National Council of Teachers of English®

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NCTE Promising Researcher Award Past Recipients 1970 – Present

2025
Scott Storm, University at Albany, State University of New York,
"Change the Form, Change the World: Approaching Critical Literacy in Youth Composing through Queer Literary Theory"

2024
Alex Corbit, State University of New York at Cortland
"Speculative F(r)ictions: A Youth Restorying Horror and Monstrosity"

2023
Lindsey Rowe, Clemson University
"Disrupting Monolingual Ideologies: Constructing Biliterate Composing Practices in a Second-grade Classroom"

2022
Monica Kleekamp, Maryville University
"No! Turn the Pages!" Repositioning Neuroqueer Literacies

2021
Stephanie Toliver, University of Colorado, Boulder
Freedom Dreaming in a Broken World: The Black Radical Imagination in Black Girls' Science Fiction Stories

2020
Ryan Schey, Auburn University
Youths' Choices to Read Optional Queer Texts in a High School ELA Classroom: Navigating Visibility through Literacy Sponsorship

2019
Tracy T. Flores, University of Texas at Austin
Cultivando La Voz Mujer: Latina Adolescent Girls and Their Mothers Rewriting Their Pasts and Imagining Their Futures

2018
Cati de los Ríos, University of California, Davis
Toward a *Corridista* Consciousness: Learning From One Transnational Youth's Critical Reading, Writing, and Performance of Mexican Corridos

2017
Lamar Johnson, Michigan State University, East Lansing, "Where Do We Go From Here?: Toward a Critical Race English Education"

Honorable Mention: Jon M. Wargo, "Designing More Just Social Futures or Remixing the Radical Present? Queer Rhetorics, Multimodal (Counter)Storytelling, and the Politics of LGBTQ Youth Activism"

2016

Tamara Butler, Michigan State University, East Lansing, "'We Need a Song': Sustaining Critical Youth Organizing Literacies through World Humanities"

Christian Ehret, McGill University, Montreal, Quebec, Canada, "Moments of Literacy Teaching and Learning in a Children's Hospital: Affects, Textures, and Temporalities"

2015

Logan Manning, University of Texas, San Antonio, "Rewriting Struggles as Strength: Young Adult Reflections on the Significance of their High School Poetry Community"

2014

Rebecca Lorimer Leonard, University of Massachusetts, Amherst, "Traveling Literacies: Multilingual Writing on the Move"

Gholnecsar Muhammad, Georgia State University, Atlanta, "In Search for a Full Vision: Writing Representations of African American Adolescent Girls"

2013

Amy Stornaiuolo, University of Pennsylvania, Philadelphia, '"Like Two Different Worlds": Teachers' Perspectives on Social Networking and Schooling"

2012

Tisha Lewis, Georgia State University, Atlanta, "We txt 2 sty cnnectd: Digital literacies, Meaning-Making, and Activity Theory Systems between an African American mother and son."

Honorable Mention: Ebony Elizabeth Thomas, Wayne State University, Detroit, "Sustaining Culturally Responsive Discourse in Black and White: Negotiating Social Solidarities Through English Teacher Talk"

2011

Jennifer Buehler, St. Louis University, "We Have a Culture of Failure Here": Analyzing the Production of School Culture in an Urban High School."

Honorable Mention: Marie H. Romanelli, "Exploring the Culture and Cognition of Outsider Literacy Practices in Adult Readers of Graphic Novels"

2010

Marcelle Haddix, Syracuse University, "No Longer on the Margins: Researching the Hybrid Literate Identities of Black and Latina Preservice Teachers."

Honorable Mention: Karen E. Wohlwend, Indiana University, Bloomington, "Converging Identity Texts and Gendered Worlds: Boys Drawing, Writing, and Playing with Disney Princess Media"

2009

Steve Amendum, North Carolina State University, Raleigh, "Federally-Funded Reading Intervention and Reading Growth: Which Features Matter in High Poverty Schools?"

2008

Elizabeth Dutro, University of Colorado, Boulder, "What 'Hard Times' Means: Mandated Curricula, Middle-Class Assumptions, and the Lives of Poor Children."

Amy Suzanne Johnson, University of South Carolina, Columbia, "Literate Practice as Answerable Response: Sally Harris' Mandate for Literacy in the Rural South."

Leah Zuidema, Dordt College, Sioux Center, Iowa, "Give 'Em Some Space: Online Induction Networks for Beginning Teachers."

2007

Tara Star Johnson, Purdue University, West Lafayette "Crossing the Line: When Pedagogical Relationships Go Awry."

