included a combination of t tests and repeated measures ANOVA.

Results indicated that training did not have a significant effect on teachers' abilities to use conversation as comprehension instruction. (... Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.)

AN INVESTIGATION OF FACTORS INFLUENCING FIRST GRADE TEACHERS' SELECTION AND USE OF DIAGNOSTIC PROCEDURES IN BEGINNING READING

ORDER NO. DAB317438

KOCH, BARBARA GARNER, Ed.D. University of Massachusetts, 1983. 367pp. Director: Professor Rudine Sims

Purpose. The purpose of this study was to explore in-depth factors which influence four Western Massachusetts first-grade teachers' selection and use of diagnostic procedures in beginning reading and their weighting of diagnostic information.

Procedures. The design of this study employed an in-depth and interpretive focus of a multiple case study approach within a naturalistic study. In addition, the research utilized a multi-method approach emphasizing: participant observation techniques including direct observation, informant interviewing, and documentation.

Specifically, the basic design of the study was a fixed multiple case study investigation of two experimental groups and no control groups, utilizing repeated measures within a multi-method approach to identify differences among groups rather than any effects of treatment.

Findings. The major findings of this study are outlined below:

(1) Although the teachers were more or less eclectic, they had a primary theoretical orientation to reading which influenced their diagnostic decision-making in a manner consistent with the hypothesis of Harste and Burke (1977). (2) The most preferred and most used diagnostic procedures employed observation and listening techniques and were those selected or developed by each teacher. The least preferred and least used diagnostic procedures employed formal testing and were those selected by someone other than the teacher. (3) The most potent personal influences were the teachers' beliefs about reading, about learning to read and about reading instruction. The most influential environmental factor was the children's characteristics, behavior and expectations. Other influential factors included teachers' knowledge and growth, the confidence, goals, extent of experience, and level of beliefs about classroom management and instructional climate, administrations' policies, time available, course work, outside readings, and other teachers. (4) With the exception of the children's characteristics, environment factors appeared to be less influential than the personal factors on each area of decision-making, particularly on the teachers' weighting of diagnostic information. (5) The teachers' belief systems about diagnosing were not particularly well developed or articulated. The underlying theoretical bases for diagnostic decision-making were teachers' beliefs about reading and reading instruction. (6) The teachers' beliefs about reading instruction appeared to influence all three areas of decisions but particularly the teachers' weighting of diagnostic information.

A DESCRIPTIVE STUDY OF ATTITUDES AND PRACTICES OF TEACHERS OF FRESHMAN COMPOSITION

ORDER NO. DAB324442


This study examined the attitudes and practices of teachers of college composition to determine how they would answer the open question, "What is the best and most effective means of teaching writing?" Analysis of theory and research in composition revealed that three major kinds of teaching, the subject-centered or didactic, person-centered or philetic, and interactive or heuristic, represent broad and differing concerns of the composition teacher.

An instrument devised to measure the extent of influence of each of the three orientations to teaching was mailed to a random sample of composition teachers in Illinois and Missouri. This instrument was designed to determine (1) the degree to which these teachers' attitudes would correspond to those implicit in the three orientations, (2) the degree to which specific practices would correlate with attitudes along the three dimensions defined, and (3) the degree to which nominal level variables would correlate with orientation to
teaching. Statistics used included independent t tests for pairs, Pearson correlations, and chi-square tests.

Findings and conclusions included the following. (1) Preference of composition teachers for philetic and heuristic orientations was significantly greater than for didactics, even though concern with basic, lower-level skills was strong. (2) Attitudes of teachers were good predictors of their practice along each of the three orientations. (3) A highly significant negative correlation for philetic attitudes and didactics practices pinpointed a source of tension for teachers of composition attempting to reconcile approaches to instruction in writing, while significant positive correlations for philetics and heuristics confirmed the compatibility of these two approaches for teaching writing. (4) Highly didactic and highly philetic-heuristic subsets of the population differed significantly. Philetic-heuristic teachers were (a) more influenced by recent theory and research, (b) more frequently found in four-year than in two-year colleges, (c) newer to the profession, (d) more inclined to view some of their students as above average, (e) more satisfied with their teaching. Philetic-heuristic teachers of composition feel that a major purpose of the course is the stimulation of intellectual growth through writing.

A DESCRIPTIVE COLLABORATIVE STUDY OF AN INNOVATIVE IN-SERVICE MODEL FOR PARAPROFESSIONALS IN AN ELEMENTARY SCHOOL

Order No. DA8318172


There are basic problems in the areas of in-service training for school personnel that many school communities across the nation have been hard put to resolve. Continuous adequate funding of their teaching. Philetic-heuristic teachers of composition feel that a major purpose of the course is the stimulation of intellectual growth through writing.

ENGLISH EDUCATION AND TESOL TEACHER PREPARATION PROGRAMS: A COMPARATIVE STUDY OF PROGRAMS AT TEN INSTITUTIONS

Order No. DA8324633

Rugara, Kokerai Pikita, Ph.D. University of Illinois at Urbana-Champaign, 1983. 190 pp.

This study addressed the question of whether teachers of English trained to teach either native or non-native speakers of that language are able to teach any students of English regardless of whether they were native or non-native.

Ten American universities which offer both English teacher education programs were selected for an initial study of their course requirement materials (course catalogs, course descriptions or brochures, and instructors' handouts, etc.). The second phase of the study involved selecting three of the ten institutions whose programs were further studied using two types of survey questionnaires to compare their programs.

The questionnaires were designed for teacher candidates who were completing their training in either English Education or TESOL, and the teacher educators who were currently involved in training these teachers.

