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ABSTRACT

This 180-item annotated bibliography covers research in the teaching of English, published between January 1, 1973, and June 30, 1973. Subject headings include "Literature, Humanities, and Media," "Written and Oral Communication," "Language "Literature, Humanities, and Media," "Written and Oral Communication," "Language and Verbal Learning," "Bilingual and Bidialectal Programs," "General English Curriculum," and "Testing and Evaluation." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (RB)

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# Annotated bibliography of research in the teaching of English: January 1, 1973 to June 30, 1973

Daniel J. Dieterich

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## 1. Literature, Humanities, and Media

### 1.1 Reviews of Research

1.1.1 Blount, N. S. Research on Teaching Literature, Language and Composition. In Second Handbook of Research on Teaching. ed. by R. M. Travers. Rand McNally & Company, 1973, 1072-1097.

Principally a review and critical evaluation of research conducted during the decade 1960-1970. Critical of both the quantity and quality of research in English teaching, Blount still concludes that "it seems clearly possible to solve significant educational problems in the teaching of English by research."

1.1.2 Cooper, C. R. Measuring Growth in Appreciation of Literature. Reading Information Series: Where Do We Go? Indiana University, ERIC/CRIER, IRA, 1972, ED 067 649.

Reviews for the researcher a number of attempts to measure appreciation of literature. Covers both discrimination among poems or prose extracts and content analysis.

1.1.3 Lukenbill, W. B. A Working Bibliography of American Doctoral Dissertations in Children's and Adolescents' Literature, 1930-1971. University of Illinois, Graduate School of Library Science, 1972, ED 071 725.

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Includes reading interests and pedagogical techniques for teaching literature but excludes studies dealing with reading instruction or textbooks and anthologies per se.

1.1.4 Purves, A. C., and Beach, R. Literature and the Reader: Research in Response to Literature, Reading Interests, and the Teaching of Literature. NCTE, 1972, ED 068 973.

Reviews research in the areas of response to literature, reading interests, and the teaching of literature. This document is the final report to the National Endowment for the Humanities, which sponsored the project.

1.1.5 Rao, Y. V. The Practice of Mass Communication: Some Lessons from Research. Reports and Papers on Mass Communication No. 65. UN Educational, Scientific, and Cultural Organization, Dept. of Mass Communication, 1972.

Contains a general summary of mass communication research, relating mass communication to interpersonal communication and analyzing the process of information flow. Emphasizes the need for more interaction between communication research and practice.

1.1.6 Santora, R. A. The Response to Literature: A New Curriculum. Dissertation Abstracts International, 1973, 33, 6075A.

Traces the changes in and the development of literature curriculum and theories about teaching literature from the Basic Issues Conference of 1958 to the present day and concentrates specifically on the Response to Literature theory which emerged from the joint Anglo-American Seminar on the teaching and learning of English held at Dartmouth College in 1966.

1.1.7 Stewig, J. W. Children's Preference in Picture Book Illustration. Educational Leadership, 1972, 30, 273-277.

Examines sixteen studies of children's preferences in picture book illustrations.

See also: Dieterich, D. J., 5.1.1; Sheldon, W. D., 5.1.3.

1.2 Status Surveys

1.2.1 National Assessment of Educational Progress. Highlights of the First National Assessment of Literature. Education Commission of the States, 1972, ED 072 461.

Describes the highlights of the first National Assessment of Literature, surveying four major questions: How well do people understand literature? What and how often do they read? In what ways and how well do people understand imaginative literature? How familiar are they with major characters and works of Western literature?

1.2.2 Purves, A. C. Literature Education in Ten Countries. International Association for the Evaluation of Educational Achievement, 1973.

Presents the highlights of a survey of achievement in literature in Belgium, Chile, England, Finland, Iran, Italy, New Zealand, Sweden, and the United States.

1.2.3 Springman, J. K. A Survey of the Status of Dramatic Arts in Nebraska Secondary Schools, 1970-1971, Dissertation Abstracts International, 1973, 33, 3839A.

Describes the results of a questionnaire survey of administrators in each of the 377 secondary schools of Nebraska and a follow-up survey of dramatic arts teachers in these schools.

1.3 Preschool and Elementary

1.3.1 Angelotti, M. L. A Comparison of Elements in the Written Free Responses of Eighth Graders to a Junior Novel and an Adult Novel. Dissertation Abstracts International, 1972, 33, 2603A.

Describes the written free responses of 66 eighth graders to the Junior novel Tuned Out as compared to the adult novel A Separate Peace.

1.3.2 Ayers, J. B. Elementary School Children's Attitudes towards Instructional Television. Elementary English, 1973, 50, 137-140.

Finds that the fourth, fifth, and sixth grade students in the study have very favorable attitudes toward instructional television.

1.3.3 Fasick, A. M. Television Language and Book Language. Elementary English, 1973, 50, 125-131.

Finds a far wider range of syntactic patterns is used in children's books than in children's television shows.

1.3.4 Harms, J. M. Children's Responses to Fantasy in Relation to Their Stages of Intellectual Development. Dissertation Abstracts International, 1973, 33, 6234A.

Results indicated that there was no significant relationship between the children's responses to fantasy and other areas of intellectual development and that most of the children's responses to fantasy in children's literature were on the literary or explicit level of interpretation.

1.3.5 Lamb, C. R. An Investigation of the Individual Responses of Eighth-Grade Students to a Selected Poem. Dissertation Abstracts International, 1973, 33, 6237A.

Among the conclusions are that individual response patterns of eighth-grade subjects to a selected poem may be identified and analyzed and that eighth-grade subjects vary widely in the amount of emphasis they place on the following response categories: unrelated, literal, personal, interpretational, and evaluative.

1.3.6 Porter, J. Research Report: Blatt, G. T. Violence in Realistic Fiction for Children: A Content Analysis. Elementary English, 1973, 50, 748-750.

Involved a content analysis of 170 realistic fiction books for children.

1.3.7 Porter, J. Research Report: Carmichael, C. W. A Study of Selected Social Values as Reflected in Contemporary Realistic Fiction for Children. Elementary English, 1973, 50, 747-748.

Attempted to ascertain whether the social values of justice, work, obedience and knowledge, and corresponding value-themes were expressed in contemporary realistic fiction for children between 1949 and 1969.

1.3.8 Porter, J. Research Report: Roush, M. L. Is the Role of Literature Different in Urban, Suburban, and Rural Classrooms throughout the Nation? Elementary English, 1973, 50, 745-747.

A survey of student and teacher opinion as to the role literature plays in their elementary school.

1.3.9 Schwartz, C. S. The Effect of Selected Black Poetry on Expressed Attitudes toward Blacks of Fifth and Sixth Grade White Suburban

Children. Dissertation Abstracts International, 1973, 33, 6077A.

Offers evidence that one session of poetry reading will noticeably change the scores on three currently devised paper and pencil tests to measure expressions of attitudes.

1.3.10 Terry, C. A. A National Survey of Children's Poetry Preferences in the Fourth, Fifth, and Sixth Grades. Dissertation Abstracts International, 1973, 33, 3973A.

1.3.11 White, M. L. Structural Analysis of Children's Literature: Picture Storybooks. Dissertation Abstracts International, 1973, 33, 3274A.

Based on the idea that a structural analysis of picture storybooks might offer implications for the use of structural criticism in the teaching of children's literature.

See also: Purves, A. C., 1.2.2;
Somers, A. B., 1.4.10;
Stewig, J. W., 1.1.7.