Steven Talmy, University of British Columbia, Vancouver, "The cultural productions of the ESL student at Tradewinds High: Contingency, multidirectionality and identity in L2 socialization."

Amanda Haertling Thein, University of Pittsburgh, "She's not a prostitute!: Re-reading working-class girls' responses to literature through an examination of interpretive practices.

2006

Deborah Bieler, Ph.D., University of Delaware, "Re-Imagining Mentoring as Dialogic Praxis: Using Discourse Analysis to Examine Student-Teacher / University Mentor Talk".

Jessica Zacher, Ph.D., California State University, Long Beach, "Analyzing children's social positioning and struggles for recognition in a classroom literacy event."

Victoria Haviland, University of Michigan, "Things Get Glossed Over": Rearticulating the Silencing Power of Whiteness in Education."

Finalist**:** Beth Lewis Samuelson, Ph.D., Central Michigan University, "Ventriloquation in discussions of student writing."

2005

Mary Juzwik, Michigan State University, "Narrative performance in teaching as a rhetoric of identification: A stylistic analysis of parallelism in "Violence was the way to go".

Karen Macbeth, Ohio State University, "Diverse, Unforeseen, and Quaint Difficulties:" The Sensible Responses of Novices Learning to Follow Instructions in Academic Writing.

Korina Jocson, Stanford University, "Bob Dylan and Hip Hop": Hybrid Cultural and Literacy Practices in Youth Poetry Communities.

2004

Maisha Tulivu Fisher, Teachers College Columbia University, *"Every city has soldiers": The Role of Apprenticeship in Participatory Literacy Communities"*

Aria Razfar, Whittier College, *"Repair: A Practice of Language Ideologies in English Language Learner Classrooms"*

2003

There were no winners for 2003

2002

Jill Heinrich, University of Iowa, "*Boys' Talk: Mediating Masculinity in the English Classroom.*"

Yolanda Majors, University of Georgia, "*Shoptalk: Teaching and Learning in an African American Hair Salon."*

Ronald L. Pitcock, Texas Christian University, "*Let the Youths Beware!": The Sponsorship of Early NinetheenthCenture Native American Literacy."*

2001

Mira-Lisa Katz, University of Chicago, Illinois, "Some Problematics and Possibilities of Critical Pedagogies: The Uses of Critical Literacy in One Community-Based Workplace Language Program Learning Serving"

Katrina M. Powell, Louisiana State University, Baton Rouge, "Participant and Institutional Identity: SelfRepresentation across Multiple Genres at a Catholic College"

Jennifer Seibel Trainor, University of Pittsburgh, Pennsylvania, "The Work of English: Race, Rhetoric, and Education for Social Change"

2000

Diane Downer Anderson, Swarthmore College, Swarthmore, Pennsylvania, "Casting Gender as Social Identity through Literacy Practices: Third and Fourth Graders in Two Multi-Age Classrooms"

Steven Bialostok, University of Wyoming, Laramie, "Discourses of Literacy: Cultural Models of White, Urban, Middle-Class Parents of Kindergarten Children"

Cindy O'Donnell-Allen, Colorado State University, Fort Collins, "Teaching with a Questioning Mind: The Development of a Teacher Research Group into a Discourse Community"

1999

Nell K. Duke, Michigan State University, East Lansing, "3.6 Minutes Per Day: The Scarcity of Informational Texts in First Grade"

Su-Yueh Wu, University of Georgia, Athens, "The Influence of Collectivism and Individualism on Argumentative Writing by Chinese and North Americans"

Chandra Adkins, University of Georgia, Athens, "Challenging the Pluralism of Our Past: Presentism and the Selective Tradition in Historical Fiction for Young People"

1998

Zhihui Fang, University of Florida, Gainesville, "Extending Literate Register Potential in Whole Language and Code Emphasis Classrooms: A Discourse Perspective on Young Children's Writing Development"

Lawrence R. Sipe, University of Pennsylvania, Philadelphia, "The Construction of Literary Understandings by First and Second Graders in Response to Picture Storybook Readalouds"

1997

Susi Long, University of South Carolina, Columbia, "Learning to Get Along: Language and Literacy in a New Cultural Setting"

1996

Cynthia Lewis, Grinnell College, Iowa, "The Social Drama of Literature Discussions in a Fifth/Sixth-Grade Classroom"

Terry Underwood, Roseville, California, "The Impact of a Portfolio Assessment System on the Instruction, Motivation, and Achievement of Seventh- and Eighth-Grade English Language Arts Students in a Northern California Middle School"

