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ABSTRACT
                This bibliography of 144 annotated citations covers
research in the teaching of English from July 1 through December 31,
1972. Subject categories include literature, humanities and the
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. (HOD)

Bibliography of research in the teaching of English:

July 1, 1972 to December 31, 1972

Daniel J. Dieterich

With this issue, the ERIC Clearinghouse on Reading and Communication Skills

(ERIC/RCS) undertakes the task of compiling the semi-annual bibliography. For

the convenience of those using them, this and future bibliographies will be

annotated. It is hoped that this will make the listing more useful and will

help readers avoid searching out or ordering research which is not really pertinent

to their area of interest. The classification system has likewise been modified

so that it permits easier access to information by educational levels. Finally,

the scope of the bibliography has been narrowed so as to eliminate needless

duplication of efforts. Those interested in research in the field of reading

are referred to Reading Research Quarterly's extensive annual "Summary of

Investigations Relating to Reading" (Winter issue); RTE will no longer be

indexing research that is strictly in the field of reading. Those interested

in research in the areas of debate, theatre, or forensics are referred to the

Bibliographic Annual in Speech Communication which covers these areas more

thoroughly than is possible for RTE; RTE will continue to index items dealing

with all other aspects of the teaching of oral communication.

Your comments on these changes would be welcomed.

1. Literature, Humanities and Media

1.1 Reviews of Research

1.1.1 Culinan, B. E. Research report: Teaching literature to
children, 1966-1972. Elementary English, 1972, 49,
1028-1037.

Reviews six basic areas of research on teaching literature
to children, concluding that the specificity needed to
study teacher effectiveness has not been found in the
teaching of literature to children.

1.1.2 Dieterich, D. J. 'Books that lie and lullabye.' Elementary
English, 1972, 49, 1000-1009.

Reviews research and commentary on the subject of racism
and sexism in children's books.

1.1.3 Purves, A. C., and Beach, R. Literature and the Reader. NCTE,
1972.

Reviews the past 50 years of research on response to
literature, reading interests; and the teaching of literature.
Extensive bibliography.

1.1.4 Rowell, C. H. Afro-American literary bibliographies: an
annotated list of bibliographical guides for the study of
Afro-American literature, folklore and related areas.
Disseration Abstracts International, 1972, 33, 1740A.

Provides students of Black Studies with a descriptive list
of bibliographical tools for research in Afro-American
literature, folklore, and allied fields.

1.1.5 Sternthal, B. Persuasion and the mass communication process.
Dissertation Abstracts International, 1972, 33, 1758A.

Provides a foundation of knowledge concerning persuasive

mass communications that may serve as a basis for its

understanding, practical application, and systematic

research.

See also: Amer. Association of Junior Colleges, 5.1.1;

Blount, N.S., 5.1.2.

1.2 Status Surveys

1.2.1 Keeley, J. A. The current status of the humanities in the

curriculum of the public schools of Colorado. Dissertation

Abstracts International, 1972, 33, 1417A.

Concludes that humanities programs tend to exist in particular

schools because of the schools' educators. The existence of

a program was not related to the school's level, location,

socioeconomic neighborhood, size, enrollment, or facilities.

1.2.2 Rumbley, R. The history of speech and drama education in the

Dallas public schools (1884-1970). Dissertation Abstracts

International, 1972, 32, 6693A.

Contains a record of the facts, events, and circumstances

which determined the condition and progress of speech and

drama education in the Dallas Public Schools from 1884 to

1970.

1.3 Preschool and Elementary

1.3.1 Bildman, J. L. A study of child-adult relationships as

revealed in selected contemporary picture-storybooks for

children in the primary grades. Dissertation Abstracts

International, 1972, 33, 950A.

Analyzes 100 picture-storybooks in twenty key questions

dealing with the image of the 6-9-year-old child, aspects

of interaction between child and adult, and the interplay

of the environment on the interactions.

1.3.2   Blatt, G.T. Violence in children's literature:a content

analysis of a select sampling of children's literature and

a study of children's responses to literary episodes

depicting violence.   Dissertation Abstracts International,

1972, 33, 2316A.

1.3.3   Carmichael, C. W. Values in children's literature--as

perceived by whom?   Elementary English, 1972, 49, 996-999,

1055.

Attempts to decide whether there is any validity to the

belief that what an adult sees in a book will also be

perceived by a child.

1.3.4   Cooper, B., and Smith, D. M.   Reactions of sixth-grade

students to remembered favorite books of elementary school

teachers.   Elementary English, 1972, 49, 1010-1014.

Indicates that remembered favorites of adults are still

being read by or to today's youth to a considerable degree.

Suggests that preferences in and reactions to books are

very individual.

1.3.5   Feeley, J. T.   Interest patterns and media preferences of

boys and girls in grades four and five.   Dissertation

Abstracts International, 1972, 33, 190A.

Seeks to identify and describe the interest patterns and

media preferences (print and television) of children by

subjecting responses to an interest inventory.   Sex, race,

and socioeconomic status are factors studied.

1.3.6 Henze, M. V. Children's responses to literary style.
Dissertation Abstracts International, 1972, 33, 1979A.
Finds that instead of increasing listening enjoyment,
learning about elements of style tended to make the
children in the experimental group more discriminating
than the control group in their ratings of the author's
style.

1.3.7 Riggsby, D. S. Film production as an activity in sixth
grade social studies: a study of cognitive retention.
Dissertation Abstracts International, 1972, 33, 1083A.
Compares the cognitive retention of sixth grade students
engaged in film making during a unit on Mexico with the
cognitive retention of three other groups of students.

1.3.8 Shapiro, P. P., and Shapiro, B. J. An evaluation of
poetry lessons with children from less advantaged
backgrounds. Educational Leadership, 1972, 30, 55-59.
Finds that children from lower class backgrounds can be
taught to express themselves poetically.

