This annotated bibliography is part of a continuing attempt to keep English teachers informed about recent developments in education. Entries are listed in six categories: bilingual and bidialectal studies; language and verbal learning; literature humanities, and media; teacher education; testing and evaluation; and written and oral communication. Within each of these categories, items are listed according to the subcategories of preschool and elementary, secondary, college and adult, status surveys, and reviews of literature. Over 100 items are listed. (JM)
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 106 867) 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 Biledialectal Studies

1.1 Preschool and Elementary


Finds that Black parents interviewed accept Africanized English in the listening and speaking channels, but not in the reading and writing channels; accept Africanized English in informal settings, but seldom in formal ones; accept Africanized English in home and some community contexts, but generally not in the schools.


Assesses the effects of bilingual and monolingual educational programs on the linguistic, academic, attitudinal, and native growth of two groups of primary school children.

1.3 College and Adult


Disproves the hypothesis that these students did not know standard English grammar, syntactic patterns, and pronunciation.
1.3.2 Terrebonne, N. G. The Black English Vernacular in the Writing of Young Adults from Dayton, Ohio. Dissertation Abstracts International, 1975, 36, 2180A.

Analyzes over 350 compositions written by 42 black students in a predominantly white university in order to describe the Black English vernacular features manifest in these writings, their frequency, their significance, the characteristics of those employing them, and the educational implications of the factors.

1.4 Status Surveys
See: Acheson, P.; 4.4.1.

1.5 Reviews of Literature
See: Dieterich, D. J., 4.5.1.

2. Language and Verbal Learning

2.1 Preschool and Elementary


Reports that high self-concept children learned more effectively those nouns which they had assessed as "liked" and that low self-concept children appeared to learn their "disliked" nouns faster.

2.1.2 Blumberg, P., and Block, K. K. The Effects of Attempting Spelling Before Feedback on Spelling Acquisition and Retention.
Results showed that attempting to spell words before viewing them facilitated acquisition of the words.

Forty lower- and middle-class kindergarten children were given tasks to measure their understanding and usage of grammatical rules of English and their ability to use language for effective communication.

Contains research resumes on child language research in progress.

Contains research resumes on child language research in progress.

Determines the attitudes of administrators and teachers toward the Program, identifies reasons for their support or non-support, and indicates whether administrators prefer the
centralized system of curricular control or a more decentralized role in deciding instructional programs.


Reviews previous language development studies and presents the results of an intensive study of the language acquisition of one child beginning shortly after birth.


Lists words used by primary grade children in their oral language and examines differences in the diversity of the vocabularies among the grade levels.

2.1.9 Oliver, M. E. The Development of Language Concepts of Pre-Primary Indian Children. Language Arts, September 1975, 52, 865-869.

Describes the results of interviews with 78 preschool children to determine the development of their concepts regarding the nature of letters, numbers, words, reading, and writing.


Describes research and experimentation in phonetic categorization and the implications of such research for the teaching of spelling.

Compares a traditional instructional design with a differentiated instructional design for teaching twenty-five selected interrelated language arts skills to low achieving eighth-grade students in an urban black school and in an adjacent suburban white school.


Attempts to determine if developmental changes in semantic structure could, to some extent, account for differences between the concepts acquired by children and those acquired by adults.


Concludes that 5- to 7-year olds demonstrate ability to distinguish grammatically well-formed sentences from primitive sentences.


Part of a longitudinal study of language development, this study found that children whose single-word utterances usually named objects produced sentences which named many objects, and that children whose single-word utterances were frequently
interjections produced sentences which expressed desire for an object.

2.1.15 Stone, L. R. The Development and Evaluation of a Student Tutoring Program Designed to Improve the Language Skills of Both Tutors and Tutees. Dissertation Abstracts International, 1975, 36, 1281A.

Reports the results of a cross-age tutoring program in which eighth graders tutored fourth and fifth grade tutees in English two periods a week for one school semester.

See also: English Program Planning Committee, 2.4.3; Golub, L. S., 2.5.1; Honig, A. S., 2.5.2; O'Donnell, H., 2.5.3; Roberts, R. S., 6.1.7; and Wise, W. E., et al, 2.4.6.

2.2 Secondary


Involves a systematic case-study description of skills components in the elective English programs in four public secondary schools in Massachusetts.


