

# Annotated Bibliography of Research in the Teaching of English

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## Discourse Analysis/Cultural Difference

BETTIE, J. (2003). *Women without class: Girls, race, and identity*. Berkeley, CA: University of California Press.

Conducts an ethnographic analysis of 12th grade working- and middle-class females' identity performances mediated by discourses of gender, race, and class, as well as differences in cultural capital. Finds that working-class participants employ gender identity markers related to appearance to establish themselves as members of a female peer culture, to distinguish themselves from the preps, and to challenge their marginalization in the school. Finds that the categories for defining differences between groups are largely constituted by race; students lacked a discourse of class for interrogating their marginal status and for defining commonalities between working-class practices across racial groups in opposition to the middle-class school culture, leading them to rely on essentialist discourses of race or gender to explain differences in their peers' social practices.

CREESE, A., LEONARD, D., DANIELS, H., & HEY, V. (2004). Pedagogic discourses, learning and gender identification. *Language and Education*, 18, 191-206.

Compares the influence of different teaching practices and gendered discourses on elementary students' learning. In a classroom taught by a male teacher, generating original, distinct ideas was highly valued, reflecting discourses of individualism, expertise, and competition, and creating a context in which competitive male students were privileged while "nice" students were disadvantaged, and students in mixed-gender groups had difficulty engaging in collaborative group work. In a classroom taught by a female teacher in which a discourse of collaboration and tolerance for others was valued and modeled through the teacher's use of facilitative talk, both female and male students often succeeded, although concerns were expressed that girls were not acquiring self-assertion practices.

GEBHARD, M. (2004). Fast capitalism, school reform, and second language literacy practices. *The Modern Language Journal*, 88, 245-265.

Analyzes the ways in which school-reform discourses constituted by "fast capitalism" position three second-language learners and their families enrolled in a California elementary school.

Finds that reform discourses of reading and writing accountability undermine these students' attempts to acquire literacy practices given their second-language learner needs.

IVANIC, R. (2004). Discourses of writing and learning to write. *Language and Education*, 18, 220-245.

Conducts a meta-analysis of composition theory and research. Identifies six discourses for use in analyzing different approaches to teaching writing: "skills" (explicit teaching of phonics/accuracy), "creativity" (fostering creative expression through content and style), "creative self-expression" (implicit teaching of language experience), "process" (mental and practical processes), "genre" (explicit teaching of text-types), "social practices" (fostering purposeful, contextual communication), and "sociopolitical" (constructed practice involving contestation/change and critical awareness of how discourses and genres operate). Notes contradictions between and among these discourses; suggests that comprehensive writing instruction includes methods from all the discourses.

MAZZEI, L. A. (2004). Silent listenings: Deconstructive practices in discourse-based research. *Educational Researcher*, 33, 26-34.

Discusses the methodological need to focus on silences evident in a study of White teachers' group discussions of multicultural education, in the form of not responding to certain pre-assigned questions, reluctance to discuss White privilege, not self-disclosing specific details, and hesitating or pausing given apprehension about offending others. Argues that such silences imply meanings that can be included in empirical analyses.

MOJE, E. B., CIECHANOWSKI, K. M., KRAMER, K., ELLIS, L., CARRILLO, R., & CALLAZO, T. (2004). Working toward a third space in content area literacy: An examination of everyday funds of knowledge and Discourse. *Reading Research Quarterly*, 39, 38-70.

Analyzes the relationships between 30 Latino 7th and 8th students' funds of knowledge and discourses operating in home, an urban Detroit neighborhood community, and peer worlds as taken up or excluded from their work in their middle-school science classrooms. Identifies instances in which instruction can exploit these students' funds of knowledge to create learning in "third space" contexts among school and home, community, and peer worlds.

NAYAK, A. (2003). "Boys to men": Masculinities, schooling and labour transitions in de-industrial times. *Educational Review*, 55, 147-159.

Analyzes the discourses of masculinities employed by northeastern British adolescent males. With few employment opportunities and a loss of traditional workplace socialization, these males turn to active participation in soccer fan clubs involving physical, ritual display of team support. Finds that these males closely identify with their local community site or family, and that their rejection of work that requires them to move to another community reflects their need for symbolic stability to counteract the instability of a shifting, global economy.

NOVINGER, S. (2003). The ways adults position children. *Language Arts*, 80, 425-434.