1.3.9 Sloan, G. D. The practice of literary criticism in the
elementary school as informed by the literary and educa-
tional theory of Northrop Frye. Dissertation Abstracts
International, 1972, 33, 1084A.
Explores the proposition that literary criticism may
have meaningful beginnings in the elementary school, that
it is at this level a study of vital importance, and that
its practice may be informed by the literary theory of
Northrup Frye.

1.3.10 Zucaro, B. J. The use of bibliotherapy among sixth graders
to affect attitude change toward American Negroes. Dis-
sertation Abstracts International, 1972, 33, 1340A.
Finds that bibliotherapy can change suburban school
children's attitudes toward American Negroes in a favor-
able direction.

See also: Pinar, W. F., 1.4.8.

1.4 Secondary

1.4.1. Andrews, L. Author biography and poetry study: II.
Research in the Teaching of English, 1972, 6, 176-180.
Data suggest that the students in the study respond more
favorably to contemporary poetry, but that when author
information was added there was no significant difference
between their appreciation scores.

1.4.2 Brewbaker, J. M. The relationship between the race of
characters in a literary selection and the literary
responses of Negro and white adolescent readers. Dis-
sertation Abstracts International, 1972, 33, 548A.
Concludes that the major effect of the race-of-characters
(white, Negro, and neutral) in 3 versions of a short
story was to lower reader evaluation of Negro characters.

1.4.3 DiPonio, M. The humanities in the high school: a study of
a humanities program in one Michigan secondary school.
Dissertation Abstracts International, 1972, 33, 2069A.
Recommends that the humanities be redefined, expanded,
and offered to as many students as possible.

1.4.4 Frankel, H. L. The effects of reading The
Adventures of Huckleberry Finn on the racial attitudes

of selected ninth grade boys. Dissertation Abstracts

International, 1972, 33, 1318A.

Finds that the study of the novel changes the attitudes

of adolescent boys toward whites and blacks in a positive

direction by reducing hostile feelings and increasing

favorable feelings.

1.4.5 Lewis, W. J. A comparison of responses of adolescents to

narrative and lyric literature and film. Dissertation

Abstracts International, 1972, 33; 2221A.

Finds that adolescents respond differently to film

than to literature when the selections are comparable.

1.4.6 Luc, J. W. Identity and image development of students

through Black literature. Dissertation Abstracts

International, 1972, 32, 6763A.

Finds that more recently efforts have been made to include

Blacks in literature antholugies, but that more needs to

be done to aid in the development of minority self-

concepts.

1.4.7 Millett, N. C. An experimental technique for assessing

readers' responses to structural principles and clues to

order in a poem. Dissertation Abstracts International,

1972, 33, 1325A.

Attempts to discern which elements of structure are

actually meaningful to readers at different levels of

schooling. The seven conclusions are significant for

teachers, textbook authors, curriculum planners, and

literary critics.

1.4.8   Pinar, W.   Humanities Program: critique and rationale.

Dissertation Abstracts International, 1972, 33, 1422A.

Proposes a humanities program comprised of "two inter-

dependent curricular components: the nuclear and the

cortical, which, in combination, constitute a total

humanizing ambience."

1.4.9   Thompson, R. F.   The effects of explanation and practice

in interpreting literary devices on ninth-grade students'

ability to interpret literature.   Dissertation Abstracts

International, 1972, 33, 908A.

Compares two instructional methods used to teach junior

high school students how to interpret literature.

1 4.10 Townsend, D. K.   Oral interpretation of literature: a

theoretical and practical approach to the study of

literature in secondary school English.   Dissertation

Abstracts International, 1972, 33, 227A.

Assesses the role of oral interpretation in a comprehensive

theory of discourse, and suggests an approach for its

implementation in secondary school English.

See also: Hillocks, G., Jr.,   5.2.3.

1.5 College and Adult

1.5.1   Bacon, R.   Literary theory: A pedagogy.   Dissertation

Abstracts International, 33, 1136A.

Deals with the preparation, designing, teaching, and

evaluation of a course in literary theory.

1.5.2   Edwards, E. A.   The factors which contribute to the

effectiveness and success of the inter-related humanities

course on the sophomore level in the junior college.

Dissertation Abstracts International, 32, 6680A.

Finds that there are relatively few junior colleges in
the states studied (Alabama, Florida, Georgia, South
Carolina, and North Carolina) that offer the interrelated
humanities course and that most teachers feel inadequately
trained.

1.5.3 Kirkpatrick, C. G. The college literature class: Observations
and description of class sessions on The Scarlet Letter.
Dissertation Abstracts International, 1972, 33, 2239A.
Describes how seven college teachers and their students
talked about one work of literature in order to determine
how different teachers approach the teaching of the same
work.

1.5.4 Lynch. F. D. Clozentropy: a technique for studying audience
response to films. Dissertation Abstracts International,
1972, 33, 1871A.
Develops a reliable and valid technique for determining
differences in complexity among films and differences in
sophistication among viewers.

1.5.5 Vorce, A. E. A Critical Analysis of three case examples of
humanities education programs for adults. Dissertation
Abstracts International, 33, 1407A.
Finds that the philosophy and goals of the three insti-
tutions studied were fairly concordant with the model
concepts of humanities education, but that there were
discrepancies between the model and the actual practice
of each institution.

1.5.6 Wainer, H., and Berg, W. The dimensions of De Maupassant. American Educational Research Journal, 1972, 9, 485-491. Uses multidimensional scaling to determine the perceptual space employed by a group of students in judging a set of literary works.

See also: Pinar, W. F., 1.4.8.