1.4. Preschool and Elementary

1.4.1 Ehrenkranz, E. A Study of the Responses of High School Students to Poetry in Three Differently Directed Situations and the Relationship of the Responses to Sex and Reading Level. Final Report. New York University, New York School of Education, 1972, ED 068 954.

Investigates responses by fifteen-and sixteen-year-old students in three interview situations--affectively-oriented, cognitively-oriented, or nondirective--and the relationship of the responses to interview method, sex, and reading level.

1.4.2 Hoetker, J. Students as Audiences: An Experimental Study of the Relationships between Classroom Study of Drama and Attendance at the Theatre. Research Report No. 11. CEMREL and NCTE, 1971, ED 070 084.

A revision of a previous CEMREL study the principal purpose of which was to investigate methods of teaching dramatic literature, it describes a 6-month study that involved 52 teachers and more than 1,300 students.

1.4.3 Maase, E. O. A Model for the Instruction of Poetry Designed for Attitude Development. Dissertation Abstracts International, 1973, 33, 6237A.

Attempts to develop a poetry-teaching model designed for attitude development, after reviewing and drawing conclusions from related research and literature on objectives for teaching English, and after surveying a school to determine student preferences among the poetry-teaching methods currently recommended.

1.4.4 Maricle, R. S. The Effect of Two Modes of Instruction on Value Change of Secondary School Students while Studying Literature. Dissertation Abstracts International, 1973, 33, 3482A.

Concludes that literature taught by teacher led discussion-question/answer method has a significant effect on students' value change and that students evaluate short stories significantly higher when taught by teacher led discussion-question/answer method.

1.4.5 Menchise, D. N. Racial Bias as a Determinant of Literary Preference and the Relationship of Selected Variables to Patterns of Preference and Rejection of Literary Works Whose Author's Race Is Known. Dissertation Abstracts International, 1972, 33, 2619A.

Found that there was a significant difference in the way black students and white students responded to ten poems.

1.4.6 Mertz, M. P. Responses to Literature among Adolescents, English Teachers, and College Students: A Comparative Study. Dissertation Abstracts International, 1973, 33, 6066A.

Among the study's major findings were that there were no differences in the response patterns of the English teachers and college students and that major differences exist between adults' and adolescents' responses to the works presented.

1.4.7 Nicol, E. A. Student Response to Narrative Techniques in Fiction. Dissertation Abstracts International, 1973, 33, 6737A.

165 senior-high students of superior verbal ability were asked to read two short stories and to indicate what they thought made each story effective by selecting from an inventory of critics' comments those which matched their own responses.

1.4.8 Pollock, J. C. A Study of Responses to Short Stories by Selected Groups of Ninth Graders, Eleventh Graders, and College Freshmen. Dissertation Abstracts International, 1973, 33, 4224A.

Found that ninth graders wrote the largest percentage of perceptive and evaluative responses; eleventh graders wrote the largest percentage of engagement responses; college freshmen wrote the largest percentage of response statements and interpretative responses.

1.4.9 Roberts, W. H. An Examination of the Contemporary American Novel as a Means of Assisting Students in Meeting the Demands of a Changing Society. Dissertation Abstracts International, 1973, 33, 5983A.

The basic assumption made is that a thoughtful examination of the plight of many contemporary protagonists in the modern American novel will assist the student in recognizing what a technocratic society can do to him and what he can do about it.

1.4.10 Somers, A. B. Responses of Advanced and Average Readers in Grades Seven, Nine, and Eleven to Two Dissimilar Short Stories. Dissertation Abstracts International, 1973, 33, 4252A.

Analyzes and describes the free written responses of advanced and average readers from grades seven, nine, and eleven to two short stories to determine the kind and extent of change in the responses that may occur from one grade to the next.

1.4.11 Wiik, S. L. The Sexual Bias of Textbook Literature. English Journal, 1973, 62, 224-229.

A study of some 450 textbook literature selections to determine the sexual bias which they demonstrated.

See also: Preston, D. D., 5.4.6;
Purves, A. C. 1.2.2;
Shank, J. G., 5.4.8;
Springman, J. K., 1.2.3.

1.5 College and Adult

1.5.1 Brown, L. W. The Design and Development of an Introductory Course in Afro-American Literature. Dissertation Abstracts International, 1973, 33, 3633A.

Describes a complete introductory course in Afro-American Literature, including goals, rationale, text selection, sample lectures, and class materials. Also contains a profile of the students for whom the course was designed.

1.5.2 Holladay, J. M. Trends in the Use of Film among English Teachers at Selected Colleges and Universities in Michigan. Dissertation Abstracts International, 1973, 33, 6235A.

Assesses the uses college English teachers are presently making of film in three areas: film and the freshman composition course, film and the introductory literature course, and the independent film study course.

1.5.3 Kelly, E. B. A Study of the Afro-American Content of the Most Widely Used Collegiate American Literature Anthologies, Copyrighted between 1953 and 1970. Dissertation Abstracts International, 1973, 33, 5517A.

Concludes that in these anthologies materials are selected which depict the Afro-American in a limited number of roles and largely as minor characters or as references, which treat the Afro-American outside of a real or imagined social-political situation, or which, in the case of writings by Afro-Americans, have no explicit racial dimension.

1.5.4 Morrison, L. The Effectiveness of the Sound Filmstrip in the Enrichment of Sophomore College English Courses. Dissertation Abstracts International, 1973, 33, 6693A.

Confirmed the hypothesis that for those students who viewed the sound filmstrip greater immediate learning and greater retention of facts and concepts learned would ensue.

1.5.5 Oseroff, A. A Comparison of a Modular and a Traditional Approach to Introductory College Poetry Instruction. Dissertation Abstracts International, 1973, 33, 5478A.

Compares a curriculum in which class sessions consisted of a brief introduction by the instructor followed virtually exclusively by

test taking, with a traditional approach consisting virtually entirely of lecture by the instructor.

See also: Mertz, M. P., 1.4.6;
Pollock, J. C., 1.4.8;
Purves, A. C., 1.2.2.

2. Written and Oral Communication

2.1 Reviews of Research

2.1.1 Dieterich, D. J. Creative Writing: On Teaching "That Fine Madness." Elementary English, 1973, 50, 550-556.

A review of research and suggestions on the teaching of creative writing at the elementary school level.

2.1.2 Scaglione, A. The Classical Theory of Composition: From Its Origin to the Present: A Historical Survey (University of North Carolina Studies in Comparative Literature, No. 53). University of North Carolina Press, 1972.

Provides a descriptive analysis of a large body of literature, mainly technical, which attempts to explain the structure of sentences and the ordering of their elements on the linguistic and artistic levels.

2.1.3 Wilder, L. Three Dimensions of the Cognitive Function of Speech: Papers Presented at the 57th Annual Meeting of the Speech Communication Association. Working Paper No. 83. Wisconsin State University, Research and Development Center for Cognitive Learning, 1971, ED 070 109.

Includes "Perspectives on Research in Speech and Cognitive Processes," which reviews the past and current research on the cognitive function of speech.

See also: Blount, N. S., 1.1.1;
Dieterich, D. J., 5.1.1.;
Sheldon, W. D., 5.1.3.

2.2 Status Surveys

2.2.1 McCrory, N. F. An Analysis of the Teaching of Composition in Selected Secondary Schools of Alabama. Dissertation Abstracts International, 1972, 33, 2803A.

Concentrates on describing the use made of techniques categorized as pre-writing, writing, and post-writing.

2.2.2 National Assessment of Educational Progress. Writing Objectives for the 1973-74 Assessment. Education Commission of the States, 1972, ED 072 460.