Analyzes preservice literacy teachers' weekly pen-pal interactions with first-grade students. Finds that half of the teachers adopted a discourse of adult authority through initiating and controlling topics, posing multiple questions, and formulating brief responses to student writing. The other half adopted a discourse of shared authority through facilitating and elaborating on

children's topic initiations and limiting the number of questions, resulting in more student topic initiation and more frequent and elaborated responses than was the case with students positioned by a discourse of adult authority.

POWELL, P. R. (2004). Critical discourse analysis and composition studies: A study of presidential discourse and campus discord. *College Communication and Communication*, 55, 439-469.

Conducts a critical discourse analysis of the official statements formulated by the administration of Miami University, Ohio, in response to issues of diversity, racism, and standards on campus. Finds that the President uses first-person pronouns to equate himself with the University community and to frame that community as exclusive. A discourse of "diversity" is employed to mask lack of access and to equate a perceived decline in standards with student protests regarding lack of access.

### **Other Related Research:**

BANKS, J., & BANKS, C. A. M. (Eds.). (2003). *Handbook of research on multicultural education* (2nd ed.). San Francisco: Jossey-Bass.

BAXTER, J. (2004). *Positioning gender in discourse: A feminist methodology*. New York: Palgrave.

BERRY, D. (2004). The contestation of code. *Critical Discourse Studies*, 1, 65-89.

BLOCH, M. (2004). A discourse that disciplines, governs, and regulates: The National Research Council's report on scientific research in education. *Qualitative Inquiry*, 10, 96-110.

BLOOME, D., CARTER, S. P., CHRISTIAN, B. M., OTTO, S., & SHUART-FARIS, N. (2004). *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective*. Mahwah, NJ: Erlbaum.

BROOKFIELD, S. D. (2003). Racializing the discourse of adult education. *Harvard Educational Review*, 73, 497-523

BUTT, D. G., LUKIN A., MATTHIESSEN, C. (2004). Grammar—the first covert operation of war. *Discourse & Society*, 15, 267-290.

CHAE, H. S. (2004). Talking back to the Asian model minority discourse: Korean-origin youth experiences in high school. *Journal of Intercultural Studies*, 25, 59-73.

CHILTON, P. (2004). *Analyzing political discourse*. Philadelphia: Taylor & Francis.

CLARK, C. T. (2003). Examining the role of authoritative discourse in the labeling and unlabeled of a "learning disabled" college learner. *Journal of Adolescent & Adult Literacy*, 47, 28-36.

COATES, J. (2003). *Men talk: Stories in the making of masculinities*. Malden, MA: Blackwell.

EDWARDS, R., NICOLL, K., SOLOMON, N., & USHER, R. (2004). *Rhetoric and educational discourse: Persuasive texts*. New York: Routledge.

FAIRCLOUGH, N. (2003). *Analyzing discourse*. Philadelphia: Taylor & Francis.

FEAGIN, J. R., & O'BRIEN, E. (2003). *White men on race: Power, privilege, and the shaping of cultural consciousness*. Boston: Beacon Press.

FECHE, B. (2003). *"Is this English?": Race, language, and culture in the classroom*. New York: Teachers College Press.

GINDARA, L. (2004). "They that sow the wind...": Proverbs and sayings in argumentation. *Discourse & Society*, 15, 345-359.

GRAESSER, A. C., GERNSBACHER, M. A., & GOLDMAN, S. R. (Eds.). (2003). *Handbook of discourse processes*. Mahwah, NJ: Erlbaum.