1.7 Teacher Training

1.7.1 Phillips, R. A. An epistemological justification of the place of literary art in the curriculum. Dissertation Abstracts International, 1972, 33, 2242A. Epistemologically justifies the place of literary art in the curriculum by showing that its aesthetic significance embraces a kind of referential function to the external world so that it communicates knowledge that can be communicated in no other way.

1.7.2 Trezise, M. J. A study of the feasibility of using instructional modules in a children's literature class. Dissertation Abstracts International, 1972, 33, 2091A. Finds that students can acquire a substantial amount of factual data on specific information about children's literature through this instructional approach.

2. Written and Oral Communication

2.1 Reviews of Research

2.1.1 Dieterich, D. J., Composition evaluation: Options and advice. English Journal, 1972, 61, 1264-1271. Reviews research and commentary on the subjects of lay readers, tape-grading, computer evaluation, the value of composition evaluation, and evaluation reliability.

2.1.2 Hoetker, J., and Rupley, W. Poetry in the elimentary

classroom: The professional literature, 1970-1972.

Elementary English, 1972, 49, 1158-1165.

Reviews research and commentary on the teaching and

writing of poetry at the elementary school level.

2.1.3 Longstreet, W. S. Multiforms of communication in

interpersonal understanding. Educational Leadership,

1972, 30, 175-177.

Reviews research on non-verbal communication and the

observation and analysis of non-verbal communication.

See also: Blount, N.S., 5.1.2.

2.2 Status Surveys

2.2.1 Ayscue, V. G. A descriptive study of the teaching of

composition in North Carolina public high schools:

1964-1969. Dissertation Abstracts International, 1972,

33, 1557A.

Finds that, with some variations, the teaching of

composition in North Carolina compares favorably in

eight categories with that in other parts of the nation.

2.2.2 Cook, W. D. A history of adult literacy education in the

United States. Dissertation Abstracts International,

1972, 33, 544A.

Relates and interprets the events associated with the

development of adult literacy education from 1900 to 1970.

2.2.3 Prentice, J.E. The status of recent experimental, empirical,

and rhetorical studies in the teaching of persuasion.

Dissertation Abstracts International, 1972, 32, 6691A.

Uses an eighty-five item questionnaire, mailed to 300

speech teachers in senior colleges and universities in

the United States to collect data.

2.3 Preschool and Elementary

2.3.1 Alpren, P. F. An investigation of whether feedback about

'originality' of story writing is associated with

increased originality in subsequent writings of fifth-

grade students. Dissertation Abstracts International,

1972, 33, 1579A.

2.3.2 Carner, R. L. The relative effectiveness of the initial

teaching alphabet and traditional orthography on reading,

spelling and writing achievement of first and second

grade children. Dissertation Abstracts International,

33, 5466A.

Finds attitudes toward reading to be more positive when

i.t.a. is the medium of instruction. Also finds a

significant difference in favor of i.t.a. at first

grade level in the linguistic structure of writing

samples.

2.3.3 Christensen, K.E.M. Effects upon children's oral syntactic

language development under two kindergarten programs.

Dissertation Abstracts International, 1972, 33, 70A.

Assesses the effects of programs (a regular curriculum

with and without an adaptation from the language-experience

approach to reading), of social class, and of sex on

changes in oral syntax.

2.3.4 Gould, K. L. Relationships of creativity, reading

comprehension, intelligence, and response to a literature

selection for fourth grade inner-city children. Dissertation

Abstracts International, 1972, 33 893A.

Attempts to determine relationships between verbal

and nonverbal creative thinking, literal reading

comprehension, intelligence, and creative oral response

to a literature stimulus.

2.3.5 Johnson, J. B. An analysis of spelling difficulties of

common words used with high frequency. _Dissertation_

Abstracts International, 1972, _33_, 79A.

Recommends that the 433 spelling words identified as

being misspelled by more than 40% of the pupils should

receive more attention in instructional programs.

2.3.6 McDaniel, E., and Pietras, T. Conventional test scores

and creative writing among disadvantaged pupils. _Research_

in the Teaching of English, 1972, _6_, 181-186.

Examines the realtionship of a child's general intelligence,

achievement, and language skills (as measured by conventional

tests) with his creative ability (as measured by a story

rating scale).

2.3.7 Nemanich, D. Passive verbs in children's writing. _Elementary_

English, 1972, _49_, 1064-1066.

Finds that though there is a large difference between the

use of passive verbs in the writing of children and adults,

both use passive verbs, and neither uses them extensively.

2.3.8 Porter, J. Research report: Martin, J. J., The development

of sentence writing skills at grades three, four, and five.

Elementary English, 1972, _49_, 867-870.

A general investigation of a linguistically structured

English curriculum based upon a Transfer Model for the

Development of Sentence-Writing Skills.

2.3.9 Porter, J. Research report: National Assessment:

Writing. Elementary English, 1972, 49, 863-866.

Reports the findings to date of the National Assessment

of Educational Progress in Writing.

2.3.10 Robinson, V. H. A comparison of standard English patterns

produced by Head Start participants and comparable children

with no Head Start experience. Dissertation Abstracts

International, 1972, 33, 906A.

2.3.11 Young, E. R. The differential influence of three methods

of sentence expansion instruction on the written composition

of second grade boys and girls. Dissertation Abstracts

International, 1972, 33, 1032A.

Indicates that children seem to improve their written

composition through instruction in sentence expansion.

The pattern of results show that a differentiation of

instructional techniques for the sex groups may be

profitable.

See also: Hoetker, J., 2.1.2; and National Assessment,

2.4.3 and 2.4.4.

2.4 Secondary

2.4.1 Beckstrand, P. E. The adaptation of transactional analysis

as a means to the teaching of written expression in high

school. Dissertation Abstracts International, 1972, 33, 1409A.