Describes three studies of the relationship of Black English pronunciation to spelling performance.
Results indicate there was no difference in student performance whether the student elected English classes or was assigned them. Increased course work in English, however, was an apparent factor in improved English performance.

Attempts to determine both to what extent students learn transformational grammar in a school system with transformational grammar as a stated component of the English curriculum and how this learning relates to their tested intelligence.

Describes research supportive of the theory that sensitivity to syntactic structure can be heightened by direct instruction.

Explores the nature of classroom talk in the secondary school in the light of linguistic theory derived from James Britton.
See also: Dawson, J. H., 2.4.1; English Program Planning Committee, 2.4.3; and Meredith, C. V., 2.4.5.

2.3 College and Adult

2.3.1 Arthurs, A. D. G. The Effect of Instruction in General Semantics on the Social Adjustment of Graduate Students and Senior Citizens. Dissertation Abstracts International, 1975, 36, 3495A-96A.

Provides some experimental evidence supporting the conclusion that training in general semantics can improve social adjustment as measured by the Is of Identity Test and the Uncritical Influence Test for both graduate students and senior citizens.

2.3.2 Klein, M. L. Inferring from the Conditional; An Exploration of Inferential Judgments by Students at Selected Grade Levels. Research in the Teaching of English, 1975, 9, 162-183.

Explores the extent to which learners at selected grades are capable of seeing a number of propositional relations which hold across assertion forms.


Makes a distinction between semantic constructs encoding events and those encoding states, and presents a model in which the basal component of the grammar generates constructs which consist of a modality index and a proposition.
2.4 Status Surveys


2.4.2 Division of Research, North Carolina State Department of Public Instruction. Language Arts, Grade 3: State Assessment of Educational Progress in North Carolina, 1973-74. 1974, ED 105 485.
Contains results and analyses of tests administered to 2500 randomly selected third-grade students in North Carolina.

Deals with the background and plan for this needs assessment project; the project objectives; and surveys of student and teacher attitudes, community attitudes, student achievement, etc.

Describes the results of a comprehensive survey of the teaching of English in public schools in all the Canadian provinces.
2.4.5 Meredith, C. V. Multiple-Elective Programs in English in the State of New Jersey. *Dissertation Abstracts International*, 1975, 36, 686A.

Determines and describes quantitatively the current status of multiple-elective programs in English in New Jersey public schools and analyzes and appraises qualitatively two-semester elective programs for grades eleven and twelve.


Summarizes the findings of the 1974 Delaware Educational Assessment Program, including the findings on English, listening, and reading.

See also: Devoe, T. E., 2.2.1; and Enoki, D. Y., 2.1.6.

2.5 Reviews of Research


Reviews research in support of several language learning models, and calls for additional research in language learning and concept formation based upon a critical age model.


Lists research reports which correlate language development with specific kinds of family experiences and parental language inputs.

See also: Dieterich, D. J., 4.5.1; and Halliday, M. A. K., 2.1.7.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary


Reports on an attempt to use heart beat as an indicator of the reader's response to literature during the course of reading.


Reveals that as a result of instruction from their teachers, students at the end of junior high are well on their way to narrowing their perceptions of appropriate responses to a literary work to those which can be characterized as formal, analytic, and impersonal.

Examines and evaluates the portrayal of death in 90 fiction books which were listed by six authors discussing the appearance of the death theme in books for children.

3.1.4 Harms, J. M. Children's Responses to Fantasy in Literature. Language Arts, October 1975, 52, 942-946.

Reports of the responses of 30 girls from a middle-class school to fantasy in children's literature.


Studies the effects that bibliotherapy has had upon the self-concept of fifth and sixth grade students in eighteen classes which had five realistic fiction books read to them by their teachers.


Results indicated that there was no significant difference between the experimental group's and the control group's self-reliance scores on the posttest measures.

See also: Elgin, D. D., 6.4.1; Griggs, I. L., 5.1.1; and Porter, E. J., Tibbetts, S. L., 3.5.3.

3.2. Secondary

Ascertains both how public high school teachers of English in New England are teaching drama and using drama activities in their classrooms and how they were prepared in college for teaching drama and theater arts in the English classroom.


Reviews the literature on alienation; examines selected essays, short stories, poems, novels, and dramas which are suggested in secondary school literature guides; and concludes that many textbooks contain thematic units on alienation which teachers can employ.


