LaJM Bibliography: Speaking/Writing - Bridging the Gap

Nancy Tucker

Follow this and additional works at: http://scholarworks.gvsu.edu/lajm

Recommended Citation
Available at: http://dx.doi.org/10.9707/2168-149X.1723

This Article is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Language Arts Journal of Michigan by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.
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.
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.


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 Schaefer; "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 a 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.


74
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.

**Nancy Tucker teaches at Baker Community College.**
CALL FOR MANUSCRIPTS

ISSUES IN WRITING is a new journal devoted to the comprehensive study of writing in business and industry, education, science and technology, government, and the humanities. We are seeking articles both from teachers in all disciplines and from non-academic professionals concerning all aspects of the writing process. We most prefer articles that:

1. Encourage dialogue across traditional boundaries of profession, form, and writer's role.
2. Challenge conventional definitions and approaches.
3. Provide opportunity for seldom-heard members of the writing community.
4. Generate discussion among traditionally separated writing interests.

Kinds of Articles

Article-length theoretical, research, or historical studies; short, practical approaches to writing problems; notes, queries, reviews, and announcements.

Send two copies of manuscript with stamped, return envelope to:

The Editors
Issues in Writing
Department of English
University of Wisconsin-Stevens Point
Stevens Point, WI 54482
(715) 346-4342/4757

First Issue: Spring 1988