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*LAJM* Bibliography: Speaking/Writing - Bridging the Gap

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One popular bit of folk wisdom holds that writing is just talk on paper. Most teachers and serious students of composition cannot accept this. The past twenty-five years have brought many theories about the relationship between oral and written language. The following bibliography will help teachers to explore some of these theories, to discuss some of the problems children and adults have in transferring from spoken to written language, and to examine, from a practical point of view, the ways in which educators can bridge the gap between students' oral language and the written language that is expected of them.

**BIBLIOGRAPHY**

A comprehensive theoretical approach to language and the development of writing ability.

Lists and defines four types of classroom talk that can benefit the student's development as a writer.

Discussion of the difference between oral and written discourse and the difficulties that basic writers have because of their greater dependence on the oral mode.
Bases his discussion on the areas of ethos, pathos, and logos.

Linguistic approach which develops the idea of four contexts of communication: unplanned spoken language, planned spoken language, unplanned written language, planned written language. Examines data compiled from studies of children and adults and compares the four contexts, feature by feature.

Contains 110 individual units, each of which is an outline for a sequence of lessons built around developing student awareness of their own language in both speaking and writing. Foreword by M.A.K. Halliday.

Contains a good summary of the current views on the relation of oral and written language and how this information applies to basic writers.

Uses examples to explore the ways in which children could and do use writing for their own purposes as well as explaining why they don't use it for the same reasons adults do.

Collection of chapters written by various authors about the relationship between speaking and writing. Includes the following chapters: "Oral and Written Relationships: A Reading Perspective" by Brian Cambourne; "Writing/Speaking: A Descriptive Phenomenological Approach" by Loren Barritt; "Between Speaking and Writing: Processes of Differentiation" by Kenneth J. Kantor and Donald L. Rubin; "Linguistic Analysis of Spoken and Written Texts" by John Schafer; "Speaking, Writing, and Teaching for Meaning" by James L.
Collins; and "Developmental Relationships Between Speaking and Writing" by Barry M. Kroll.

Textbook designed for basic writers, but has material that can be used by variety of skill levels.

List of twenty-five sources which Liggett considers important in examining the relationship between oral and written communication.

Partly a theoretical discussion of past and present ideas about the relationship among reading, listening, speaking, and writing. Partly suggestions about how to teach.

Bases ideas on the theory that while writing is initially dependent on speaking, eventually written language is the greatest influence on other written language.

Proposes a new model, talk-write, to replace the older, inaccurate metaphor of think-write.

Practical ideas about including talk in the writing classroom, from a teacher who has used them.

Sloan, G. "The Subversive Effects of an Oral Culture on Student Writing." *College Composition and Communication* 30 (May 1979): 156-159.
Argues that our oral culture is causing a decrease in the student's ability to write in traditionally accepted ways. Identifies a syndrome of errors found in student work.

Discussion of the difference between written and spoken language, and the range of the continuum developed to accommodate spoken and written language.
Results of linguistic research into the comparison between spoken and written narratives. Uses two measures, integration and involvement, to determine oral and written strategy. Develops list of qualities that vary between spoken and written language.

Original theory and observation, built on Piaget, of the way thought and language develop and are related. Originally published in 1934.

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