Responses received from 52 teacher candidates and 10 teacher educators were used to determine different trends in the two programs of teachers of English. The data collected from responses for both the initial and second phases of the study were analyzed and conclusions should be seen in the light of such responses.

The following characteristic differences and similarities were found to be true of the programs in the institutions involved in the study: (1) Composition of TESOL and EE teacher candidates differed in cultural background and sex mixture, with more females than males in EE and an almost 50-50 spread in TESOL. (2) Both programs were stressing subject matter courses more than any area of study even though they stressed different aspects of subject matter courses. Students differed greatly in their perception of relevant/irrelevant courses. (3) TESOL and EE programs in all but one of the ten institutions studied were affiliated with different colleges in the same university. Only one of the ten institutions had the EE and TESOL programs both under the college of education. (4) Teacher educators considered their programs practical or theoretical according to department affiliation, those in the same department feeling one way in every case. (5) EE teacher candidates felt more confident and willing to train either native or non-native speakers than TESOL felt.

TEACHER PERCEIVED MANAGEMENT STYLE AS RELATED TO THE READING SCORES OF SELECTED ELEMENTARY SCHOOL STUDENTS

Order No. DA8315145


Statement Of The Problem: This study was designed to investigate the relationship between management style and reading achievement under school and districtwide conditions.

Procedure. The population studied included "available" teachers and a random sampling of elementary students. Reading achievement and other academic subjects were measured by California Achievement Tests. Management styles were identified by Rensis Likert's "Profile of a School - Teacher" questionnaire.

Null hypothesis 1 stated that no relationship existed between management style and student reading achievement under school level and districtwide conditions. Null hypothesis 2 stated that no relationship existed between all independent variables and reading achievement under the same conditions. The Pearson-Product Moment Correlation coefficient and the stepwise multiple regression procedures were used to analyze the data. Null hypotheses were rejected for hypotheses 1 and 2 under school level conditions and accepted under districtwide conditions. The researcher concluded that participative management style has a greater significant relationship with reading achievement than the authoritative style when measured separately and in combination with other independent variables. Several recommendations and implications were presented.

This study, in combination with others, could motivate administrators and teachers to receive training in management behaviors that systematically create educational climates which will result in successful student achievement.
The purpose of this study was to determine how teacher in-service about learning style concepts and instructional techniques would affect reading and mathematics achievement of students in kindergarten through sixth grade.

This was a quasi-experimental pretest-posttest study that used existing groups whose members had been assigned heterogeneously. Analysis of covariance was used to control for any pre-existing difference based on pretest scores and intelligence between the control and experimental groups.

The learning styles of students in the experimental groups were determined by the Learning Style Inventory (LSI). Teachers of these students used the LSI results to determine instruction best suited for each student. They used the skills and techniques learned in the year long in-service activities to accomodate the students’ learning styles. The teachers’ teaching style was evaluated by their response to questions on the Teaching Style Inventory.

The major findings of this study are: (1) analysis of the overall pretest-posttest effect shows the experimental students achieved more than the control students in all mathematics and reading subtests. They achieved significantly more on three subtests: word attack, reading comprehension, and mathematics concepts/application; (2) the experimental students scored significantly higher on subtests requiring conceptual skills in four out of seven grade levels; (3) the control students scored significantly higher on subtests requiring rote learning in five out of seven grade levels; and (4) teachers in higher grade levels appeared to use more traditional teaching styles.

A COMPARISON OF COMPUTER-ASSISTED INSTRUCTION AND A PROGRAMMED INSTRUCTIONAL BOOKLET IN TEACHING SELECTED PHONICS SKILLS TO PRESERVICE TEACHERS

Purpose. The purpose of the study was to compare the effectiveness of computer-assisted instruction (CAI) and a programmed instructional booklet (PI) in teaching selected phonics content to preservice teachers. An additional purpose was to determine attitudes associated with each of the above approaches.

Procedures. Seventy preservice teachers enrolled in a reading methods course during the fall semester, 1982 at the University of Arkansas were randomly assigned to the experimental and control groups. The experimental design used for the study was the pretest-posttest control group with random assignment. Thirty five subjects in the experimental group were taught phonics content through CAI. Thirty-five subjects in the control group were taught phonics content through PI.

Phonics tests were used to measure phonics achievement. A semantic differential scale was used to measure attitudes.

Scores on the pretest, posttest, and semantic differential scale were collected. The data were analyzed using the t-test, Pearson Product Moment Correlation, frequencies of distribution, and percentages of responses.

Results. (1) There was no statistically significant difference in achievement between the experimental or control groups on phonics achievement. (2) Significant differences between pretest and posttest phonics achievement scores were found for both groups, indicating that each individual medium was successful in affecting the phonics achievement of those subjects using the medium. (3) The mean attitude scale of subjects using CAI was significantly more positive than the mean score of subjects using PI. (4) Seven items on the semantic differential scale were responded to more favorably by the CAI group than the PI group. (5) A significant relationship existed between posttest phonics achievement scores and attitude scores toward CAI as an instructional approach. (6) A significant relationship existed between posttest phonics achievement scores and attitude scores of the subjects using PI.

Conclusions and Recommendations. (1) CAI as a method of instruction was as effective as PI in improving phonics achievement of preservice teachers. (2) Both CAI and PI were effective approaches in increasing the phonics knowledge of preservice teachers. (3) CAI more successful than PI in positively affecting the attitudes of preservice teachers. (4) Individualized instruction in teaching phonics was found to be effective.

The recommendation is made that this study be replicated to determine if the same results occur with CAI in preservice teacher training.

AN ANALYSIS OF THE INTERACTIONS BETWEEN AN EXTERNAL CHANGE AGENT AND TEACHERS IMPLEMENTING A READING READINESS CURRICULUM

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