Statistical results indicate that the use of Transactional

Analysis yielded a significant change at the .01 level

in Locus of Control among the Experimental group; that is,

these students moved in the direction of internality.

2.4.2 Caskey, J. D. An analytical study of the articles pertaining
to the teaching of literature published in the English Journal
for the years, 1959-1968. Dissertation Abstracts International,
1972, 33, 1137A.

Explores the interest in media used in the teaching of
literature; the amount of writing published by high school
English teachers, English professors, and education professors;
and the number of articles on curriculum problems dealing
with high school literature.

2.4.3 National Assessment of Educational Progress. Report 3:
1969-1970 Writing: National Results. Education Commission
of the States, 1970.

Contains results by age (9, 13, 17, and adult) of an
assessment of writing abilities of 88,000 individuals.

2.4.4 National Assessment of Educational Progress. National
Assessment Report 5: 1969-1970 Writing: Group Results
for Sex, Region and Size of Community. Education Commission
of the States, 1971.

Contains results of the writing assessment by sex, region
(Northeast, Southeast, Central, and West), and size of
community (big cities, urban fringes, medium-size cities,
and smaller places).

2.4.5 Radcliffe, T. Talk-write composition: A theoretical model
proposing the use of speech to improve writing. Research
in the Teaching of English, 1972, 6, 187-199.

Outlines an experiment to test the theory that writing is
enhanced when the writer discusses his ideas before he
submits them to paper.

2.4.6 Stoner, D.; Beall, L. L.; and Anderson, A. A systems
approach to the teaching of the mechanics of English
expression. Research in the Teaching of English, 1972,
6, 200-211.

Data from two studies indicate that daily writing and
daily correction and grading based exclusively on mechanics
improve students' ability to write correctly by eliminating
common errors.

2.4 See also: Porter, J. (National Assessment), 2.3.9.

2.5 College and Adult

2.5.1 Gee, T. C. Students' responses to teacher comments. Research
in the Teaching of English, 1972, 6, 212-221.

Concludes that students seem to have more patience in
working on their compositions if they think they will
be rewarded for what they do well and if they are
encouraged along the way.

2.5.2 Kelly, H. F. Systematic description of procedures used in
teaching two college freshman composition courses.
Dissertation Abstracts International, 1972, 33, 1080A.

Tests whether an open learning environment and a teaching-
learning pattern of self-determination contribute to the
development of student compositions meeting cooperatively
developed criteria for organization and clarity.

2.5.3 Khatena, J. The use of analogy in the production of original
verbal images. The Journal of Creative Behavior, 1972,
6, 209-213.

Discusses the responses of 141 men and women on a test
designed to measure verbal originality through creative
analogies.

2.5.4 Pickard, K. L. An experimental study of the effect of

remedial instruction in English usage on the achievement

of college students in business letter writing. Dissertation

Abstracts International, 1972, 33, 503A.

Recommends that students not necessarily be required to

have remedial instruction in English usage to improve

their letter-writing skill, and that teachers be aware

that people's judgment of letter-writing skills can

vary considerably.

2.5.5 Resch, K. E. An analysis of the effectiveness of freshman

composition as it is taught at Western Illinois University.

unpublished M.S. thesis, Western Illinois University, 1972 ,

ED 064 271.

Finds that freshman students do improve their writing

ability after one and one-half quarters of composition.

2.5.6 Stern, A. A. Semantic analysis: a "reading" approach to

the teaching of composition. Dissertation Abstracts

International, 1972, 33, 226A.

Outlines and demonstrates a method of analyzing full-length

argumentative essays from point of view, arguing that guided

reading of models can provide insight into the logical and

structural requirements of good writing.

See also: Johnson, D. C., 3.5.1; National Assessment, 2.4.3

and 2.4.4; and Porter, J. (National Assessment), 2.3.8.

2.7 Teacher Training

2.7.1 Garman, N. B. A study of clinical supervision as a resource

for college teachers of English. Dissertation Abstracts

International, 1972, 32, 6835A.

Studies the role of the clinical supervisor through
an investigation to determine the influence of two
experimental training programs on two groups of teaching
assistants.

2.7.2 Rosen, L. S. A study of an in-service program for college
teachers of freshman English. Dissertation Abstracts
International, 1972, 33, 149A.

Reports of an in-service program for college teachers of
Freshman English which involved four teachers and 120
students.

2.7.3 Sperber, S. M. Development of a training program for
teachers using interpersonal process, communications and
problem solving skills. Dissertation Abstracts International,
1972, 33, 656A.

Conceptualizes, designs, and implements a training program
to help teachers clarify and enlarge their perceptions of
self as person and teacher, and develop skills in problem
solving and interpersonal communications.

3. Language and Verbal Learning

3.1 Reviews of Research

3.1.1 Guralnick, M. J. Alphabet discrimination and distinctive
features: Research review and educational implications,
Journal of Learning Disabilities, 1972, 5, 428-434.

3.1.2 Higginbotham, D. C. Psycholinguisitc research and language
learning. Elementary English, 1972, 49, 811-817.

Discusses whether language acquisition theory has relevance
for education practice and whether the extent of knowledge
of the uses of language in various contexts has a bearing
on school performance.

3.1.3 Lewis, W. J. Language acquisition through age five. _Elementary English_, 1972, _49_, 1098-1101.

Reviews research on the subject of how children make psychoacoustic discriminations and how they produce sounds and sequences of sounds.

3.1.4. Valmont, W. J. Spelling consciousness: A long neglected area. _Elementary English_, 1972, _49_, 1219-21.

Reviews research on spelling consciousness, the ability to know whether or not a word one has written is spelled correctly.

See also: Blount, N.S., 5.1.2; and Sedelow, S.Y., 5.1.5.