Presents the objectives prepared for the National Assessment of Educational Progress's reassessment of the writing of four test groups: age 9, age 13, age 17, and adult.

2.3 Preschool and Elementary

2.3.1 Carroll, W. R.; Rosenthal, T. L.; and Brysh, C. G. Social Transmission of Grammatical Parameters. Journal of Educational Psychology, 1972, 63, 589-596.

Studied fourth graders' imitation of a model's sentence structure, word content, and use of present, imperfect, or future tense verbs.

2.3.2 Fisher, C. J. The Influence of Children's Literature and Oral Discussion in Developing Oral Language of Kindergarten, First, and Second Grade Children. Dissertation Abstracts International, 1973, 33, 5704A.

Examined the language data provided by an adult through an experimental program of reading children's literature and also

examined the policy of giving the child an opportunity to practice his own language with feedback from the adult through a program of sharing oral discussion.

2.3.3 Green, E. A. An Experimental Study of Sentence-Combining to Improve Written Syntactic Fluency in Fifth-Grade Children. Dissertation Abstracts International, 1973, 33, 4057A.

Found that sentence-combining activities did not differentially influence written structures when compared to other programs.

2.3.4 Hill, J. D. An Analysis of the Writing of Elementary Children, Grades Two through Six, to Determine the Presence, Frequency of Use and Development by Grade Level of Specified Literary Devices. Dissertation Abstracts International, 1973, 33, 5970A.

Concludes that elementary school children are capable of using all specified literary devices, that they use more of the elements of structure than of texture, and that there appeared to be no natural growth or development by grade level of any of the specified literary devices used in the elementary grades.

2.3.5 Martinez San Jose, C. P. Grammatical Structures in Four Modes of Writing at Fourth Grade Level. Dissertation Abstracts International, 1973, 33, 5411A.

An exploratory probe into the relationships between grammatical structures and content in children's writing. Findings indicate that the influence of many different variables will have to be investigated before an outline of children's syntactic development can be established.

2.3.6 McDaniel, E., and Moe, A. J. High-Frequency Words Used in the Writing of Second-Grade Students from Varying Socioeconomic and Ethnic Backgrounds. Education, 1973, 93, 241-245.
Found a marked similarity in word ranking and in percentage of use figures when the high frequency words used by students from different SES and ethnic backgrounds were compared.

2.3.7 McGuiness, T. P., and Heiner, W. H. Individualization of Composition Instruction through the Use of Dictation Equipment and Transformational Sentence-Combining. Penn. State Dept. of Education, Bureau of Special Education, 1972, ED 067 662.
Describes a study of both aspects of English composition in a 10-week project involving 104 seventh-grade pupils and 4 teachers. Results favor a method of composition instruction which allows students to speak their ideas before they write them and which also allows the teacher to give individual instruction in composition via an interview technique.

2.3.8 Owens, F. L. A Study of Creative Writing Ability of Third Grade Students in a Communication Skills through Authorship Program. Dissertation Abstracts International, 1973, 33, 3485A.
Attempted to determine the effect of an experimental reading program upon creative writing of third grade students.

2.3.9 Robards, S. J. An Analysis of Selected Textbooks to Identify Scope and Sequence in Elementary School Composition. Dissertation Abstracts International, 1973, 33, 6599A.
Concludes that the selected textbooks provided minimum help to the classroom teacher in coordinating specific components into the total composition program. No conclusive sequence for teaching composition was described by researchers and authors in language

arts or by the selected textbooks.

2.3.10 Ross, S. B. A Syntactic Analysis of the Written Language of Selected Black Elementary School Children with Reference to Sociological Variables. Dissertation Abstracts International, 1973, 33, 5710A.

Concludes that a dialect of BE does exist in the test sample and that there is no warrant for a deficit theory in describing the written language of these children.

2.3.11 Sachs, J. Development of Oral Language Abilities from Infancy to College. Final Report. 1972, ED 065 896.

Describes five studies which investigated the interaction between language acquisition abilities and environmental factors.

2.3.12 Shapiro, B. J., and Shapiro, P. P. The Effect of Reading Method on Composition: i.t.a. vs. T. O. Journal of Reading Behavior, 1972-1973, 5, 82-87.

Investigated the effect of two methods of reading instruction on children's ability to write original compositions.

2.3.13 Shields, M. M. Saying It without Sentences: The Role of Grammatical Abbreviation in the Speech of Young Children. English in Education, 1972, 6, 82-96.

A study of children's speech which attempts to show that the abbreviated answer is not a sign of grammatical incompetence.

2.3.14 Stewig, J. W., and Lamb, P. Elementary Pupils' Knowledge of the Structure of American English and the Relationship of Such Knowledge to the Ability to Use Language Effectively in Composition. Final Report. Purdue Research Foundation, 1972.

Examines the relationship between children's knowledge of the

structure of their language and their judged ability to use language effectively in composition. Middle-class pupils, Caucasian pupils, and girls scored significantly higher on all measures.

2.3.15 Tiedt, I. M. A Content Analysis of Grammar Presented in Elementary School Textbooks Published between 1961-1970. Dissertation Abstracts International. 1973, 33, 4230A.

Found that for the first half of the decade traditional Latin-based grammar dominated elementary school English textbooks and that in the second half text writers tended to de-emphasize "correct" usage, though 40 percent still included these concepts.

2.3.16 Williamson, J. R. A Study of Three Motivational Techniques for Creative Writing. Dissertation Abstracts International, 1973, 33, 3490A.

The three techniques were: demanding an instant response to a topic, providing a time for reflective thinking about a topic with manipulative toys appropriate to the topic, and providing a time for participating in an art activity related to the topic.

See also: Dieterich, D. J., 2.1.1;
Lyng, J. E., 2.4.3.

2.4 Secondary

2.4.1 Coleman, V.B. A Comparison between the Relative Effectiveness of Marginal-Interlinear-Terminal Commentary and of Audio-Taped Commentary in Responding to English Compositions. Dissertation Abstracts International, 1973, 33, 3945A.

Concluded that the audio model was more effective in the black inner city school than in the predominantly white city school and that it was more effective with students having lower pretest scores than with those having higher ones.

2.4.2 Lagana, J. R. The Development, Implementation, and Evaluation of a Model for Teaching Composition Which Utilizes Individualized Learning and Peer Grouping. Dissertation Abstracts International 1973, 33, 4063A.

Concludes that peer evaluation of composition tended to be at least as effective as teacher correction and greatly reduced the need for out-of-class teacher time expended in evaluation.

2.4.3 Lyng, J. E. An Analysis of the Language Structures Present in the Written Compositions of Selected Junior High School Pupils. Dissertation Abstracts International, 1972, 33, 2820A.

Attempted to describe those structures capable of being identified or not capable of being identified according to the basic and transformational structures listed by Paul Roberts in English Sentences, 1962.

2.4.4 Robinson, A. D. An Investigative Study of Two Methods of Teaching Grammar: Conventional Instruction and Programmed Instruction. Dissertation Abstracts International, 1973, 33, 6779A.

Results revealed that neither experimental group of tenth graders, disregarding sex, gained significantly on overall performance from pretest to posttest.

2.4.5 Stallard, C. K. An Analysis of the Writing Behavior of Good Student Writers. Dissertation Abstracts International, 1973, 33, 3408A.

Found that good student writers write slowly, taking time to read segments of their work at intervals during the writing process, and that they make numerous revisions, usually word choice revisions.

2.4.6 Thompson, C. L., and Middleton, M. Transformational Grammar and Inductive Teaching as Determinants of Structurally Complex Writing. California Journal of Educational Research, 1973, 24, 28-41.

