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


Cayer, Roger L. and Renee K. Sachs. "Oral and Written Discourse of Basic Writers: Similarities and Differences." *Research in the Teaching of English 13* (May 1979): 121-128. 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.

Langan, John. English Skills. New York: McGraw-Hill, Inc., 1981. Textbook designed for basic writers, but has material that can be used by variety of skill levels.

Liggett, Sara. "The Relationship Between Speaking and Writing." College Composition and Communication 35 (October 1984): 334-44. List of twenty-five sources which Liggett considers important in examining the relationship between oral and written communication.


Nist, Sherrie L. and C. Ruth Sabol. "Disparities Among Reading, Writing, and Oral Language: A Look at Underprepared College Students." Reading World 24 (December 1984): 96-104. Bases ideas on the theory that while writing is initially dependent on speaking, eventually written language is the greatest influence on other written language.


Schwartz, Mimi. "Talking Your Way Into Writing." English Journal 68 (October 1979): 42-44. 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.

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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