3.3 Preschool and Elementary

3.3.1 Abramowitz, E. A. Interference in oral language learning as a function of degree of similarity between early language habits and language to be learned. _Dissertation Abstracts International_, 1972, _33_, 610A.

Has implications for the growing proportion of students in inner city schools who do not acquire standard English, vocabulary, grammar, or reading comprehension.

3.3.2 Baxley, D. M. The utility of 45 phonic generalizations as applied to oral vocabularies of economically limited Spanish surname children. _Dissertation Abstracts International_, 1972, _33_, 1309A.

Findings are considered necessary for teachers using the experience approach to the teaching of beginning reading.

3.3.3 Callaway, B.; McDaniel, H.; and Mason, G. E. Five methods of teaching language arts: A comparison. _Elementary English_, 1972, _49_, 1240-1245.

Determines the relative effectiveness of methods which do

(or do not) involve coordinated instruction in language

arts.

3.3.4 Christensen, K. E. Language facility of kindergarten

children. Elementary English, 1972, 49, 1107-1111, 1119.

Investigates the effects of two kindergarten programs,

social class, and sex upon children's oral syntactic

language facility.

3.3.5 Dewart, M. H. Social class and children's understanding of

deep structure in sentences. British Journal of Educa-

tional Psychology, 1972, 42, 198-203.

Tests children's ability to comprehend passive voice

sentences and related sentence structures in which deep

and surface structure differ considerably.

3.3.6 Emig, J. Children and metaphor. Research in the Teaching

of English, 1972, 6, 163-175.

Reviews the state of knowledge about metaphor, suggesting

some questions for systematic--if not necessarily empirical--

study concerning children and metaphor.

3.3.7 Fitzgerald, C. J. A study of fourth-grade productive

thinking instruction in two content areas: Language arts

and geography. Dissertation Abstracts International, 1972,

32, 6849A.

Examines students' and teachers' verbal productive

thinking in two experimental classes to determine how it is

affected by the classes' instruction in productive thinking.

3.3.8 Friedlander, B. Z.; Jacobs, A. C.; Davis, B. B.; and Wetstone,

H. S. Time-sampling analysis of infants' natural language

environments in the home. Child Development, 1972, 43,

730-740.

Analyzes two infants' natural home language environments

to discover characteristics of the babies' language

experience patterns.

3.3.9 Graves, B. W. A kinesthetic approach to building language

power. Elementary English, 1972, 49, 818-822.

Concludes that the special language program had positive

transfer effect to the writing achievements of third

grade children and was instrumental in helping children

express themselves more fluently and maturely in writing.

3.3.10 Hamel, B. R.; Van Der Veer, M.A.A.; and Westerhof, R.

Identity, language-activation training and conservation.

British Journal of Educational Psychology, 1972, 42,

186-191.

Investigates the relation between (non-)conservation

responses and the reasons given for them by 80 six-year-

olds.

3.3.11 Harris, M. B., and Hassemer, W. G. Some factors affecting

the complexity of children's sentences: The effects of

modeling, age, sex, and bilingualism. Journal of Exper-

imental Child Psychology, 1972, 13, 447-455.

Assesses the effects of the complexity of sentences

spoken by monolingual children hearing English, bilingual

children hearing Spanish, and bilingual children hearing

English.

3.3.12 Jones, P. A. Home environment and the development of

verbal ability. Child Development, 1972, 43, 1081-1086.

Finds that high-verbal boys were from homes where parents

1) have a higher interaction index, 2) have higher academic

and vocation aspirations, 3) provide more opportunities for

use and development of language, and 4) have higher occu-

pational status.

3.3.13 Keislar, E. R.; Hsieh, H.; and Bhasin, C. An intercultural

study: Discrimination and informal experience. The Reading

Teacher, 1972, 26, 171-179.

Attempts to discover at what age children begin to

discriminate the orthographic units of their own language

relatively better than they do units of other languages.

3.3.14 Kogan, K. L.; Gordon, B. N.; and Wimberger, H. C. Teaching

mothers to alter interactions with their children: Implications

for those who work with children and parents. Childhood

Education, 1972, 49, 107-110.

Summarizes research based on five to six years of prelim-

inary study in analyzing styles of social interaction

between young children and their mothers.

3.3.15 Kranyik, M. A. The construction and evaluation of two methods

of listening skills instruction and their effect on listening

comprehension of children in grade 1. Dissertations Abstracts

International, 1972, 33, 1417A.

Results indicate that listening can be taught to a first

grade population that has not as yet developed skill in

reading, and that taped instruction is no more ef:ective

than a teacher-taught approach.

3.3.16 Mowles, C. E. A study of letter naming skills in disadvantaged

five-year-olds. Dissertation Abstracts International, 33,

1419A.

Attempts to determine the effect of a systematic approach
to the teaching of letter names on a group of disadvantaged
five-year-olds. Results indicate a need for longitudinal
studies of the long-range effect of early and direct
teaching of letter names.

3.3.17 Rystrom, R. Language patterns and the primary child. The
Reading Teacher 1972, 26, 149-152.

Suggests that elementary teachers can avoid features of
their dialects which their students do not understand.

3.3.18 Wallace, E. E.; et al. Let's take another look. Elementary
English, 1972, 49, 1223-1227.

Reviews the research on the question of list versus
context as a technique for teaching spelling and describes
the author's preliminary study which found context a
significant aid to the retention and recall of word
forms.

See also: Lewis, J., 3.1.3; and Valmont, W. J., 3.1.4.

3.4 Secondary

3.4.1 Georgiades, C. J. An evaluation of an English team teaching
design. Dissertation Abstracts International, 1972, 33,
1562A.

Investigates the relationship between classroom structure
(team teaching and conventional program) and the achievement
of tenth grade students in syntax, spelling, and vocabulary.