Examined the structural complexity of pupils' writing as a function of: (a) whether they were taught traditional or transformational grammar or (b) whether they were taught by induction or deduction.

2.4.7 Williams, G. M. An Evaluation of the Writing Performance of Students in Grades Seven through Ten in an Urban Junior and Senior High School Using the Diederich Method of Cooperative Composition Rating, with Attention to the Performance of Selected Subgroups. Dissertation Abstracts International, 1973, 33, 5621A.

See also: Harris, M. M., 2.5.8;
McCrory, N. R., 2.2.1;
Preston, D. D., 5.4.6;

Sachs, J., 2.3.11;

Shank, J. G., 5.4.8;

Slotnick, H. B., 6.4.1.

2.5 College and Adult

2.5.1 Barrett, A. G. Communications Programs in the Public Junior Colleges of the United States. Dissertation Abstracts International, 1973, 33, 4257A.

Report of a questionnaire survey of 173 public junior colleges located in 28 states.

2.5.2 Bennett, M. F. A Comparison of Two Methods for Teaching Structure in Writing to Remedial Students in an Urban Community College. Dissertation Abstracts International, 1972, 33, 2728A.

Found that both methods of teaching structure, the oral and the artistic, proved successful in improving student structuring of their written summaries of reading material and of their descriptive paragraphs.

2.5.3 Burnett, M. J. Effectiveness of Programmed Vocabulary Instruction in an Undergraduate Collegiate Business Communications Course. Dissertation Abstracts International, 1973, 33, 4236A.

Found no significant gain in written communication ability, vocabulary growth, or reading comprehension growth when one group is given programmed vocabulary instruction and the other group is given no vocabulary instruction.

2.5.4 Chu, G. C. Friendship Patterns in Multi-Cultural Groups: International Communication at the Personal Level, 1971, ED 069 012.

Examines the process of interpersonal communication across

cultural boundaries through a combination of the cross-cultural and the interpersonal approaches. Subjects were 42 scholars.

2.5.5 Foley, D. G. Mass Practice Versus Distributed Practice in the Use of Programmed Punctuation Materials by Motivated and Non-Motivated College Students. Dissertation Abstracts International, 1973, 33, 3318A.

2.5.6 Ford, B. W. The Effects of Peer Editing/Grading on the Grammar-Usage and Theme-Composition Ability of College Freshmen. Dissertation Abstracts International, 1973, 33, 6687A. Concludes that the student-peer system of grading/editing could benefit college students enrolled in freshman level English while reducing the instructors' work loads.

2.5.7 Geuder, P. A. A Writing Seminar for Speakers of Black English. Dissertation Abstracts International, 1973, 33, 3256A. Concludes that kinds and numbers of written dialect interferences can be reduced through utilization of contrastive analysis methodology.

2.5.8 Harris, M. M. The Effectiveness of Programed Instruction for Teaching Expository Writing To College Freshmen and High School Juniors. Dissertation Abstracts International, 1973, 33, 5036A. Found programed instruction more effective for teaching the analysis of informative discourse to college freshmen and found programed instruction equally as effective as conventional methods for teaching the analysis and production of scientific discourse to high school juniors.

2.5.9 Hazen, C. L. The Relative Effectiveness of Two Methodologies in

the Development of Composition Skills in College Freshman English. Dissertation Abstracts International, 1973, 33, 4243A.

Concludes that students taught by the Christensen Rhetoric Program show writing skills superior to the skills of those taught by the traditional write-revise approach.

2.5.10 Higgins, J. A. Remedial Students' Need vs. Emphases in Text-Workbooks. College Composition and Communication, 1973, 24, 188-192.

Describes an examination of 100 writing samples by freshman composition students in order to determine the type and number of faults appearing in them.

2.5.11 Hooks, J. An Analysis of Writing Skills as Described by Selected Professional Writers. Dissertation Abstracts International, 1973, 33, 5004A.

Recorded the main elements of writing as identified by selected professional writers and, on the basis of this record, made recommendations concerning composition instruction.

2.5.12 Kitterman, R. W. A Comparison of the Effectiveness on Student Writing of Two Methods of Teaching Freshman Composition. Dissertation Abstracts International, 1973, 33, 5038A.

2.5.13 Loewenthal, K. The Effects of Training in Written Communication on Verbal Skills. British Journal of Educational Psychology, 1973, 43, 82-86.

A pilot study to test the effectiveness of a training procedure to increase students' awareness of the reader's requirements.

2.5.14 Miller, T. J. A Quantitative Study of the "Free Modifiers" in Narrative-Descriptive Compositions Written by Black College Freshmen after Leaving the Influence of the Christensen Rhetoric Program and a Study of Their Attitudes toward Written

Composition. Dissertation Abstracts International, 1973, 33, 3483A.

Found that the program had no positive influence upon the attitudes of black college freshmen toward written composition but that it is effective in teaching college freshmen to use free modifiers to expand their ideas in sentences and paragraphs.

2.5.15 Minars, E. J. The Effects of Individually Prescribed Instruction on Achievement, Self-Concept, and Study Orientation among Engineering Students Enrolled in English Composition at Oklahoma State University. Dissertation Abstracts International, 1973, 33, 6693A.

Describes the Pre-Professional Individually Prescribed Instructional (PIPI) model introduced into the curriculum of the College of Engineering at Oklahoma State University and measures its relationships with achievement, self-concept, and study orientation.

2.5.16 Mooney, L. S. A Study of the Effectiveness of Visual Communication in Reinforcing Classroom Instruction of Selected Principles of Business Communication. Dissertation Abstracts International, 1973, 33, 3963A.

Found that the use of audiovisual materials didn't make a significant difference in the reaction-evoking letter scores of college students enrolled in business communications courses.

2.5.17 O'Connor, J. R. Kinesics, Communication and Group Interaction. Paper given at Annual Convention of Southern Speech Communication Association, 1973, ED 071 124.

Reports on the effects of four forms of kinesic communication and

three forms of verbal communication on leadership perception in a small group setting.

2.5.18 Sullivan, H. B. Comparative Writing Environments at Gloucester County College. Dissertation Abstracts International, 1973, 33, 4813A.

Indicated that English composition courses should become an integral part of the total writing environment of students as they move through other instructional areas that should ideally require writing.

2.5.19 Trexler, J., and Kent, L. Commercial Theme-Writing Services, American Council on Education, Higher Education Panel, 1972, ED 071 578.

Describes a survey of the Higher Education Panel to determine the extent of the use of theme-writing services by college students. 441 institutions completed and returned the questionnaire.

2.5.20 Witty, C. D. Perceptions of Oral Communication Skills Needed by Junior College Students. Dissertation Abstracts International, 1973, 33, 4575A.

Students, businessmen, and professors showed definite preferences for interpersonal skills over those classified as traditional.

See also: Holladay, J. M., 1.5.2;
Sachs, J., 2.3.11;
Whalen, T. E., 6.7.1.

3. Language and Verbal Learning

3.1 Reviews of Research

3.1.1 Valmont, W. J. Active Pupil Involvement in Learning to Spell. Education, 1972, 93, 189-191.

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A review of studies and statements which raise certain questions about current practice in the teaching of spelling.

See also: Blount, N. S., 1.1.1;

Dieterich, D. J., 5.1.1;

Sheldon, W. D., 5.1.3.

3.3 Preschool and Elementary

3.3.1 Boileau, D. M. Adolescent Responses to a Persuasive Speech: Relationships to Three Stages of Piaget's Cognitive Development Theory. Dissertation Abstracts International, 1973, 33, 5323A.