Identifies the range of recreational reading and the reading interests of 2,255 ninth grade pupils in nine high schools near Albany, New York, and infers the factors which appear to be associated with pupils' recreational reading.


Contains an examination of six secondary school literature anthologies published during the 1960s which reveals great variance, ranging from token integration to a truly interracial view of humanity.

Offers a definitive strategy for successfully teaching such representative "classics" as Hamlet, A Tale of Two Cities, Silas Marner, and "My Last Duchess" to students who read as much as three years below grade level but who are nevertheless normally intelligent.


Reviews research on the effect of literature on students' attitudes, surveys research on students' attitudes toward war and peace and on their knowledge in these areas, analyzes attitudes expressed in present and past adult war fiction, and analyzes a select group of recent junior novels to determine the attitudes they express.


Reports that students didn't always reveal their values to engage in valuing, expressed preferences for discussing values in specific instances rather than in abstract situations, and preferred solitary valuing to collaborative valuing.
See also: Cusick, P., 3.4.1; Favat, F. A., 3.1.2; and Steward, S., 3.4.3.

3.3 College and Adult

3.3.1 Davix, C. W. The Impact of Three Teaching Techniques on the Response of Junior College Freshmen to Three Short Stories. Dissertation Abstracts International, 1975, 36, 680A.

Compares the lecture/discussion, semantic differential, and role playing teaching techniques, and notes that, according to data derived from two of seven areas of investigation, the lecture/discussion method is more effective than the semantic differential one.

See also: Steward, D. H., 3.4.2.

3.4 Status Surveys


Summarizes information obtained from two national surveys of elective literature programs conducted in Spring and Fall 1974.


A study of the actual workload and class size of departments in institutions of higher education of all kinds throughout the nation.

Reports a study involving a survey of English department chairpersons in 20 percent of Canada's public and Catholic secondary schools.

See also: Banks, L. J., 3.2.1; Dawson, J. H., 2.4.1; Elgin, D. D., 6.4.1; Favat, F. A., 3.1.2; Laubenfels, M. J., 3.2.6; and Meeson, B., et al., 2.4.4.

3.5 Reviews of Research


Discusses several studies on literature education and humanities education in the secondary school.


Discusses the educational consequences and possible contributions of the mass media.

Reviews the research on sexism in children's literature and its effect on children.
See also: Dieterich, D. J., 4.5.1; and Mellon, J. C., et al., 6.4.2.

4. Teacher Education
4.1 Preschool and Elementary

Suggests that children who become actively involved in a learning situation express enjoyment, believe they are learning, and gain in ability to respond positively to classmates.

Uses the judgmental ratings of individuals in the general school community as a decision-making base for developing and applying an instrumented procedure to decide the relative importance of a tentative set of professional competencies proposed for middle school teachers of English.

More than 90 percent of the teachers in both countries perceived the language of lower class children as deficient in some way.

4.2 Secondary

4.2.1 Carr, J. A. E. The Interrelatedness of Present Course Offerings and Teacher Preparation in English Education in the Public High Schools of Nebraska. Dissertation Abstracts International, 1975, 36, 808A.

Analyses and compares English education in Nebraska high schools to determine the status of their present English course offerings and the preservice and inservice training of English teachers.


4.2.3 Tapp, R. L. A Delineation of the Philosophy and Historical Development of Programmed Instruction and a Descriptive Content Analysis of Currently Available Programmed Materials Designed for the Language, Composition, and Literature Curricula of Secondary Schools. Dissertation Abstracts International, 1975, 36, 690A-91A.
4.3 College and Adult


Reviews research on teacher characteristics and discusses an investigation of the relationship of teacher characteristics to student written responses to literature.

4.4 Status Surveys

4.4.1 Acheson, P. English for Speakers of Other Languages: A Survey of Teacher Preparation Programs in American and British Colleges and Universities. *Dissertation Abstracts International*, 1975, 36, 824A.

Attempts to determine how participants in existing teacher preparation programs are being prepared for involvement in the profession of TESOL.


