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

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**LJMJ BIBLIOGRAPHY:
SPEAKING/WRITING—BRIDGING THE GAP**

Nancy Tucker

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.

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- Britton, James. *The Development of Writing Abilities (11-18)*. London: Schools Council Publications, 1975.
A comprehensive theoretical approach to language and the development of writing ability.
- Carroll, Joyce Armstrong. "Talking Through the Writing Process." *English Journal* 70 (November 1981): 100-102.
Lists and defines four types of classroom talk that can benefit the student's development as a writer.
- 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.

- Connors, Robert J. "The Differences Between Speech and Writing." *College Composition and Communication* 30 (October 1979): 285-290.
Bases his discussion on the areas of ethos, pathos, and logos.
- Danielwicz, Jane M. "The Interaction Between Text and Context: A Study of How Adults and Children Use Spoken and Written Language in Four Contexts." *Development of Oral and Written Language in Social Contexts*. Ed. Anthony Pellegrini and Thomas Yawkey. Norwood, New Jersey: Ablex Publishing Corporation, 1984.
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.
- Doughty, Peter, John Pearce, and Geoffrey Thornton. *Language In Use*. London: School Council Publications, 1971.
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.
- Farr, Marcia and Mary Ann Janda. "Basic Writing Students: Investigating Oral and Written Language." *Research in the Teaching of English* 19 (February 1985): 62-83.
Contains a good summary of the current views on the relation of oral and written language and how this information applies to basic writers.
- Gundlach, Robert S. "Children as Writers: The Beginnings of Learning to Write." *What Writers Know: The Language Process and Structure of Written Discourse*. Ed. Martin Nystrand. New York: Academic Press, 1982.
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.
- Kroll, Barry M. and Roberta J. Vann. *Exploring Speaking-Writing Relationships: Connections and Contrasts*. Urbana, IL: National Council of Teachers of English, 1981.
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.
- Lutke, Roy P. and Edna L. Furness. *New Dimensions in the Teaching of English*. Boulder, Colorado: Pruett Press, 1967.
Partly a theoretical discussion of past and present ideas about the relationship among reading, listening, speaking, and writing. Partly suggestions about how to teach.
- 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.
- Radcliffe, Terry. "Talk-Write Composition: A Theoretical Model Proposing the Use of Speech to Improve Writing." *Research in the Teaching of English* 6 (Fall 1972):187-199.
Proposes a new model, talk-write, to replace the older, inaccurate metaphor of think-write.
- 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.
- Stubbs, Michael. "Written Language and Society: Some Particular Cases and General Observations." *What Writers Know: The Language Process and Structure of Written Discourse*. Ed. Martin Nystrand. Academic Press, 1982.
Discussion of the difference between written and spoken language, and the range of the continuum developed to accommodate spoken and written language.

Tannen, Deborah. "Oral and Literate Strategies in Spoken and Written Narratives." *Language* 58 (March 1982): 1-21.
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.

Vygotsky, Lev. S. *Thought and Language*. New York and London: John Wiley and Sons, Inc. and M.I.T. Press, 1962.
Original theory and observation, built on Piaget, of the way thought and language develop and are related. Originally published in 1934.

Nancy Tucker teaches at Baker Community College.

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