A study of fifth, seventh, ninth, and eleventh grade students which supports Piaget's observations that the stage of a student's cognitive development leads to a different response to a situation, in this case, a speech.

3.3.2 Breedlove, W. G. The Effectiveness of Five Supplementary Methods of Teaching Spelling to Poor Spellers. Dissertation Abstracts International, 1973, 33, 4049A.

Results indicated that the addition of supplementary spelling instruction to the program of poor spellers in grades four, five, and six serves no useful purpose.

3.3.3 Drinkwater, B. A. The significance of Affect in Verbal Learning by Subnormal Children--An Exploratory Study. Australian Journal of Psychology, 1972, 24, 327-29.

3.3.4 Endicott, A. L. A Proposed Scale for Syntactic Complexity. Research in the Teaching of English, 1973, 7, 5-12.

Advances a theoretical model which allows researchers to define units of syntactic complexity in psycholinguistic terms.

3.3.5 Gonzales, J. L. The Effects of Maternal Stimulation on Early Language Development of Mexican American Children. Dissertation Abstracts International, 1973, 33, 3436A.

Tried to determine the nature and extent of language stimulation provided at home by mothers of four preschool age, disadvantaged Mexican-American children.

3.3.6 Hanf, M. B. A Study of Children's Thinking as Expressed through Oral Language Discourse. Research in the Teaching of English, 1973, 7, 13-29.

Studies children's cognitive functions as revealed through their oral language.

3.3.7 Hirsch, E. The Effects of Letter Formation Practice and Letter Discrimination Training on Kindergarten Handwriting Performance. Dissertation Abstracts International, 1973, 33, 6648A.

Results indicated that discrimination training did not contribute significantly to letter formation ability and that copying was more effective than faded tracing in promoting correct letter formation behavior.

3.3.8 Hopper, R. Measuring Children's Dependence upon Visual Context. 1972, ED 072 470.

Describes a study designed to explore the influences of visual context upon sentence comprehension in three-, four-, five-, and six-year-old children. Implications for language instruction are included.

3.3.9 Kaumans, D. P. The Effect of the Peabody Language Development Program, Level 2, on Oral Language Ability, Verbal Intelligence and School Progress with First Grade Children. Dissertation Abstracts International, 1973, 33, 6731A.

Concludes that the use of the Peabody Program can improve language skills for first-grade children; however, the program did not seem to generalize to the areas of academic achievement and intellectual development.

3.3.10 Koziol, S. M. The Development of Noun Plural Rules during the Primary Grades. Research in the Teaching of English, 1973, 7, 30-50.

A study of children's knowledge of noun plurals which shows what aspects of the system have been mastered by kindergarten age and what details are not yet perfectly learned even by third graders.

3.3.11 Lesgold, A. M. Effects of Pronouns on Children's Memory for Sentences. University of Pittsburgh, Learning Research and Development Center, 1972, ED 068 974.

Describes two experiments involving third- and fourth-grade students which revealed that the subjects integrated a few very vivid sentences, suggesting that the ability to integrate anaphorically linked propositions precedes the ability to analyze all clauses into forms that are appropriate operants for the integration function.

3.3.12 Levin, J. R., and others. Imagery and Vocalization Strategies in Children's Verbal Discrimination Learning. Technical Report No. 221. Wisconsin State University, Research and Development Center for Cognitive Learning, 1972, ED 065 895.

Describes two experiments which assessed the verbal discrimination learning of elementary school children. Results partially support the proposition that a particular rehearsal strategy would be facilitative only when it provided a discriminative cue which was relevant to the materials on hand.

3.3.13 Ley, R., and Locascio, D. Associative Reaction Time in Language Acquisition, 1972, ED 065 866.

Discusses a study in which a familiarization technique designed to strengthen the recognition response potential of verbal units was introduced prior to a test of performance in paired-associate learning.

3.3.14 Mizokawa, D. T., and Cunningham, D. J. Effect of Recency on Word Choice in a Sentence Completion Task. Indiana University, Institute for Child Study, 1972, ED 068 993.

Discusses two experiments conducted to test the hypothesis that recent experience with a set of words is a strong influence on selecting words in an appropriate context where other lexical items are equally available for selection.

3.3.15 Rohrman, N. L. Images and Deep Structures in Recall. Final Report. 1972, ED 065 893.

Describes two recent studies which suggest that semantic vividness, as measured by imagery ratings, rather than linguistic structure, is the more important determinant of recall.

3.3.16 Saltz, E.; Soller, E.; and Sigel, I. E. The Development of Natural Language Concepts. Child Development, 1972, 43, 1191-1202.

Examines the developmental trends inthe acquisition of natural language concepts by children aged 5-6, 8-9, and 11-12.

3.3.17 Tucker, S. A., and others. The Effects of Word Segmentation Schemes on Spelling Acquisition and Rentention. 1972, ED 067 670.

Describes an experiment conducted to examine word presentation routines to determine their effectiveness in spelling drills.

See also: Tiedt, I. M., 2.3.15; Valmont, W. J., 3.1.1.

3.4 Secondary

3.4.1 Black, J. A. The Effect of Instruction in General Semantics on Ethnic Prejudice. Research in the Teaching of English, 1973, 7, 98-108.

Concludes that the study gave strong evidence that the teaching of general semantics is indeed worthwhile as a method of reducing prejudice.

See also: Howell, M. M., 3.7.1; Shank, J. G., 5.4.8.

3.5 College and Adult

3.5.1 Ginsburg, G. P. Basic Components of Cognitive Structure. Final Report. University of Nevada, 1972.

Describes a study designed to examine the relationship between associative clustering, creative potential, and the slope of associative hierarchies.

3.5.2 Weber, J. M. An Analysis of the Semantic Relationships among Words and Their Effect upon Learning. Final Report. National Center for Educational Research and Development, 1972, ED 068 932.

Compares the semantic relationships among common nouns obtained via two measurement procedures and determines if the use of

these relationships to classify the various words results in differential degrees of learning when the stimuli are cast in terms of the paired-associate learning paradigm.

3.6 Special Education

3.6.1 Fygetakis, L. J., and Ingram, D. Language Rehabilitation and Programmed Conditioning: A Case Study. Journal of Learning Disabilities, 1973, 6, 60-64.

Tested the effectiveness of a program of language rehabilitation that combined current knowledge about language development with established techniques of programmed conditioning.

3.6.2 Phillips, S.; and others. Employing Paraprofessional Teachers in a Group Language Training Program for Severely and Profoundly Retarded Children. Perceptual and Motor Skills, 1973, 36, 607-16.

3.7 Teacher Training

3.7.1 Howell, M. M. The Impact of an Inservice Education Program on the Attitude and Behavior of Certain Teachers of the English Language in Pinellas County, Florida. Dissertation Abstracts International, 1973, 33, 5601A.

Concluded that the inservice education program, which consisted of a graduate level linquistics course and a four-day language workshop followed by the writing of a language curriculum guide, effected significant change in teacher attitudes toward languages and a change in the behavior of teachers in teaching language.

4. Bilingual and Bidialectal Programs

4.1 Reviews of Research

4.1.1 Hess, K. M. Targeted Communications: Teaching a Standard English to Speakers of Other Dialects. Final Report. Central Midwestern Regional Educational Lab., 1972, ED 065 892.

Final report of a projbct designed to provide current, educationally and linguistically sound information for those teaching a standard English to speakers of other dialects.

