Over 120 items covering research in the teaching of English published between January 1, 1975, and June 30, 1975, are contained in this annotated bibliography. The subject headings are "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and "Research Instruments." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, and college and adult. (RB)
Annotated Bibliography of Research in the Teaching of English

January 1, 1975 to June 30, 1975

Daniel J. Dieterich
Assistant Director ERIC/RCS

This bibliography, compiled at the ERIC Clearinghouse on Reading and Communication Skills, is part of the continuing attempt of ERIC/RCS to cooperate with the National Council of Teachers of English by keeping teachers informed about recent developments in education. Those documents in this bibliography which are identified with an ERIC Document number (e.g., ED 095 555) have been indexed in Resources in Education (RIE) and are available through the ERIC Document Reproduction Service. Please consult the monthly issues of RIE for complete abstracts of these documents and for complete ordering information.

1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Allen, R. Some of the Assumptions in Research on Black Children's Language Patterns. Paper presented at the annual meeting of the Association for Education in Journalism, 1974, ED 095 555.

Investigates underlying assumptions prevalent in much research on the language patterns of black children, compares the "deficit" model with the "difference" model for research on language varieties, and describes an exploratory study of the Bernstein hypothesis.

Attempted to determine how the written English syntax of black, white, Indian, and Spanish-American children in the intermediate grades differs, as well as how the tested language ability of these children differs.


Demonstrated that black first grade children from disadvantaged backgrounds understood a Black English version of a story better than an equivalent Standard English version.


Includes a discussion of a social experiment in teaching standard usage to nonstandard speakers which concluded that children expand linguistic skills by receiving and producing sentences in relation to a particular audience, purpose, time, and place.

1.1.5 Tantini, A. E. *Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (to Age Five).* Dissertation Abstracts International, 1975, 35, 5376A.

A sociolinguistic analysis of language acquisition based on the longitudinal observation of one bilingual child.

By grade four, monolingual children performed noticeably better than bilingual children on verbal or language tests, and in grade five the differences were even more substantial.

See also: Anastasiow, N. J., and Hanes, M. L., 5.1.1; Johnson, M. R., 3.2.5; and Steffensen, M. S., 2.1.10.

1.3 College and Adult

1.3.1 Bebout, L. J. An Error Analysis: Comparing the Ability of Learners of English as a First and as a Second Language to Extract Information from Written Material. Dissertation Abstracts International, 1975, 35, 4474A.

Results were taken as evidence in support of the hypothesis that there are many parallels between the language-learning strategies used by first- and by second-language learners.


Describes three TESL-oriented linguistic studies on the characteristics of written and spoken English that Canadian federal employees used at work.

1.5 Review of Research

Contains a review of the research on dialect differences, dialect acquisition, and the effect of dialect on reading and writing.


Survey significant studies in bilingual-bicultural education and presents their major findings.

1.5.3 Hess, K. M. Basic Report for Targeted Communications: Teaching a Standard English to Speakers of Other Dialects. St. Louis, Missouri: Central Midwestern Regional Educational Lab., Inc., 1972, ED 098 615.

Designed to interpret and synthesize the existing research and related information about dialects (over 1,250 articles and reports) for those involved in teaching a standard English to speakers of other dialects.

See also: Dieterich, D. J., 1.5.2.

2. Language and Verbal Learning

2.1 Preschool and Elementary


Data from this study of second-, fourth-, and sixth-grade children's oral communication performance suggest that younger children have inadequate comparison strategies.

The use of formal grammatical models as if they reflected psychological processes is viewed as being of questionable value.


A study of first-, second-, and fifth-grade children to reveal any important qualitative change in the manner in which six- to seven-year-old children process structured language.


A study of 459 third-, fourth-, and fifth-grade students which found (positive) arousal manipulation to significantly enhance long-term comprehension of text.


Results of a study involving 2329 students in grades two through six strongly suggest that many of the children already knew how to spell a substantial number of words included in the spelling program at each grade level.


A study of twelve fourth-grade language arts teachers designed to gain information regarding teacher judgment of modality-related learning styles, intelligence, and language arts achievement.
2.1.7 Schmidt, E. L. O. Syntactic and Semantic Complexity Used by Children in Response to Six Modes of Story Presentation. Dissertation Abstracts International, 1975, 35, 4879A. An investigation of differences in linguistic performances, including both syntactic and semantic complexity, which results when elementary school children respond to six modes of story presentation in order to determine whether these responses vary with mode, grade, sex, or order of oral and written response.