- GREENE, S., & ABT-PERKINS, D. (EDS.). (2003). *Making race visible: Literacy research for cultural understanding*. New York: Teachers College Press.
- HYTEN, K., & WARREN, J. (2003). Engaging whiteness: How racial power gets reified in education. *Qualitative Studies in Education*, 16, 65-89.
- KELLY, J. (2004). *Borrowed identities*. New York: Peter Lang.
- KENDALL, S. (2004). Framing authority: Gender, face, and mitigation at a radio network. *Discourse & Society*, 15, 55-79.
- LECOURT, D. (2004). *Identity matters: Schooling the student body in academic discourse*. Albany, NY: SUNY Press.
- LEWIS, A. E. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ: Rutgers University Press.
- LUNA, C. (2003). (Re)writing the discourses of schooling and of "learning disabilities": The development of critical literacy in a student action group. *Reading & Writing Quarterly*, 19, 253-280.
- MAJORS, Y. J. (2003). Shoptalk: Teaching and learning in an African American hair salon. *Mind, Culture, and Activity*, 10, 289-310.
- MARTON, F., TSUI, A. B. M., CHIK, P. P. M., KO, P. Y., LO, M. L., MAK, I. A. C. (2004). *Classroom discourse and the space of learning*. Mahwah, NJ: Erlbaum. *Educational Researcher*, 33, 26-34.
- PERRY, P. (2002). *Shades of white: White kids and racial identities in high school*. Durham, NC: Duke University Press.
- PÜTZ, M., NEFF-VAN AERTSELAER, J., VAN DIJK, T. A. (EDS.). (2004). *Communicating ideologies: Multi-disciplinary perspectives on language, discourse, and social practice*. New York: Peter Lang.
- SCHLEPPGREGG, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Erlbaum.
- SCOLLON, R., & SCOLLON, S. (2003). *Discourses in place: Language in the material world*. New York: Routledge.
- WEISS, G., & WODAK, R. (EDS.). (2003). *Critical discourse analysis: Theory and interdisciplinarity*. New York: Palgrave.
- WOODSIDE-JIRON H. (2003). Critical policy analysis: Researching the roles of cultural models, power, and expertise in reading policy. *Reading Research Quarterly*, 38, 530-536.

## Literacy

DUKE, N. K., & PURCELL-GATES, V. (2003). Genres at home and at school: Bridging the known to the new. *The Reading Teacher*, 57, 30-37.

Analyzes children's print uses in low SES homes and at school. Finds 65 genres employed in homes and 55 genres employed in school. Details implications concerning the need to integrate home and school use of genres.

FRESCH, M. J. (2003). A national survey of spelling instruction: Investigating teachers' beliefs and practices. *Journal of Literacy Research*, 35, 819-848.

Analyzes survey data on 355 teachers from 45 states on their spelling instruction. Finds that most employ traditional basal spelling instruction; some are aware of research on developmental differences in spelling knowledge, and some employ more innovative practices, but most lack an understanding on how to teach spelling.

LAYTON L., & MILLER, C. (2004). Interpretations of literacy. *Cambridge Journal of Education*, 34, 51-63.

Analyzes the influence of teachers' skill-based framing of literacy shaped by the British National Literacy Strategy Framework for Teaching the Literacy Hour in terms of reading, writing and spelling skills on the exclusion and marginalization of students with special needs during the literacy-hour instructional period.

HANEY M., & HILL J. (2004). Relationships between parent-teaching activities and emergent literacy in preschool children. *Early Child Development and Care*, 174, 215-228.

Analyzes preschool children's parents' instructional activities. Finds that the majority of parents report teaching letter names (71%) and sounds (65%); fewer parents report teaching printing letters (45%), writing words (29%), reading words (26%), or reading stories (26%). Only instruction in teaching of alphabet knowledge and writing words had a statistically significant effect on children's literacy test performance.

SMITH, M., & WILHELM, J. D. (2004). "I just like being good at it": The importance of competence in the literate lives of young men. *Journal of Adolescent and Adult Literacy*, 47, 454-461.

Based on self-efficacy theory and Csikszentmihalyi's work on optimal experience, suggests that boys pursue activities outside of school, including literacy activities, in which they feel competent. Authors conclude that literacy activities in school exacerbate gender differences in literacy performance and that boys often reject school-based literacy activities because they do not feel competent in them.

### ***Other Related Research:***

BARONE, D. (2003/2004). Second grade is important: Literacy instruction and learning of young children in a high-poverty school. *Journal of Literacy Research*, 35, 965-1018.

BELFIORE, M. E. (ED.). (2004). *Reading work: Literacies in the new workplace*. Mahwah, NJ: Erlbaum.

CASSIDY, J. GARCIA, R., TEJEDA-DELGADO, C., GARRETT, S. D., MARTINEZ-GARCIA, C., & HINOJOSA, R. (2004). A learner-centered family literacy project for Latino parents and caregivers. *Journal of Adolescent and Adult Literacy*, 47, 478-488.

COMINGS, J., GARNER, B., & SMITH, C. (EDS.). (2004). *Adult learning and literacy: Connecting research, policy, and practice: A project of the National Center for the Study of Adult Learning and Literacy*. Mahwah, NJ: Erlbaum.

CUMMING-POTVIN, W., RENSHAW, P., & VAN KRAAYENOORD, C. A. (2003). Sociocultural analysis of language learning: New forms of literacy practices in a language and culture awareness programme. *Language and Education*, 17, 391-407.