4.1.2 Smith, H. Black English: Considerations and Approaches. English Journal, 1973, 62, 311-318.

A review of research and opinion on teaching Standard English to speakers of other dialects.

4.1.3 Thornton, B. L. Bibliography for a Research of the Literature in Nonverbal Communication and Its Applications, As Related to the Study of Black American Nonverbal Communication, 1972, ED 070 108.

Lists 230 entries from 140 authors, spanning the years 1932 to 1972, which provide a review of nonverbal communication in specific relation to Black American nonverbal communication.

See also: Dieterich, D. J., 5.1.1.

4.3 Preschool and Elementary

4.3.1 Berdan, R., and Pfaff, C. W. Sociolinguistic Variation in the Speech of Young Children: An Experimental Study. Southwest Regional Lab. for Educational Research and Development, 1972, ED 067 695.

Thirty black and Anglo kindergarten children from lower and middle income neighborhoods were asked to respond to three different tasks in an effort to investigate seven phonological and syntactical features of Black English and to determine the utility of each elicitation procedure.

4.3.2 Chamot, A. U. English as a Third Language: Its Acquisition by a Child Bilingual in French and Spanish. Dissertation Abstracts International, 1973, 33, 3615A.

Describes the acquisition of English over a nine-month period by a ten-year-old boy bilingual in French and Spanish.

4.3.3 Cordova, J. E. English Proficiency and Behavioral Change in Spanish-Speaking Children, Southern Colorado State College, 1972, ED 066 996.

Describes a study of techniques designed to strengthen English as a second language skills of Chicano K-4 students.

4.3.4 Covington, A. J. A Study of Teachers' Attitudes toward Black English: Effects on Student Achievement. Dissertation Abstracts International, 1973, 33, 4382A.

Overall results showed a significant positive correlation between the language as perceived by the teachers and the achievement of the students and a significant correlation between the language as rated by the judges and the achievement of the students.

4.3.5 Fillmer, H. T., and Hurt, M. H. Language Patterns of Disadvantaged Pupils, Education, 1972, 93, 184-188.

Investigated the extent to which, and the manner in which, the language patterns of a group of disadvantaged pupils differed from standard patterns.

4.3.6 Gutierrez, L. P. Attitudes toward Bilingual Education: A Study of Parents with Children in Selected Bilingual Programs. Dissertation Abstracts International, 1972, 33, 2692A.

Concludes that parents enthusiastically approved of the on-going bilingual and bicultural programs to which their children were being exposed.

4.3.7 Ianco-Worrall, A. D. Bilingualism and Cognitive Development. Child Development, 1972, 43, 1390-1400.

Tested Leopold's observations on the earlier separation of word sound from word meaning by bilingual compared to matched unilingual children.

4.3.8 Jones, B. J. A Study of Oral LanguageComprehension of Black and White, Middle and Lower Class, Pre-School Children Using Standard English and Black Dialect in Houston, Texas, 1972. Dissertation Abstracts International, 1973, 33, 3957A.

Concludes that dialect barriers to comprehension do exist for the young child in learning centers where the language of the teacher and that written inthe materials differs from the language spoken by the child.

4.3.9 Levy, B. K. Is the Oral Language of Inner City Children Adequate for Beginning Reading Instruction? Research in the Teaching of English, 1973, 7, 51-60.

Provides evidence for the rejection of suggestions that disadvantaged, inner city black children are nonverbal or that they have no linguistic concepts.

4.3.10 Lopez, M. Bilingual-Bicultural Education and the Self-Concept of Mexican-American Children. Dissertation Abstracts International, 1973, 33, 6019A.

Concluded that bilingual-bicultural education programs are a viable educational alternative for Mexican-Spanish-speaking children and that such programs appear to benefit the Anglo-American child as well as the Mexican-American child in terms of the enhancement of their self-concept.

4.3.11 Martinez-Bernal, J. A. Children's Acquisition of Spanish and English Morphological Systems and Noun Phrases. Dissertation Abstracts Inernational, 1973, 33, 3619A.

An experimental study for developing a bilingual diagnostic language test for children five to eight years of age.

4.3.12 Olsson, M. Intelligibility: A Study of Errors and Their Importance. Gothenburg School of Education (Sweden), Dept. of Educational Research; Gothenburg University, Dept. of English; 1972, ED 072 681.

Part of the GUME experiments investigating methods for teaching English to Swedish school pupils.

4.3.13 Skoczylas, R. V. An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Education Program. Dissertation Abstracts International, 1973, 33, 5711A.

Concludes that, when compared to monolingually instructed counterparts, bilingually instructed pupils showed no evidence of either intellectual inferiority or superiority at the end of two years of bilingual instruction.

4.3.14 Spoelders, M., and Van Besien, F. An Exploratory Study of Pupils' Word Images in the Pre-Reading Stage of Learning English as a Second Foreign Language. Scientia Paedagogica Experimentalis, 1972, 9, 257-321.

Details a pilot experiment, "English as a Second Foreign Language at the Primary School," conducted at Ghent State University, Belgium.

4.3.15 Stafford, K. R. Types of Bilingualism and Performance of Navaho Children in School, Phase II. Final Report. Arizona State University, Dept. of Educational Psychology, 1972, ED 072 706.

Designed to acquire additional descriptive data regarding the effects of lingual types on school schievement as measured by the Metropolitan Achievement Tests.

4.3.16 Stewart, R. D. The Oral Language of the Inner City Black Child: Syntactic Maturity and Vocabulary Diversity. Dissertation Abstracts International, 1973, 33, 5988A.

Concludes that the developmental patterns of syntactic maturity and vocabulary diversity in the oral language of the inner-city black child are similar to the developmental patterns in the oral language of white, middle-class children as described by O'Donnell, Griffin, and Norris (1967) and by Fox (1970).

4.3.17 Strickland, D. S. A Program for Linguistically Different, Black Children. Research in the Teaching of English, 1973, 7, 79-86.

The literature-language program implemented demonstrated a successful method of expanding the language repertoire of linguistically different, black, kindergarten children to include Standard English.

4.3.18 Torrey, J. W. The Language of Black Children in the Early Grades. Studies on Developing Competence in Standard English I. Connecticut College, Department of Psychology, 1972, ED 067 690.

Describes a test of the effect of Black English on the performance of school tasks by 27 second graders in a Harlem school. Data show large individual differences in ability to use standard forms and low but significant correlation between speech and reading performance.

4.3.19 Van Metre, P. D. Syntactic Characteristics of Selected Bilingual Children. Dissertation Abstracts International, 1973, 33, 5160A.

A study of selected syntactic structures of bilingual third-grade public school children who scored either high or low on a state mandated reading test.

4.3.20 Weffer, R. C. Effects of First Language Instruction in Academic and Psychological Development of Bilingual Children. Dissertation Abstracts International, 1973, 33, 5991A.
Assessed the impact of bilingual education on the academic performance of first graders of Spanish-speaking background and explored empathy in teachers and teacher aides as a dimension in the bilingual program.

4.3.21 Whitehead, J. L., and others. Latitude of Attitude in Ratings of Children's Speech. University of Texas, Center for Communications Research, 1972, ED 070 120.
Measured reactions to children on the global dimensions of "confidence-eagerness" and "ethnicity-nonstandardness" in order to determine the effects of dialects on the attitudes of others.

4.3.22 Zirkel, P. A. An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Programs in Connecticut. Hartford University, Connecticut Migratory Children's Program; Dissertation Abstracts International, 1972, 33, 2680A; ED 070 326.
Assesses the effectiveness of experimental bilingual education programs in four Connecticut cities during 1970-71 with respect to selected pupil and parent reactions.