2.1.8 Schwartz, J. I. et al. Effects of a Structured Pedagogy on Children's Language. 1974, ED.101 365. Findings showed that the average reading scores of Distar children exceeded those of non-Distar children in both first and second grades, and the average verbal expression scores of first-grade non-Distar children were higher than those of children in Distar classes.


2.1.10 Steffensen, M. S. The Acquisition of Black English. Dissertation Abstracts International, 1975, 35, 4489A. A longitudinal study of the linguistic development of two children, ages seventeen and twenty months, who are acquiring Black English. (The author's data and analyses are in direct conflict with the conclusions of Carl Bereiter and Siegfried Engelmann.)
See also: Allen, R., 1.1.1; Blair, T. R., 2.5.1; Cooper, C. R., 2.5.2; Geedy, P. S., 2.5.3; Glazer, J. I., 6.1.2; Golub, L. S., 1.1.2; Kincaid, J. P., and Weaver, A. J., Jr., 1.1.3; O'Donnell, R. C., 2.5.4; and Ruple, W. H., 2.5.5.

2.2 Secondary


Investigated the effect on student achievement and attitudes of using computer-assisted instruction to teach basic English grammar material.

See also: Bivens, W. P., III, and Edwards, A. B., 6.2.1; Cooper, C. R., 2.5.2; and Gershuny, H. L., 2.3.3.

2.3 College and Adult


Concludes that instruction in listening did contribute significantly to the improvement of listening comprehension skills of 79 disadvantaged post-secondary youth.

2.3.2 Brown, D. H. An Investigation of the Effect of Instruction and Practice upon the Listening Comprehension Skills of Community College Freshmen. Dissertation Abstracts International, 1975, 35, 4178A.
Concludes that the lecture comprehension skills, as measured by the Brown-Carlsen Listening Comprehension Test, are amenable to improvement through instruction in the principles of effective listening and practice in the application of those principles.

Describes a systematic investigation of the unabridged Random House Dictionary of the English Language (1966) for its use of masculine and feminine nouns and pronouns in illustrative sentences.

2.4 Status Surveys
A description of what English is understood to be in the public and secondary schools across Canada, based on a questionnaire survey, and a breakdown of survey results by province.

See also: Postlethwaite, T. N., Ed., 34.4.

2.5 Reviews of Research

A review of recent research.

Discusses two reviews of research and six individual studies.


See also: Dieterich, D. J., 4.5.2; and Stotsky, S. L., 6.5.3.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary


3.1.2 Feeley, J. T. Children's Content Interest—A Factor Analytic Study. Paper presented at the Annual Meeting of the National Council of Teachers of English, 1972, ED 094 389. Among the findings are the following: social class, not race, affects middle-grade children's content interest patterns; lower SES children, especially girls, prefer fantasy significantly more...
than do middle or higher SES children; lower SES children like to watch television more than do middle or higher SES children; and all children prefer watching to reading.

3.1.3 Haug, F. M. Young Children's Responses to Literature. Dissertation Abstracts International, 1975, 35, 4859A.

Investigated the influence of the teacher model on young children's responses to selected stories. Found few differences between the groups according to treatment.


Found that a significant number of preschool subjects preferred a story in which the main character displayed accurate behavior for the sex, but that higher mean scores were recorded for the story in which the character's sex role was atypical.


Results did not support the need for reading materials attuned to the real-life experiences of upper-grade, urban pupils.

3.1.6 Kirsch, D. From Athletes to Zebras--Young Children Want to Read About Them. Elementary English, January 1973, 52, 73-78.

Investigated the following: the expressed reading interests of first- and second-grade children from different geographic areas of the United States and with differing racial, ethnic, and socio economic backgrounds; comparisons of expressed reading interests of children in grades one and two; and derivation of the children's reading interests.
Elementary English, May 1975, 52, 737-742.
An examination of the 1966 and 1971 Houghton Mifflin reading books to see if the newer series reflects a change in the roles, activities, and relative importance of male and female characters.
See also: Glazer, J. I., 6.1.2; Ladan, C. Jl, and Miller, D. H., 3.2.6; Marston, E., 3.5.3; Purves, A. C., 3.5.5; and Tibbets, S. E., 3.5.6.