3.4.2 Khan, S. B. Learning and the Development of Verbal Ability.
American Educational Research Journal, 1972, 9, 607-614.

Uses test representing verbal, numerical, perceptual,
and spatial factors to investigate the influence on a
verbal learning experience of the nature of these mental
activities.

3.4.3 Vickers, N. L. An analysis of three methods of teaching

English on the attitude and achievement of educationally

deprived students. Dissertation Abstracts International,

1972, 33, 1425A.

Investigates the effect of different methods of teaching

English on English achievement and attitude toward school

of 10th-grade educationally deprived students.

3.5 College and Adult

3.5.1 Johnson, D. C. A motivational teaching method model in

English, reading and language arts for specially selected

freshman minority group students in the University-

Community Educational Program at the University of

Pittsburgh. Dissertation Abstracts International, 1972,

33, 956A.

Describes a Motivational Teaching Method Model designed

to meet the needs of U-CEP students by establishing a

close interpersonal relationship between student-teacher.

3.5.2 Poole, M. E. Social class differences in language pre-

dictability. British Journal of Educational Psychology,

1972, 42, 127-136.

Results revealed significant social class message

differences on a verbatim cloze completion criterion.

3.5.3 Snyder, C. R. Effects of comparison level feedback on

classroom-related verbal learning performance. Journal

of Educational Psychology, 1972, 63, 493-499.

Finds that subjects who received low comparison level

feedback performed significantly better than those

receiving high comparison feedback, who in turn performed

significantly better than those receiving no feedback.

3.6 Special Education

    3.6.1 Bernstein, J. C. K.   Judgments of oral communication of

          mentally retarded children by mothers, teachers and

          speech therapists. <u>Dissertation Abstracts International</u>,

          1972, <u>33</u>, 1965A.

    3.6.2 Evans, J. S., and Bangs, T. Effects of preschool language

          training on later achievement of children with language

          and learning disabilities: a descriptive analysis.

          <u>Journal of Learning Disabilities</u>, 1972, <u>5</u>, 585-592.

    3.6.3 Gustason, G. An evaluation of the mastery of simple

          English sentence structure by secondary age deaf

          students. <u>Dissertation Abstracts International</u>, 1972, <u>32</u>,

          6807A.

          Attempts to construct, validate, and evaluate an

          instrument that will analyze the grasp of certain

          morphological and syntactical principles of English

          structure by the deaf secondary student.

    3.6.4 Hoemann, H. W. The develpment of communication skills

          in deaf and hearing children. <u>Child Development</u>, 1972,

          <u>43</u>, 990-1003.

          Attributes deaf students poorer performance in peer-to-

          peer communicating to an experiential deficit affecting

          language acquisition and development.

3.7 Teacher Training

    3.7.1 Falik, L. H., and Sichel, J. W. Classroom consultation

          as an intervention strategy. <u>The Reading Teacher</u>, 1972,

          <u>26</u>, 187-192.

Discusses classroom consultation and describes a
cooperative project which used a consultation model.

3.7.2 Gadell, S. S. P. The development and testing of programmed
materials for teaching phonics to pre-service teachers.
Dissertation Abstracts International, 1972, 33, 1562A.
Concludes that study of this program enabled pre-service
teachers to gain a satisfactory understanding of phonics
concepts so that they would be prepared to help children
learn sound-symbol relationships.

4. Bilingual and Bidialectal Programs

4.1 Reviews of Research

4.1.1 Rosen, C. L. Assessment and Relative Effects of Reading
Programs for Mexican Americans: A Position Paper. 1970,
ED 061 000.
Considers the problem of teaching reading in English to
Mexican American children with Spanish as their primary
language.

4.1.2 Toronto Board of Education (Ontario). Research: Annotated
Bibliography of New Canadian Studies. 1969, ED 061 136.
Lists 21 research reports providing information on the
cultures and educational experiences of major ethnic
groups in Toronto schools.

4.1.3 Toronto Board of Education (Ontario). Research '70. 1970,
ED 061 135.
Consists of an annotated bibliography of 13 research
reports on a wide variety of issues, including learning
English as a second language.

See also: Blount, N. S., 5.1.2.

4.2 Status Surveys

    4.2.1 Commission on Civil Rights. <u>The Excluded Student:</u>

           <u>Educational Practices Affecting Mexican Americans</u>

           <u>in the Southwest.</u> <u>Mexican American Education Study</u>.

           1972, ED 062 069.

           Observes that of three types of programs (bilingual

           education, English as a second language, and remedial reading)

           bilingual education is potentially the most advantageous,

           though practiced in only 6.5% of the schools.

4.3 Preschool and Elementary

    4.3.1 Frydendall, D. J. Errors in oral English usage of

           Mexican-American pupils with a Spanish language

           background in grade 6 in the state of Colorado.

           Dissertation <u>Abstracts</u> International, 1972, <u>33</u>,

           551A.

           Analyzes the language of students by identifying

           errors in English usage; classifying and tabulating the

           gross and relative frequency of errors; and comparing

           errors made by Mexican-American students with those made

           by the general Colorado population.

    4.3.2 Kligman, D. S.; Cronnell, B. A.; and Verna, G. B. Black

           English pronunciation and spelling performance. <u>Elementary</u>

           <u>English</u>, 1972, <u>49</u>, 1247-1253.

           Concludes that pronunciation differences in Black

           English are significantly related to the spelling

           output of those children who speak the dialect.

    4.3.3 Knight, L. N. Oral-aural language instruction and reading

           achievement of selected Spanish-speaking children.

California Journal of Educational Research, 1972, 23,

188-197.

Attempts to evaluate the effect of three treatments

(Oral-Aural English; Oral-Aural Spanish; and non-oral-

aural) on the reading achievement of second and third

grade Spanish-speaking pupils.