4.4 Secondary

4.4.1 Covey, D. D. An Analytical Study of Secondary Freshmen Bilingual Education and Its Effect on Academic Achievement and Attitude of Mexican American Students. Dissertation Abstracts International, 1973, 33, 4789A.
Concludes that Mexican-American students enrolled in a bilingual education program achieve significantly higher in the academic disciplines of English and reading than do Mexican-American students enrolled in the regular school program.

4.4.2 Hartman, M. D. A Psycholinguistic Study: Contrastive Analysis Teaching of Black and Standard Dialects to Junior-High Reading Subjects. Dissertation Abstracts International, 1973, 33, 5983A.

Findings lent strong support to anticipated results that a usual general-English-class format does not give children who do not have it fluency in Standard English in the four areas tested.

4.4.3 Tran, T. C. The Concept of Difficulty in Second-Language Learning and Teaching. Dissertation Abstracts International, 1973, 33, 5159A.

A critical survey of the evolution of error analysis and constrastive analysis and an empirical investigation which explored the possibility of providing a more comprehensive approach to the problem of difficulty by introducing the dimension of the learner's own perceptions of difficulty.

See also: Smith, H., 4.1.2.

4.5 College and Adult

4.5.1 Collins, L. L. Language Processes and Second-Language Acquisition. Dissertation Abstracts International, 1973, 33, 6304A.

Concludes that the circumstances under which the first language is learned cannot be replicated for learning a second language and that the traditional order in which skills have been taught (listening, speaking, reading, writing) is unrealistic for the adult second-language student, since the visual aspect plays such a large role in second-language learning.

4.5.2 Hanners, L. A Study of the Effectiveness of Linguistically Oriented Teaching Methods in Correcting Dialectally Derived Errors in the Writing of Black College Students. Final Report. 1972, ED 067 701.

A group of 46 college students from a remedial English workshop were subjects in a study to determine whether linguistically oriented teaching methods more effectively corrected writing errors of black dialect speakers than traditional teaching methods which used The Macmillan Handbook.

4.5.3 Pierce, M. E. Expectancy in Advanced ESL Reading: Graded Exercises for Identifying Subject Units in Sentences. Dissertation Abstracts International, 1973, 33, 3486A. Presents an approach to the teaching of expectancy for structural redundancy as an aid to foreign students in reading English at the advanced level, particularly college textbooks.

4.5.4 Stieglitz, F. B. Teaching a Second Language: Sentence Length and Syntax. National Council of Teachers of English, 1973. Investigates the effect of sentence length and syntactic structure on repeatability of sentences in order to determine whether native and non-native speakers of English experience similar difficulties in repeating sentences.

5. General English Curriculum

5.1 Reviews of Research

5.1.1 Dieterich, D. J. Bibliography of Research in the Teaching of English: July 1, 1972 to December 31, 1972. Research in the Teaching of English, 1973, 7, 114-140.

5.1.2 Hillocks, G., Jr., Alternatives in English: A Critical Appraisal of Elective Programs. ERIC/RCS Information Analysis Series: Group 1. ERIC/RCS, 1972, ED 068 951.

A study of high school English elective programs which is based on data from over 100 programs in 37 states, it discusses the rationales for these programs and examines program structures, patterns of course offerings, course designs, methods, and results of evaluation.

5.1.3 Sheldon, W. D.; Lashinger, D. R.; and Carney, J. J. A Summary of Research Studies Relating to Language Arts in Elementary Education: 1971 Elementary English, 1973, 50, 791-839.

5.2 Status Surveys

5.2.1 Shayer, D. The Teaching of English in Schools 1900-1970. Routledge & Kegan Paul, 1972.

A study of English instruction in Great Britain concentrating on the changes in the last 70 years at the junior and secondary school levels.

5.3 Preschool and Elementary

See also: Ayers, J. B., 1.3.2; Shayer, D., 5.2.1; Thompson, V. V., 5.4.11.

5.4 Secondary

5.4.1 Ferrier, S. W. College English Courses and Their Effect on Connotative Meanings as Measured by the Semantic Differential. Dissertation Abstracts International, 1973, 33, 5676A.

Because of the substantially greater number of statistically significant changes demonstrated by the freshman English class when compared to the other three classes, the investigator suggests that this study offers further evidence that the freshman English year can be critical in the attitude development of many college students.

5.4.2 Gibbons, J. M. A Study of Attitudes and Performance of High School Students Enrolled in Elective English Programs. Dissertation

Abstracts International, 1973, 33, 6646A.

Concludes that students in an all-elective English Program perform as well in language and in literature as do students in a traditional program.

5.4.3 Johnson, N. C. A Study of the Secondary English Program of an Urban School System in Terms of Recommendations of the National Council of Teachers of English and the Commission on English. Dissertation Abstracts International, 1973, 33, 4798A.

Concludes that the English program was not receiving a united effort on the part of those directly involved with it, as evidenced by the divergence among teachers, chairmen, and principals with respect to their perception of the implementation of the recommendations.

5.4.4 McNees, C. An Empirical Investigation of English Independent Study Programs in the Commonwealth of Virginia Based on a Conceptual Model. Dissertation Abstracts International, 1973, 33, 3262A.

A questionnaire survey of 57 Virginia secondary schools which had independent study programs.

5.4.5 Miller, M., and Price, K. An Individualized, Non-graded Pilot Study in English for the Under-achiever, Gulfport, Miss., Public Schools, 1970, ED 068 944.

Reports on a ten-week junior high program. Results indicated that the combination of small classes, material geared to the interests and abilities of the students, and an atmosphere which encouraged participation and individual progress had produced improvement in language skills.

5.4.6 Preston, D. C. The attitudes of Illinois High School English Teachers toward the Concept of Good English. Dissertation Abstracts International, 1972, 33, 2805A.

Based on a 44-item questionnaire sent to 1000 randomly selected Illinois English teachers and on the responses to an informal theme sent to one-fifth of the original sample for grading.

5.4.7 Quinlan, T. E. The Relationship between Changes in the Secondary School English Syllabus and the Training of Teachers in Kenya, 1964-1970. Dissertation Abstracts International, 1973, 33, 3165A. Attempts to establish the direction that the English syllabus in the secondary schools of Kenya has taken since Kenya became independent (1964-1970).

5.4.8 Shank, J. G. Research and the Teaching of English: A Study of the Productive Researcher and His Research Practices in Selected Research on the Teaching of English at the Secondary Level (1966-1971). Dissertation Abstracts International. 1972, 33, 2624A. Explores research activities and the process of investigating problems in the teaching of English at the secondary level.

5.4.9 Silverbank, F. A Selection of Selected Personality Factors between Students Talented in English and Students Talented in Mathematics. California Journal of Educational Research, 1973, 24, 61-65. Found that students talented in English are considerably more sociable than those talented in mathematics, that they don't differ in levels of responsibility or mean levels of anxiety.

5.4.10 Stern, M. E. The English Department Chairman: A Job Description. Dissertation Abstracts International, 1973, 33, 5454A. Among the conclusions were that 63 percent of the high school English department chairmen had held the job five years or less, that virtually all of them want to and do teach at least one class, that 28 percent of English department chairmen are never evaluated, and that nearly 50 percent of them have or take no responsibility for evaluation.

5.4.11 Thompson, V. V. A Study to Determine the Relationship between English Teachers' Knowledge of and Their Attitudes toward Behavioral Objectives. Dissertation Abstracts International, 1973, 33, 3974A.