1995

Margaret J. Finders, Purdue University, West Lafayette, Indiana, "'Just Girls': Literacy and Allegiance in Junior High School"

Jeffrey D. Wilhelm, Beaver Dam Middle School, Wisconsin, "Reading is Seeing: Using Visual Response to Improve the Literary Reading of Reluctant Readers"

1994

Steven Z. Athanases, Stanford University, California, "Beyond Silence and the Graceful Liberal Gesture: Urban Tenth Graders Discussing Literature and Diversity"

Joy Pei-Lin Chung, San Mateo, California, "Language Socialization in a Clique of Chinese Immigrant Students: An Ethnography of a Process of Social Identity Formation"

Stanford Goto, University of California, Berkeley, "Nerds, Normal People, and Homeboys: Asian American Students and the Language of School Success"

1993

Elaine Chin, University of Michigan, "Learning to Write the News"

Cheri L. Williams, University of Cincinnati, “The Language and Literacy Worlds of Three Profoundly Deaf Preschool Children"

1992

Rebecca E. Burnett, Iowa State University, "Conflict in the Collaborative Planning of Co-authors: How Substantive Conflict, Representation of Task, and Dominance Relate to High-Quality Documents"

Anne DiPardo, University of Iowa, "Nested Contexts: A Basic Writing Adjunct Program and the Challenge of ‘Educational Equity’”

Carol D. Lee, Northwestern University, "Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications of an African American Discourse Genre"

1991

Cynthia Greenleaf, University of California, Berkeley, "Technological Indeterminacy: The Role of Classroom Writing Practices in Shaping Computer Use"

Peggy Trump Loofbourrow, Castro Valley, California, "Composition in the Context of the CAP: A Case Study of the Influences of the California Assessment Program on the Life of One Junior High School"

1990

John M. Ackerman, University of Utah, "Reading, Writing, and Knowledge: The Role of Disciplinary Knowledge in Comprehension and Composing"

William Sweigart, Indiana University Southeast, New Albany, "Classroom Talk as It Affects Process and Product in Writing"

1989

Melanie Sperling, University of California, Berkeley, "I Want to Talk to Each of You: Collaboration and the Teacher-Student Writing Conference"

Don Zancanella, University of New Mexico, "Teachers Reading/Readers Teaching: Five Teachers' Personal Approaches to Literature and Their Teaching of Literature"

1988

Linda K. Clarke, Carleton University, Ottawa, Ontario, "Invented Versus Traditional Spelling in First Graders' Writing: Effects on Learning to Spell and Read"

Beatrice Naff-Cain, Mercer University, Macon, Georgia, "The Impact of Different Planning Models on Preservice English Teachers' Thought: A Comparison of Creative and Rational Means-end Planning"

Karen A. Schriver, Carnegie-Mellon University, "Teaching Writers to Anticipate the Reader's Needs: A Classroom Evaluated Pedagogy"

1987

Russel K. Durst, University of Cincinnati, "Cognitive and Linguistic Demands of Analytic Writing"
Victoria Purcell-Gates, University of Cincinnati, "Lexical and Syntactic Knowledge of Written Narrative Held by Well-Read-To Kindergartners and Second Graders"

Francis J. Sullivan, Temple University, "Placing Texts, Placing Writers: Sources of Readers' Judgments in University Placement-Testing"

Sandra Jean Wilde, University of North Carolina at Charlotte, "An Analysis of the Development of Spelling and Punctuation in Selected Third- and Fourth- Grade Children"

1986

Lucille McCarthy, Loyola College, Baltimore, Maryland, "A Stranger in Strange Lands: An Ethnographic Study of a College Student Writing in Two Academic Contexts"

Amy McClure, Ohio Wesleyan University, "Children's Responses to Poetry in a Supportive Literary Context"

1985

Kathleen Ann Copeland, St. Edward's University, Austin, Texas, "The Effect of Writing upon Good and Poor Writers' Learning from Prose"

Anne J. Herrington, Pennsylvania State University, "Writing in Academic Settings: A Study of the Rhetorical Contexts for Writing in Two College Chemical Engineering Courses"

Glynda A. Hull, University of Pittsburgh, "The Editing Process in Writing: A Performance Study of Experts and Novices"

1984

Deborah Brandt, University of Wisconsin-Madison, “Writer, Context, and Text”

George E. Newell, University of Kentucky, Lexington, “Learning from Writing in Two Content Area: A Case Study/Protocol Analysis”

1983

Stephen B. Kucer, University of Southern California, Los Angeles, “Text Production and Comprehension from a Transactional Perspective”