3.2 Secondary

Describes the results of a questionnaire survey of sixteen classes of senior high students who had studied black literature.

3.2.2 Cornaby, B. J. B. A Study of the Influence of Form on Responses of Twelfth-Grade Students in College-Preparatory Classes to Dissimilar Novels, a Short Story, and a Poem. Dissertation Abstracts International, 1975, 35, 4856A.
A study of the responses of high school seniors in college-preparatory classes which found that subjects changed response modes dependent upon the specific literary selection to which they were responding.

A study involving 194 tenth, eleventh, and twelfth-grade students which concludes that visualization of poetically elicited mental images is an important variable in the more abstractive functions of poetic interpretation as well as in affective response.
3.2.4 Heil, C. A Description and Analysis of the Role of the Teacher's Response while Teaching a Short Story. Dissertation Abstracts International, 1975, 35, 7771A.

A modified case study undertaken to determine what relationships, if any, exist among the teacher's personal response to a literary selection, his or her behavior when teaching the story, and his or her response to student essays on the story.


Of the 159 teachers responding to the questionnaire survey, 79.5 percent indicated some use of minority-related content in teaching; however, over 75 percent of them were found to have a lack of training in this area.


A content analysis of textbooks which confirms the pervasive use of sexual stereotyping.


Concludes that black literature read by eleventh-grade students for five weeks independent of or in conjunction with a teacher did not change negative racial attitudes to positive racial attitudes as measured by the MRAI.

Data revealed that learning and response to poetry as a result of the use of behavioral objectives were significant at the .05 confidence level on every level of the cognitive and affective domains.

See also: Clemons, M. O., 3.4.1; Davis, D., 3.5.1; and Heath, H. M., 3.4.3.

3.3 College and Adult

3.3.1 Bellman, S. A. The Effects of Teaching Questioning Skills to College Literature Students. *Dissertation Abstracts International*, 1975, 35, 6931A.

Investigated the effects of classroom instruction about questioning skills on students' question-asking behaviors, and inquired about student reactions to being taught "process" in a "content" course.


3.3.3 DeHart, F. E. *Computer-Based Analysis of Fictional and Dramatic Texts as Self-Contained Operative Systems*. 1974, ED 099 883.

Describes a computer-based methodology for literary criticism termed symmetry-complementary analysis; and discusses a test search on data coded from the first 26 pages of *Monsieur Ouine* by Georges Bernanos.
See also: Gibbs, S. A., 3.4.2; Holden, M. D., 4.3.3; Mollach, F. L., 5.3.4; Simson, R. M., 3.4.5; Stembridge, O. H., 5.3.5; and Whitlow, R., 3.4.6.

3.4 Status Surveys

3.4.1 Clemons, M. O. An Examination of the Current Status of Literature Programs in Selected Senior High Schools in the State of Florida. Dissertation Abstracts International, 1975, 35, 5771A.

A status survey of literature teaching in selected Florida senior high schools. Among the conclusions were the following: literature programs did not differ significantly according to size of school and per-pupil expenditure, and teachers reported recognizing a wide variety of objectives underlying literature study.


Found that survey and fiction courses are the predominant ways of offering black literature; that the same few black authors, Wright, Baldwin, and Ellison, are studied; that, in general, methods courses in black literature are not offered; and that few courses in the literature of other ethnic writers are offered.


A study of the emphasis being placed on minority literature (black American, American Indian, Mexican-American, American Puerto Rican, Asian-American, and American Jewish) in the American literature course in the secondary schools of South Carolina.

Describes data gathered by nineteen countries participating in a survey conducted by the International Association for the Evaluation of Educational Achievement and covering science, reading comprehension, and literature.


Among the findings were the following: far more black American literature was taught than black literature of any other nationality; there was a heavy emphasis on twentieth-century literature; white instructors tended to teach mainly well-known authors and works, whereas black instructors tended to be more experimental and innovative.

3.4.6 Whitlow, R. Alive and Well: A Nationwide Study of Black Literature Courses and Teachers in American Colleges and Universities. College Composition and Communication, February 1975, 36, 640-648.

Describes the results of a questionnaire survey of English departments throughout the United States.

See also: Meeson, B., et al., 2.4.1.

3.5 Reviews of Research


Reviews some of the literature on the reading habits and interests of high school age students, and describes the kinds of literature they read.