Found that more than half of the people who had operational knowledge of behavioral objectives opposed them and that those who opposed behavioral objectives read more on behavioral objectives than did those who favored them.

See also: Roberts, D. R., 5.7.4.

5.5 College and Adult

5.5.1 Campana, J. M. Effects of Implementing Affective Objectives in Teaching a Literature-Composition Course. Dissertation Abstracts International, 1973, 33, 6051A.

Attempted to determine whether adding affective objectives to the primarily cognitive syllabus objectives of a college freshman literature-composition course would generate data to indicate change in self-identify, relationship, and control.

5.5.2 Harrison, A. E. A Study of Current Content, Practices, and Philosophy of Terminal English in the Community Junior Colleges of Kansas. Dissertation Abstracts International, 1973, 33, 3321A.

Describes the results of a questionnaire survey of English departments in the 19 community junior colleges of Kansas.

5.5.3 Slade, L. A. Differing Perceptions of an English Department at a Midwestern State University. Dissertation Abstracts International, 1973, 33, 5693A.

Reports the results of a questionnaire survey of the English faculty and graduate students in regard to such matters as curriculum, committees, administrative structure, philosophy of the department, the graduate program in English, the teacher-training program, promotions, work load, and the like.

See also: Johnston, J. A., 5.7.3.

5.7 Teacher Training

5.7.1 Dieterich, D. Performance Based Teacher Education--an ERIC/RCS Report. English Education, 1973, 4, 202-204.

A review of research in commentary on performance based teacher education.

5.7.2 Gall, M. D. The Use of Questions in Teaching. Teacher Education Division Publication Series. Report A/0-9. Far West Lab. for Educational Research and Development, 1970, ED 067 651.

Surveys the use of questions in the classroom over a fifty-year period, revealing that the main trend has been the development of techniques to describe questions used by teachers.

5.7.3 Johnston, J. A. A History of the One Year Experience of TTT in English at Carnegie-Mellon University. Dissertation Abstracts International, 1973, 33, 4347A.

Presents a history of the TTT program and includes the results of four questionnaires given to the fellows in English. Concludes that TTT program should be housed in an atmosphere in which public school teachers are not treated as second-class citizens.

5.7.4 Roberts, D. R. Measured Self Concepts and Attitudes toward Language Study among Secondary English Education Undergraduates and English Teachers. Dissertation Abstracts International, 1973, 33, 4807A.

Measured existing self-concepts and prescriptive-descriptive attitudes toward language study among undergraduate secondary English education students and those among experienced secondary English teachers.

5.7.5 Throckmorton, H. J. The Role of the Secondary English Teacher as Perceived by Student Teachers, Cooperating Teachers, and University English and Education Faculty. Dissertation Abstracts International, 1973, 33, 4230A.

5.7.6 Wingler, E. F. The Attitudes and Beliefs of English Educators: Three Perspectives. Dissertation Abstracts International, 1972, 33, 2827A.

Analyzes English educators' (defined as those responsible for the preparation of secondary school English teachers) publications and their responses to a questionnaire containing some 75 statements about English and English teaching.

See also: Stern, M. E., 5.4.10.

6. Testing and Evaluation

6.1 Reviews of Research

See: Dieterich, D. J., 5.1.1.

6.3 Preschool and Elementary

6.3.1 Golub, L. S., and others. Items to Test Level of Attainment of Language Arts Concepts by Intermediate-Grade Children. Working Paper No. 60. Wisconsin State University, Research and Development Center for Cognitive Learning, 1971, ED 068 960.

A report from the Project on a Structure of Concept Attainment Abilities and the Quality Verification Program, it presents a twelve-part paradigm for testing the level of concept attainment in language arts.

6.3.2 Golub, L. S., and others. Measuring Language Arts Concept Attainment: Boys and Girls, Technical Report No. 199. Wisconsin State University, Research and Development Center for Cognitive Learning, 1971, ED 065 894.

Describes test development efforts for constructing 12 items to measure achievement of each of 30 selected language arts concepts by 186 boys and 259 girls just beginning the sixth grade.

6.3.3 Golub, L. and others. Selection and Analysis of Language Arts Concepts for Inclusion in Tests of Concept Attainment. Working Paper No. 59. Wisconsin State University, Research and Development Center for Cognitive Learning, 1971, ED 068 961.

A report from the Project on a Structure of Concept Attainment Abilities, it describes the procedures used to develop a list of concepts taught in fourth-grade language arts.

6.3.4 Kirby, D. R. The Effect of Marking and Reporting of Pupil Progress upon the Motivation, Self-Concept, Attitude toward School and English, and Letter Grade Dependency of Seventh Grade Language Arts Students. Dissertation Abstracts International, 1973, 33, 4245A.

6.3.5 Turkish, M. P. A Study of Dictionary Skills Used by Pupils in Grades Four, Five, and Six. Dissertation Abstracts International, 1973, 33, 3272A.

Attempted to devise an instrument which would measure dictionary skills for pupils in grades four, five, and six.

6.3.6 Zigler, E.; Abelson, W. D.; and Seitz, V. Motivational Factors in the Performance of Economically Disadvantaged Children on the Peabody Picture Vocabulary Test. Child Development, 1973, 44, 294-303.

Found that the exceptionally low IQ scores of economically disadvantaged young children were due to motivational factors rather than a specific linguistic defect.

See also; Martinez-Bernal, J. A., 4.3.10.

6.4 Secondary

6.4.1 Slotnick, H. B. Toward a Theory of Computer Essay Grading. Journal of Educational Measurement, 1972, 9, 253-263.

Identified the factors inherent in the measures of essays made by the computer and then determined the attributes of interest to humans which were being reflected by these factors.

6.5 College and Adult

6.5.1 Hickman, M. A. Study of the Relationships between Selected Antecedent Variables and the Language Skills Examination of the University System of Georgia. Dissertation Abstracts International, 1973,

33, 4877A.

Found that white students performed better than black, girls better than boys, particularly on the essay component; also found that of the entrance variables the SAT-V correlated higher with the LSE than did the SAT-M or high school average.

6.5.2 Thompson, L. M. Trends in Faculty Evaluation in Departments of English. ADE Bulletin, 1973, 37, 8-13.

The results of a questionnaire survey of 458 chairmen at private and state universities, colleges, and community colleges in all 50 states.

6.5.3 Williams, R. I., and Nattinger, J. R. Determination of Criteria to Measure English Language Responsiveness. Final Report. Oregon State University, 1972, ED 068 968.

Attempted to locate those measurable criteria of responsiveness to language which have not been utilized to any significant extent in standardized tests.

See also: Whalen, T. E., 6.7.1.

6.6 Special Education

6.6.1 Bartel, N. R.; Bryen, D.; and Keehn, S. Language Comprehension in the Moderately Retarded Child. Exceptional Children, 1973, 39, 375-382.

Results suggest that the Carrow Auditory Test of Language Comprehension can provide useful information on the language comprehension development of trainable retarded children.

6.7 Teacher Training

6.7.1 Whalen, T. E. A Validation of the Smith Test for Measuring Teacher Judgment of Written Composition. Education, 1972, 93, 172-175.

Casts doubt on the validity of Smith's test as a general instrument for assessing essay-rating behavior.

6.7.2 Wilsford, J. A. Measuring English Teachers' Changes in Values toward "Growth through English" Variables. Research in the Teaching of English, 1973, 7, 87-97.

Results indicate that a simple ranking of values is almost as effective as an elaborate forced-choice measure and that a workshop can modify the expressed attitudes of teacher-participants.