4.3.4 Nagy, L. B. Effectiveness of speech and language therapy

as an integral part of the educational program for

bilingual children. Dissertation Abstracts International,

1972, 33, 1047A.

Finds that speech and language therapy in conjunction

with English as a Second Language classes is of significant

value on all grade levels when taken as a whole.

4.3.5 Nolen, P. S. Reading nonstandard dialect materials:

A study at grades two and four. Child Development,

1972, 43, 1092-1097.

Explores differences in the recall of printed language

patterns with 156 Negro and Caucasian low-socioeconomic-

status children.

4.3.6 O'Neill, Jr., G. J. NNE grammatical items in the speech

of Negro elementary school children as correlates of

age, grade, and social status. Dissertation Abstracts

International,1972, 32, 6957A.

Traces the syntactic interference of the dialect of

black children attempting to speak standard English,

and correlates the amount of interference with socio-

economic variables.

4.3.7 Rogers, R. S., and Wright, E. N. The School Achievement

of Kindergarten Pupils for Whom English Is a Second

Language: A Longitudinal Study Using Data from the Study of Achievement. July 1969, ED 066 220.

Presents data on the school performance of children for whom English is a second language, finding that such students overcame their performance deficit by grade 3.

4.3.8 Spector, S. Patterns of difficulty in bilingual Mexican-American children. M.A. thesis, February 1972, ED 066 083.

Examines English-language performance of bilingual children to determine patterns of difficulty and to stimulate intelligent decisions in designing language training programs for them.

4.3.9 Threlkeld, P. T. The Effectiveness of Michigan Migrant Primary Interdisciplinary Project (MMPIP) Curricula in Helping Children with English Language Problems. 1970, ED 063 979.

Concludes that MMPIP materials were effective in helping children with English language difficulties to have a significantly more effective use of the English language.

4.3.10 Van Duyne, H. J., and Gutierrez, G. The regulatory function of language in bilingual children. The Journal of Educational Research, 1972, 66, 122-124.

Investigates the development of the ability of 4-, 5-, 6-, and 7-year-old bilingual children to perform a complex perceptual-motor task when given only Spanish or English verbal instructions.

See also: Lemus-Serrano, F., 4.4.2.

4.4 Secondary

    4.4.1 Kalantzis, C. P. The systems approach to instruction:

        English as a second language. Dissertation Abstracts

        International, 1972, 33, 1321A.

        Specifies by verbal and figurative representation the

        nature of an integrative instructional model for teaching

        English as a Second Language based on the systems approach

        to instruction.

    4.4.2 Lemus-Serrano, F. Mother-tongue acquisition and its

        implications for the learning of a second language.

        Dissertation Abstracts International, 1972, 33, 2333A.

        Shows that there are implications in the development of the

        native speech for the learning of a second language;

        that the acquiring of a first and second language are

        two different processes; that when the two processes

        are interrelated more efficient second language instruction

        results.

    4.4.3 Mantell, A. L. An assessment of two curriculum strategies

        for increasing bidialectal proficiency of speakers of

        non-standard dialect in the fifth grade in the New York

        metropolitan area. Dissertation Abstracts International,

        1972, 33, 1419A.

        Concludes that the curriculum strategies did not increase

        the number of standard English rules available to the

        non-standard speaker, though they did facilitate his

        retaining proficiency in non-standard Negro dialect.

        See also: Braun, S. W., 4.5.1.

4.5 College and Adult

    4.5.1 Braun, S. W. The analysis of predicative in various sets

of TESOL materials. Dissertation Abstracts International,

1972, 33, 67A.

Suggests that TESOL Textbooks examined have not presented

an analysis which will enable students to handle complicated

sentences at an advanced level.

4.5.2 Buck, J. F. Sociolinguistic implications of the phonological

·variations of Black and white speakers. Dissertation

Abstracts International, 1972, 33, 1250A.

Concludes that the group most divergent in dialect

variation is also most divergent in social perceptions

of speakers and value orientations based on speech cues.

4.5.3 Garcia, N. C. Language factors in the employment of

bilingual Mexican-Americans: a case study analysis.

Dissertation Abstracts International,1972, 32, 6681A.

Sees bilingualism as having a role in the employment

setting of Mexican-Americans. Spanish appeared to be

used on the job without compensation or recognition of

its skill and economic value.

See also: Lemus-Serrano, F., 4.4.2.

4.7 Teacher Training

4.7.1 Crews, R. An experiment in dialect study. English

Education, 1972, 4, 27-32.

Describes a special study group which acquainted students

with information and resources or dialect study and

engages in some of the experiences recommended by Shuy.

4.7.2 Hubble, M. W. Multicultural curriculum training with

pre-student teachers in language arts. Dissertation

Abstracts International, 1972, 33, 2073A.

Finds that 40 hours of multicultural curriculum training

did not significantly change the subjects' attitudes

twoards teaching culturally diverse learners.

5. General English Curriculum

5.1 Reviews of Research

5.1.1 American Association of Junior Colleges. _Junior College_

Research Review. Volumes V-VI. 1972, ED 063 926.

Reviews such subjects as trends, curriculum, types of

students and programs, faculty, measurement, employment,

decision making, and educational accounts.

5.1.2 Blount, N. S. Bibliography of research in the teaching

of English: January 1, 1972, to June 30, 1972. _Research_

in the Teaching of English, 1972, _6_, 251-283.

5.1.3 Dieterich, D. J. The Magical, mystical, mechanical

schoolmaster, or, the computer in the English

classroom. _English Journal_, 1972, _61_, 1388-1395.

Reviews research on the use of computers for poetry

generation, scheduling, English testing, and the teaching

of spelling and reading. Discusses computer assisted

instruction (CAI) and English education.