A review of Elleh Terry's Children's Poetry Preferences: A National Survey of Upper Elementary Grades, Research Report No. 13, NCTE.


A systematic investigation of several types of decisions which must be made in the process of designing a study of literary response.

3.5.5 Purves, A. C. Research in the Teaching of Literature. Elementary English, April 1975, 52, 463-466.

Reports on the following two projects: a review of research in the teaching of literature and a pilot study leading to a multi-level study of response to literature.


A review of the research which indicates that children's reading material teaches that girls are inferior to boys.

See also: Dieterich, D. J., 4.5.2.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Doyle, D. P. An Investigation of Elementary Teacher Education Related to the Preparation of Teachers in the Use of Creative

Findings indicate that many authorities in the field of drama as well as language education advocate the use of creative drama as a teaching aid, but that graduates in elementary education may be ill-prepared to use creative drama.


A study involving fourteen former students in Elementary Education 423 at Southern Illinois University which indicated that project directors effected change in the first-year teachers through ideas, demonstration teaching, and materials.

4.2 Secondary


Found there is little uniformity in content, the proportion of time spent on content, or the course duration.


Involved practice teachers in attempting to determine if linguistically disadvantaged students practicing sentence-combining over a period
of nine weeks would be writing sentences more syntactically mature than their linguistically disadvantaged counterparts studying a transformational text.

See also: Antista, J. A., 2.2.1; and Cooper, C. R., 4.5.1.

4.3 College and Adult


A study of the background and training of CUNY teachers, their opinions regarding students' problems in English, and the methods and materials they use in teaching English.

4.3.2 Dunham, M. G. An Assessment by Selected English Teachers in Pennsylvania High Schools of Their Undergraduate Education in Composition. Dissertation Abstracts International, 1975, 35, 7767A.

The major conclusion arrived at from this questionnaire survey is that a need exists for improvement in the composition training of prospective English teachers educated in Pennsylvania colleges and universities.


An examination of the theoretical orientation(s) to literature and its teaching presented by texts used in teacher education programs for prospective English teachers.

Results of the study support the use of the semantic differential as a method of teacher evaluation.


Findings of a study of 1500 student judgments of 108 faculty members suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures.

4.5 Reviews of Research


A summary of studies of instruction, curriculum planning, the training of teachers, professional issues, and the history of the English curriculum.


Discusses developments in teacher education and describes several status surveys, recommendations regarding inservice education, and successful programs and research.
5. Testing and Evaluation

5.1 Preschool and Elementary


Describes a tool for assisting early childhood teachers to distinguish children who speak a different dialect and are normal in language development from children who speak a different dialect and are developmentally delayed.

5.1.2 Rubin, R., and Buieum, N. Language Parameters in Written Compositions of Nine Year Old Children. Paper presented at the annual meeting of the American Psychological Association, 1974, ED 097 718.

A study to develop a foundation for reliable and effective measurement of significant parameters in the development of written language skills in school-age children.

See also: Newcomer, P. L., 2.1.6; and O'Donnell, R. C., 5.2.2.

5.2 Secondary

5.2.1 DiStefano, P. Can Traditional Grading Survive the Elective Program? English Journal, March 1975, 64, 56-58.

Contains information on a recent evaluation of the elective programs in the Columbus, Ohio public schools, "A Comparison of Student Attitudes Toward Traditional and Diversified Elective English Offerings."

A study to explore the possibility of designing an instrument to obtain information about word associations with certain factors held stable.

See also: Heil, C., 3.2.4; and Olsen, T., 5.5.1.

5.3 College and Adult


Concludes that academic status labels produced significantly higher grades for students in good academic standing than for those on academic probation, although generally more errors were marked on papers attributed to the former group than on those attributed to the latter.


Analyzes the Composition Adequacy Profile developed by Floyd L. Bergman in 1966 to measure the overall ability of an individual to compose and present a profile of proficiency in the areas of thought, organization, aesthetics, mechanics, and expression.


A review of research on the evaluation of student compositions.
5.3.4 Mollach, F. L. The Evaluation of a Test of Literary Judgment for Use with Community College Students and Its Use as a Stimulus for Written Responses and Classroom Discussion. Dissertation Abstracts International, 1975, 35, 7789A. Attempted to evaluate a test of literary judgment for use with community college students, the free responses of students to passages in the test, and the use of original literary selections and distortions of them as a classroom tool.