A review of past statements discussing concerns and issues in the professional education of English teachers and of related statements—drawn from records and publications of NCTE and CEE—that bear on this matter, and an analysis of responses of present-day English educators to a survey of their opinions on present concerns and issues.
4.4.3 Seibert, K. B. Grammar and General-Principles-of-Language Instruction for Secondary-School English Teachers. Dissertation Abstracts International, 1975, 36, 2723A. Determines the amount and level of general linguistics and grammar training required of secondary English teacher candidates; surveys the opinions of secondary English teacher candidates regarding the value of formal grammar instruction; and investigates the level of preexisting knowledge among college English majors, junior level, regarding general principles of language.

See also: Tapp, R. L. 4.2.3.

4.5 Reviews of Research


5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Griggs, I. L. The Development of an Instrument to Measure Literary Discrimination and Its Use with Other Tests to Judge Children's Literary Taste. Dissertation Abstracts International, 1975, 36, 2613A. Identifies components of literary taste through a search of the writings about children's literature and taste, the advice of a panel of experts in the field, and the assistance of
teachers and librarians; and develops a Literary Taste Rating Scale.

5.1.2 Schippers, L. V. Using the Affton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expression. Dissertation Abstracts International, 1975, 36, 3595A-96A.

Concludes that a scale developed by the Affton School District is useful for judging the written compositions of elementary school students and that it can both produce a concordance of teacher judgments and be a possible basis for prescriptive teaching.

See also: Infantino, R., 5.2.1; and Porter, E. J., and Sager, C.; 6.1.6.

5.2 Secondary

5.2.1 Infantino, R. Results of the NYSEC Survey on Testing. The English Record, Spring 1975, 26, 4-10.

Presents the results of a survey of nearly 1,000 New York English teachers to ascertain both current practices in standardized testing and how English teachers felt about these practices.


Examines the correlation between mean T-unit length and syntactic density scores and compares mean T-unit length and syntactic density scores as indicators of the grade level of writers.
5.3 College and Adult

5.3.1 Moslemi, M. H. The Grading of Creative Writing Essays. 
Develops a working definition of creative writing, establishes criteria by which creative writing can be evaluated, presents a rating scale, attempts to discover whether creative writing can be enhanced during an intensive teaching unit, and explores whether it is possible for three judges to grade creative writing products with any degree of consistency.

**See also:** Sanders, S. E., and Littlefield, J. H.; 6.3.8.

5.4 Status Surveys

Analyzes the present state of the art of testing and recommends the use of common sense in selecting and using tests and in interpreting the information derived from testing.

**See also:** Meeson, B., et al., 2.4.4.

5.5 Reviews of Research

**See:** Dieterich, D. J., 4.5.1.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Askov, E. N., and Greff, K. N. Handwriting: Copying Versus Tracing as the Most Effective Type of Practice. *The Journal*
Reports that at the end of a five-week treatment period, the copying treatment group of kindergarten and second grade students achieved significantly higher posttest scores.

Describes a case study approach employed to explore the writing processes and related variables of a group of seven-year-old children.

Reports that 3- and 4-year-old children appropriately modified their language as a function of listener needs.

Discusses recent writing research and describes a six-month study involving fourth graders which indicated that a grammar-free program of sentence-combining lessons, backed by games, activities, and experiential exercises, can encourage synthetic growth in writing.

6.1.6 Porter, E. J. Research Report: C. Sager. Improving the Quality of Written Composition through Pupil Use of Rating Scale. Language Arts, October 1975, 52, 1021-1023. Describes a study of a program designed to improve the quality of written composition by teaching children the components and use of a descriptive writing scale to rate their own and other students' compositions.

6.1.7 Roberts, R. S. A Comparison of the Written Language Performance of Pupils in Four Fifth Grades in Schools Varying in Racial Composition. Dissertation Abstracts International, 1975, 36, 3569A-70A. Found that when the written language of students in four fifth grades of varying racial compositions was evaluated according to the universal characteristics of language evaluation, the mean scores in all four schools fell within the normal range of language performance reported by special educators.

6.1.8 St. Romain, M. D. A Study of Differences in Creative Writing of Children under Varying Stimuli. Dissertation Abstracts International, 1975, 36, 244A. Finds no significant difference between groups in any of five treatments designed to elicit creative writing.

Indicates that the perceptual learning involved in the development of the ability to differentiate between letters and the acquisition of the ability to copy letters must be considered as separate tasks.

See also: Elgin, D. D., 6.4.1; Groff, P., 6.5.2; Porter, E. J., and Martin, W. D., 6.5.4; and Schippers, L. V., 5.1.2.