Linda Hanrahan Mauro, University of Maryland, “Personal Constructs and Response to Literature: Case Studies of Adolescent Readers”

1982

Anne Haas Dyson, University of Georgia, Athens, “The Role of Oral Language in Early Writing Programs”

Robin Bell Markels, Ohio State University, “Cohesion in Four Paragraph Types”

1981

Margaret A. Atwell, California State College, San Bernardino, “The Evolution of Text: The Interrelationship of Reading and Writing in the Composing Process”

June C. Birnbaum, Rutgers University, New Brunswick, New Jersey, “The Reading and Composing Behaviors of Selected Fourth- and Seventh-Grade Students”

Lee Galda, University of Georgia, “Three Children Reading Stories: Response to Literature in Preadolescents”

Mike Rose, University of California-Los Angeles, “Writer’s Block in University Students: A Cognitivist Analysis” **1980**
Lillian S. Bridwell, University of Nebraska-Lincoln, “Revising Strategies in Twelfth-Grade Students’ Transactional Writing” (*Research in the Teaching of English,* Oct. 1980, pp. 197–222)

Colette A. Daiute, Teachers College, Columbia University, “Psycholinguistic Influences on the Writing Process” (*Research in the Teaching of English,* Feb. 1981, pp. 5–22)

Ann Matsuhashi, University of Illinois at Chicago Circle, “Pausing and Planning: The Tempo of Written Discourse Production” (*Research in the Teaching of English,* May 1981, pp. 113–134)

1979
Sondra Perl, Herbert H. Lehman College, CUNY, “Five Writers Writing: Case Studies of the Composing Processes of Unskilled College Writers” (*Research in the Teaching of English,* Dec. 1979, pp. 317–336)

Donald L. Rubin, University of Georgia, “Development in Syntactic and Strategic Aspects of Audience Adaptation Skills in Written Persuasive Communication”

Nancy T. Sommers, University of Oklahoma, “Revision in the Composing Process: A Case Study of Experienced Writers and Student Writers”

Renee K. Weisberg, Beaver College, Pennsylvania, “Good and Poor Readers’ Comprehension of Explicit and Implicit Information in Short Stories Based on Two Modes of Presentation” (*Research in the Teaching of English,* Feb. 1979, pp. 337–352)

1978
Janet K. Black, University of Texas, Arlington, “Formal and Informal Means of Assessing the Communicative Competence of Kindergarten Children”

Marion Crowhurst, Brandon University, Manitoba, Canada, “The Effect of Audience and Mode of Discourse on the Syntactic Complexity of the Writing of Sixth and Tenth Graders”

Barry M. Kroll, Iowa State University, “Cognitive Egocentrism and the Problems of Audience Awareness in Written Discourse”

Don Nix, International Business Machines, Thomas J. Watson Research Center, Yorktown Heights, New York, “Toward a Systematic Description of Some Experiential Aspects of Children’s Reading Comprehension”

Sharon Pianko, Livingston College, Rutgers University, “A Description of the Composing Process of College Freshman Writers”

1977
James R. Brozick, North Hills Schools, Pittsburgh, Pennsylvania, “An Investigation into the Composing Process of Four Twelfth-Grade Students: Case Studies Based Upon Jung’s Personality Types, Freudian Psychoanalytic Ego Psychology, and Cognitive Functioning”

Ann O. Gebhard, Syracuse University, New York, “The Relationship of Writing Quality to Syntax: A Transformational Analysis of Three Prose Samples” (*Research in the Teaching of English,* Oct. 1978, pp. 211–223)

Barbara Quint Gray, City University of New York, “Auxiliary Structure and Syntactic Maturity in the Naturalistic Speech of Lower-class Urban Black Preschool Children”

1976

David Dillon, University of Houston, Victoria Campus, "A Cross-Linguistic Study of the Semantic Development of Selected Lexical Items" (*Research in the Teaching of English,* Feb. 1978, pp. 7–20)
Jill Olshavsky, Indiana University, "An Exploratory Analysis of the Reading Process"

Judith Stecher, Queens College, City University of New York, "A Description of Teacher Verbal Mediation and of Children's Verbal Coding in Selected Early Childhood Classrooms"

1975

Rita S. Brause, Fordham University, New York, New York, "On Ambiguity: An Investigation of the Development of the Ability to Understand Aspects of Semantic Ambiguity" (*Research in the Teaching of English,* Spring 1977, pp. 39–49)