5.3.5 Stembridge, O. H. The Construction of a Test for Evaluating Literary Comprehension Using Positive, Negative, and Non Instances of Conjunctive, Disjunctive, and Relational Concepts. Dissertation Abstracts International, 1975, 35, 5223A. Attempted to determine how the findings of educational psychology could help the junior college teacher of English in the teaching and testing of literary concepts. Concludes that the use of positive, negative, and non instances can increase the reliability of teacher-made tests.

See also: O'Donnell, R. C., 5.2.2.

5.5 Reviews of Research

5.5.1 Olsen, T. ERIC/RCS Report: Grading Alternatives. English Journal, March 1975, 64, 106-108. Reviews research and opinion regarding several alternatives to traditional grading systems.

See also: Dieterich, D. J., 4.5.2.

6. Written and Oral Communication

6.1 Preschool and Elementary

Reports on a study of syntax in children's written composition, dealing with relationships to socio-economic status and cognitive development.


Supports the hypothesis that literature study is one means of helping pupils improve their ability to create narrative compositions, and lends credence to the theory that work in one area of language either directly aids growth in other language areas or enhances a general language facility.

6.1.3 Jobe, R. A. Factors that Influence Children's Free Choices of Topics for Creative Writing. Dissertation Abstracts International, 1975, 35, 7529A.

Concludes that when given freedom of choice to select topics, the major preferences of second, fourth, and sixth graders were fantasy, animals, and personalities, in that order; and that the major influence on the children's choice of topics, as reported by the children, appeared to be the original ideas of the children themselves.


Attempted to determine whether a program of systematic instruction in proofreading would increase the accuracy of spelling, the gross number of words used, and the number of different words used in original compositions by fourth and sixth graders.
6.1.5 Perron, J. D. An Exploratory Approach to Extending the Syntactic Development of Fourth-Grade Students through the Use of Sentence-Combining Methods. *Dissertation Abstracts International*, 1975, 35, 4316A.

Results showed that the experimental (sentence-combining) students made significant gains in five out of six factors of syntactic development, while the control group made significant gains in two out of six syntactic factors.


Measures and analyzes the effect of the Communication Skills through Authorship supplemental reading program on the child's gain or loss of self-concept, and compares these results with the gain or loss of self-concept of a control group.


A study of the writing of fourth, fifth, and sixth-grade students which found that the form of the writing affects both the kinds and the numbers of figurative language that will be used.

See also: Asher, S. R., 2.1.1.; Evertts, E. L., 6.5.1; Rumin, R., and Buium, N., 5.1.2; and Schmidt, E. L., 2.1.7.

6.2 Secondary

Describes a study of two eleventh-grade English Classes which reveals a dramatic increase in syntactic fluency by the experimental (transformational grammar) group after one semester of instruction.


A project designed to develop a programmed text for teaching the writing of poetry, validating the program, and preparing a procedural guide for programming.

6.2.3 Ganong, F. L. Teaching Writing through the Use of a Program Based on the Work of Donald M. Murray. Dissertation Abstracts International, 1975, 35, 4125A.

Growth in writing ability of the experimental group was slightly, but not significantly, greater than that of the control group.


A study of 27 high school students which indicated that three predicted.
changes related to improvement in the quality of "expansion"
received considerable support, with the changes being statis-
tically significant.

See also: Cornaby, B. J. B., 3.2.2; Heil, C., 3.2.4; and Ofsa, W. J.,
4.2.2.

6.3 College and Adult

6.3.1 Allen, F. A., Jr. A Comparison of the Effectiveness of the Intensive
and Concurrent Scheduling Plans for Teaching First-Semester English
Composition in the Community College. Dissertation Abstracts In-
ternational, 1975, 35, 5766A.

*Found only negligible differences in English achievement,
critical-thinking ability, and attitude toward subject attributable
to "concurrent" and "intensive" scheduling approaches.*

6.3.2 Fadala, S. N. Development of Composition Skills in the University
of Arizona Model Freshman Composition Program. Dissertation Abstracts
International, 1975, 35, 5156A.

Subjects were fifty students in three classes of freshman composition.