6.2 Secondary


Judges and evaluates textbooks used in preparing English teachers, textbooks used by students in English classes, publications of the National Council of Teachers of English, curriculum guides, professional articles, books on writing, and evaluation practices in publications on the evaluation of written composition.


Reports tests of four research hypotheses dealing with sentence-combining practice as a component of the language arts curriculum. The experimental group wrote compositions at posttest that were syntactically more mature than those of
the control group and syntactically more mature than those they had written at pretest.


Involves a survey of "approved lists" which indicates that the most widely used textbooks are of three- or six-volume series, that the most widely available kind of series is the grammar/language and composition series, that only three series focusing strictly on composition are widely used, and that several widely used texts are revised editions of texts used for many years.

See also: O'Donnell, R. C., 5.2.2; and Porter, E. J., Ezor, L., and Lane, T., 6.1.5.

6.3 College and Adult

6.3.1 Brazil, J. M. On Teaching Composition at the Community College. Dissertation Abstracts International, 1975, 36, 3431A.

Reviews methods of teaching composition in the past and evaluates the overall effectiveness of two contrasting approaches to teaching freshman composition: a dialect acceptance, student-centered approach and a language standardization, teacher-centered approach.


Describes the results of a questionnaire survey of 60 institutions of higher education in Texas regarding the teaching of freshman composition.
Discusses the development of an instrument to isolate apprehensive student writers.

Compares scores on the writing apprehension measure with SAT-Verbal scores as both relate to predictions of success expectations, willingness to take additional courses in writing, and placement in remedial basic composition courses.

Describes an experimental method intended to identify the effects of controlled variations in a written technical message upon the effectiveness of the message, and describes some of the results of the experiments thus far completed.

Concludes that training in visual literacy is a way of teaching important visual analysis and developing a bimodal awareness that will improve writing ability.

In a study of seven students representing a cross section of two composition classes, small groups did foster linguistic security and written fluency.


Describes a study which demonstrated significant improvement by composition students over a semester when the method of essay testing was structured to duplicate, as nearly as possible while maintaining the necessary controls, the conditions under which regular class essays were produced.


Describes an investigation of the effectiveness of a flexible modular system for teaching composition which proved to be a more effective method for teaching composition than the traditional method.

6.3.10 Tomlinson, B. A Study of the Effectiveness of Individualized Writing Lab Instruction for Students in Remedial Freshman Composition. Paper presented at the annual meeting of the Western College Reading Association, 1975.
Attempts to establish the effects of three different levels of writing lab use on the writing proficiency and attitudes of remedial freshman composition students.

See also: Chew, C. R., 6.2.1; Moslemi, M. H., 5.3.1; Scott, C. T., and Angle, B., 1.3.1; Shafer, R. E., 6.5.5; Steward, D. H., 3.4.2; Terrebonne, N. G., 1.3.2; and Wagner, E. N., 6.5.6.

6.4 Status Surveys

Describes the average salaries in the North, South, Midwest, and West.

Gives the results of the first assessments in writing, reading, and literature, with implications for teaching and measurement in the English language arts.

See also: Koops, J. B., 6.2.3; Meeson, B., et al., 2.4.4; and Steward, D. H., 3.4.2.

6.5 Reviews of Research

Describes several recent studies on the teaching of composition, some published in Research in the Teaching of English, and some originating as dissertations.


6.5.4 Porter, E. J. Research Report: W. D. Martin. Measuring Children's Story Writing—II. *Language Arts*, October 1975, 52, 1023-1025. Seems to verify the usefulness of the experimental methodology, some grade-to-grade growth, prevailing sex differences favoring girls, the importance of better defining evaluation criteria, and the need to diversify stimuli for writing.

6.5.5 Shafer, R. E. The Crisis in Knowing about Learning to Write. *ADE Bulletin*, September 1975, 45, 52-57. Includes a review of research on the teaching of writing.

6.5.6 Wagner, E. N. Developmental English: More Harm Than Good? *Teaching English in the Two-Year College*, Spring 1975, 1, 147-152. A review of research on the teaching of remedial English at the junior college level and a call for further research on this subject.
See also: Brazil, J. M., 6.3.1; Chew, C. R., 6.2.1; and Dieterich, D. J., 4.5.1.