5.1.4 Harvey, R. C.; Kirkton, C. M.; _et al_. _Annotated Index to_

the English Journal, First Supplement: 1964-1970. NCTE

and ERIC/RCS, 1972.

Annotates and groups by subject all articles in _English_

Journal for the years 1964-1970.

5.1.5 Sedelow, S. Y., and Sedelow, W. A., Jr. _Language Research_

and the Computer. University of Kansas, 1972.

Discusses the concept of a national Center or Network

for Computational Research on Language. Contains an

extensive bibliography, a cybernetics and systems research

reading list, and two other lists on computational

linguistics and on the sociology of language.

See also: Eble, K.E., 5.2.2.

5.2 ·Status Surveys

5.2.1 Donlan, D. M. Dilemma of choice: Revolution in English

curricula, 1958-1968. Dissertation Abstracts International,

1972, 32, 6740A.

Examines the 1958-1968 decade to determine 1) its most

significant curriculum developments and their origins,

2) the forces that shaped their development, and 3) the

assumptions about education which each development makes.

5.2.2 Eble, K. E. Preparing College Teachers of English. NCTE &

ERIC/RCS, 1972, ED 062 321.

Reviews relevant research, curriculum trends, reports,

and findings of national committees and commissions;

discusses findings of a survey of 60 college English

Departments.

5.2.3 Hillocks, G. Jr. Alternatives in English: A Critical

Appraisal of Elective Programs. NCTE and ERIC/RCS, 1972.

Describes and evaluates English elective programs on

the basis of a study of such programs now in operation

in high schools in the United States.

5.4 Secondary

5.4.1 Fenner, J. L. Principles of student-centered high-school

English teaching. Dissertation Abstracts International,

1972, 33, 221A.

Suggests that student-centered high-school English

teaching may be successful. Goals are similar,

procedures adaptable, content appropriate.

5.4.2 Lovern, M. F. Guidelines for the pursuit of full

humanity in a secondary English program. Dissertation

Abstracts International, 1972, 33, 1418A.

Attempts to find out what critics and educators

have to say about the status of education and the need

for change; also attempts to determine a rationale and

establish guidelines for changes in the secondary

English program.

5.4.3 Tannian, M. E. The nature of mythology: its place in

the English curriculum. Dissertation Abstracts.

International, 1972, 33, 88A.

Proposes that mythology, by its nature, can play a

major role in the education of the imagination.

5.4.4 Teplitsky, A. Differential effects of a simulation unit

in tenth grade English classes. Dissertation Abstracts

International, 1972, 33, 668A.

Finds that participation in a simulation had a significant

long-range impact on low-grouped students' facility

for written expression but that English grades did

not differ significantly from those of students in

non-simulation and control treatments.

See also: Hillocks, G., Jr., 5.2.3.

5.5 College and Adult

5.5.1 Bryan, J. R. The influence of the nature of a college upon

the development of a freshman program in English.

Dissertation Abstracts International, 1972, 32, 6920A.

Proposes, as a principle to guide freshman English
directors in developing their programs, that the programs
be developed to accomodate particular conditions in
each individual college.

5.7 Teacher Training

5.7.1   Letts, D. L.   Undergraduate and graduate teacher preparation--
a student-centered approach.   Dissertation Abstracts
International, 1972, 33, 278A.

Employs the ideas and methods of such 'romantic'
educational theorists as Kohl, Moffet, and Postman
in the teaching of one undergraduate and three graduate
courses in English education.

5.7.2   Mehl, R. F., and Reedy, J. E.   Teacher education programs:
A model for curriculum revision.   English Education,
1972, 4, 10-15.

Studies a secondary English program through the
experience of its graduates to determine which portions
of it have not been effective and should be deleted
and what new elements should be added.

See also: Eble, K.E., 5.2.2.

6. Testing and Evaluation

6.3   Preschool and Elementary

6.3.1   Hanson, I.   The use of two language screening tests with
kindergarten children.   Elementary English, 1972, 49,
1102-1105.

Describes the findings of a program to identify children
with potential learning problems.

6.3.2   Hogan, T. P.   Prediction of within-school system variance
in test scores from within-community variance in socio-
economic status.   Journal of Educational Measurement,

1972, <u>9</u>, 155-158.

Finds that correlations between standard deviations
of test scores and an index of within community
variability in income are of borderline significance.

6.3.3 Kamil, M. L., and Redeair, R. E. Methodological improve-
ments in the assessment of phonological discrimination
in children. <u>Child Development</u>, 1972, <u>43</u>, 1087-1091.
Finds that repeated testing is a necessity for young
children, and that repeated contrasts may provide a
more accurate assessment of phonological discrimination
ability in children.

6.3.4 Lambert, P., and Borgatta, E. F. The use of Quick tests
with eighthgraders. <u>The Journal of Educational Research</u>,
1972, <u>65</u>, 447-450.
Examines the feasibility of using two Quick tests with
eighth graders. Finds the performance of the Quick
tests fairly impressive.

6.3.5 Personke, Carl R. The use of nonsense words to test
generalization ability in spelling. <u>Elementary
English</u>, 1972, <u>49</u>, 1233-1239.
Concludes that it is reasonable to assume that nonsense
words used in a recall dictation test will indicate
the ability of children to use phonetic generalizations.
Reviews past research on the subject.

6.5 College and Adult

6.5.1 Akeju, S. A. The reliability of general certificate of
education examination English composition papers in
West Africa. <u>Journal of Educational Measurement</u>,
1972, <u>9</u>, 175-180.

Finds that examiners used different standards
for marking and that the inter-rater (reader)
reliability was unsatisfactory. Suggests a
multiple-choice type test to measure writing
ability.