Data were collected by means of a pretest and posttest; a
questionnaire designed to gather data on age, language(s) spoken
in the home, and family income level; a search of records regarding
grade-point average in high-school English, A.C.T. scores in English,
and graduation rank; and a scanning of class record books for in-
formation on sex of the pupil and class attendance records.

6.3.3 Jennings, M. S. A Comparison of Middle Managerial Written Business
Communications Practices and Problems and Collegiate Written Business
Communications Instruction. Dissertation Abstracts International,
1975, 35, 4861A.
A questionnaire survey which found significant differences between the mean response of middle managers and collegiate basic business communications teachers about letters, memorandums, reports, technical descriptions or directions, and proposals.


Makes a statement on teaching the adult, surveys adults for their perceptions of their needs and the ways the courses met them, reviews findings of schools offering special adult degree programs, and develops a typology of the adult undergraduate in English with teaching implications.


Found that students who studied in the effective writing principles and were tested on these principles achieved a significantly higher standard of performance in writing principles than did those students who followed the traditional course.


The specific effective teacher behaviors that involve taking a personal interest in students and providing feedback on assignments and tests appear to concern students more than do any other specific teacher behaviors.

Presents the results of a survey showing that very few professional people use written outlines in preparing their work and raising the question of whether students should be taught to prepare written outlines in technical writing classes.


Concluded that there were no significant differences between the control group, using handwritten letter preparation, and the experimental group, using machine dictation, with regard to message content, letter tone, language structure, letter arrangement, letter length, and time used to compose the letters.

6.3.9 Miller, M. A. A Comparative Study of Two Approaches to Teaching Freshman Remedial Composition in a Comprehensive Community College. *Dissertation Abstracts International*, 1975, 35, 7083A.

Attempted to determine if students enrolled in a freshman remedial composition and reading course which stressed practical student skills and vocational skills relevant to their immediate needs could improve their reading and writing skills significantly more than those of comparable students whose remedial course did not include such materials.

Results indicated that the oral language of most of the better students, as judged by objective test scores, was more developed than their written mode; however, the opposite was true for most of the poorer students.


Discusses each approach from the point of view of rhetoricians, writers of freshman composition textbooks, teachers of freshman composition writing in College Composition and Communication College English, and professional writers: provides examples of techniques and teaching methodologies specific to each approach.

See also: Dunham, M. G., 4.3.2; Hazen, D. W., 5.3.1; Hulewicz, R. R., 5.3.2; Jerabek, R., and Dieterich, D., 5.3.3; Larson, R. L., 6.5.2; Smith, R., 6.4.1; Tigar, P., 6.4.4; and Wagner, E. N., 6.5.4.

6.4 Status Surveys


Describes the results of a nationwide survey of four-year colleges and universities to determine the status of the composition requirement.

6.4.2 Smith, R. Implications of the Results of a Nationwide Survey for the Teaching of Freshman English. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1974, ED 094 400.
Describes the implications of a survey to determine the present status of composition and freshman English requirements around the country.


Presents the results of a survey of freshman English courses and programs in the United States.

See also: Jennings, M. S., 6.3.3; and Meeson, B., et al., 2.4.1.

6.5. Reviews of Research


Reviews the results of recent research, and makes suggestions for future directions in writing and composition education based on this research.


A first annual bibliography.


A review which traces the interrelationship of reading, writing, and language development.
6.5.4 Wagner, E. N. Developmental English: More Harm than Good?
Teaching English in the Two-Year College, Spring 1975, 1, 147-152.
A review of current research on developmental English instruction, concluding that more evaluation of college-level remedial programs should occur.
See also: Dieterich, D. J., 4.5.2.

7. Research Instruments

7.1 Berko, J. Berko's Test of Morphology. 1958, ED 097 716.
Explores and describes the evolution of the child's ability to apply morphological rules to new words by asking the child to inflect, to derive, to compound, and to analyze compound words.

Contains information compiled by The Research Instruments Project (TRIP) on more than 100 measurement instruments in reading, language development, teacher competency, standard English as a second language or dialect, literature, writing, listening, and miscellaneous language skills.

Designed to determine whether, as language develops, particular utterances or features of an utterance are ordinarily understood before the same utterances or features are produced, this instrument consists of ten different grammatical contrasts, called problems.

A set of fifteen semantic differential scales designed to assess readers' evaluations of poems or other works of fiction.

See also: Dieterich, D. J., 4.5.2.