Collet B. Dilworth, Jr., Fayetteville School District, Fayetteville, North Carolina, "Visualization and the Experience of Poetry: A Study of Selected Variables in Reader Response"

Charlotte T. Smith, Livermore School District, California, "The Relationship Between the Type of Questions, Stimuli, and the Oral Language Production of Children" (*Research in the Teaching of English,* Fall 1977, pp. 111– 116)

1974

Arthur N. Applebee, Tarleton High School, Lancashire, England, "The Spectator Role: Theoretical and Developmental Studies of Ideas about and Responses to Literature, with Special Reference to Four Age Levels"

Donald H. Graves, University of New Hampshire, Durham, "Children's Writing: Research Directions and Hypotheses Based Upon an Examination of the Writing Processes of Seven-Year-Old Children"

Kenneth J. Kantor, Bowling Green State University, Ohio, "Creative Expression in the Language Arts Curriculum"

Dennis J. Searle, Miles-Macdonnell Collegiate School, Winnipeg, Manitoba, Canada, "Classroom Language of Secondary Students"

1973

G. Thomas Fox, University of Wisconsin, Madison, "The Effect of Black Dialect and Standard English on Ten- to Twelve-Year-Olds' Willingness to State Apparent Contradictions"

P. Helen Lewis, Indiana University at South Bend, "The Relationship of Sociodramatic Play to Various Cognitive Abilities in Kindergarten Children"

Christine Martinez San José, Syracuse University, New York, "Grammatical Structures in Four Modes of Writing at the Fourth-Grade Level"

Carol Sager, Wilmington Public Schools, Wilmington, Massachusetts, "Improving the Quality of Written Composition through Pupil Use of a Rating Scale"

Ann Terry, University of Nebraska, "A National Survey of Children's Poetry Preferences in the Fourth, Fifth, and Sixth Grades"

1972

John A. Black, Darien High School, Darien, Connecticut, "The Effect of Instruction in General Semantics on Ethnic Prejudice as Expressed in Measurements of Social Distance, Ethnocentrism, and Authoritarianism"

Marilyn Buckley Hanf, Pittsburg Unified School District, Pittsburg, California, "Primary Grade Children's Oral Language Discourse: A Description of Thematic Relations"

Stephen M. Koziol, Jr., University of Pittsburgh, Pennsylvania, “An Analysis of the Development of Noun Plural Rules in the Primary Grades”
John B. Lum, Rockefeller Foundation, California, “An Effectiveness Study of English as a Second Language (ESL) and Chinese Bilingual Methods”

Dorothy S. Strickland, Newark State College, Union, New Jersey, “The Effects of a Special Literature Program on the Oral Language Expansion of Linguistically Different, Negro, Kindergarten Children”

1971
Edward A. Dixon, Chicago City College, Olive-Harvey Campus, Illinois, “Syntactic Indexes and Student Writing Performances”

Sharon E. Fox, Ohio State University, Columbus, “Syntactic Maturity and Vocabulary Diversity in the Oral Language of Kindergarten and Primary School Children”

Sister Jeanne Marie Jurgens, St. Mary’s College of O’Fallon, “Perception of Lexical and Structural Ambiguity by Junior and Senior High School Students”

Frank O’Hare, Florida State University, Tallahassee, “The Effect of Sentence-Combining Practice Not Dependent on Formal Knowledge of a Grammar on the Writing of Seventh Graders”

Imogene Ramsey, Eastern Kentucky University, “A Comparison of First Grade Negro Dialect Speakers’ Comprehension of Standard English and Negro Dialect”

Barbara D. Stoodt, University of Akron, Ohio, “The Relationship between Understanding Grammatical Conjunctions and Reading Comprehension”

1970
W. T. Fagan, University of Alberta, Canada, “An Investigation into the Relationship between Reading Difficulty and the Number and Types of Sentence Transformations.”

Bryant P. Fillion, University of Illinois, “Rhetoric as Symbolic Action: An Explication of Kenneth Burke’s Theory of Rhetoric and Its Implications for the Teaching of Rhetoric in Secondary Schools”

Julie M. Jensen, University of Texas, Austin, “A Comparative Investigation of the Casual and Careful Oral Language Styles of Average and Superior Fifth-Grade Boys and Girls”

Paul J. Melmed, Emery Unified School District, Emeryville, California, “Black English Phonology: The Question of Reading Interference”

Herbert D. Simons, University of California, Berkeley, “The Relationship between Aspects of Linguistic Performance and Reading Comprehension”

Susan M. Tatham, University of Wisconsin, Milwaukee, “Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study at Grades Two and Four”