DEBLASE, G. (2003). Acknowledging agency while accommodating romance: Girls negotiating meaning in literacy transactions. *Journal of Adolescent & Adult Literacy*, 46, 624-636.

DUKE, N. K., & MALLETT, M. H. (EDS.). (2004). *Literacy research methodologies*. New York: Guilford.

FISHER, M. T. (2003). Open mics and open minds: Spoken word poetry in African Diaspora participatory literacy communities. *Harvard Education Review*, 73, 362-389.

FITCH, K. L., & SANDERS, R. E. (EDS.). (2004). *Handbook of language and social interaction*. Mahwah, NJ: Erlbaum.

FLOOD, L., LAPP, D., SQUIRE, J. R., & JENSEN, J. M. (EDS.). (2003). *Handbook of research on teaching the English language arts* (2nd ed.). Mahwah, NJ: Erlbaum.

- GEE, J. P. (2004). *Situated language and learning*. Philadelphia: Taylor & Francis.
- GONZÁLEZ, N. E., MOLL, L., & AMANTI, C. (EDS.). (2004). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Erlbaum.
- GREGORY, E., LONG, S., & VOLK, D. (EDS.). (2004). *Many pathways to literacy*. New York: Routledge.
- GUTHRIE, J. T. (2004). Teaching for literacy engagement. *Journal of Literacy Research*, 36, 1-28.
- HARRIS, M. (2003). Children's perceptions of the social functions of verbal irony. *Discourse Processes*, 36, 147-165.
- HAWKINS, M. R. (2004). Researching English language and literacy development in schools. *Educational Researcher*, 33, 14-25.
- HIGGINS, C. M., THOMPSON, M. M., & ROEDER, R. V. (2003). In search of a profound answer: Mainstream scripts and the marginalization of advanced-track urban students' linguistics and education. *Linguistics and Education*, 14, 195-220.
- HUGHES, J., & WILSON, K. (2004). Playing a part: The impact of youth theatre on young people's personal and social development. *Research in Drama Education*, 9, 57-72.
- JETTON, T. L., & DOLE, J. A. (EDS.). (2004). *Adolescent literacy research and practice*. New York: Guilford.
- KADERAVEK, J. N., & RABIDOUX, P. (2004). Interactive to independent literacy: A model for designing literacy goals for children with atypical communication. *Reading & Writing Quarterly*, 20, 237-260.
- LANGER, A. M. (2003). Forms of workplace literacy using reflection-with-action methods: A scheme for inner-city adults. *Reflective Practice*, 4, 317-333.
- LEANDER, K., & SHEEHY, M. (EDS.). (2004). *Spatializing literacy research and practice*. New York: Peter Lang.
- MAHIRI, J. (Ed.). (2004). *What they don't learn in school: Literacy in the lives of urban youth*. New York: Peter Lang.
- MEIER, J., & SULLIVAN, A. K. (2004). Spotlight schools: Success stories from high-risk kindergartens. *Reading & Writing Quarterly*, 20, 285-304.
- MELLOR, B., & PATTERSON, A. (2004). Poststructuralism in English classrooms: Critical literacy and after. *International Journal of Qualitative Studies in Education*, 17, 85-102.
- NAGY, W., BERNINGER, V., ABBOTT, R., VAUGHAN, K., & VERMEULEN, K. (2003). Relationship of morphology and other language skills to literacy skills in at-risk second-grade readers and at-risk fourth-grade writers. *Journal of Educational Psychology*, 95, 730-742.
- NORRICK, N. R. (2003). Remembering and forgetfulness in conversational narrative. *Discourse Processes*, 36, 47-76.
- OLMEDO, I. M. (2003). Language mediation among emergent bilingual children. *Linguistics and Education*, 14, 143-162.
- PENNYCOOK, A. (2004). Performativity and language studies. *Critical Inquiry in Language Studies: An International Journal*, 1, 1-20.
- RICHARDSON, E. (2003). *African American literacies*. New York: Routledge.
- ROSE, M. (2004). *The mind at work: Physical work and the thought it takes to do it*. New York: Viking.
- RUBINSTEIN-AVILA, E. (2003). Conversing with Miguel: An adolescent English Language Learner struggling with later literacy development. *Journal of Adolescent & Adult Literacy*, 47, 290-302.
- SCHILLING-ESTES, N. (2004). Constructing ethnicity in interaction. *Journal of Sociolinguistics*, 8, 163-195.

STONE, C. A., SILLIMAN, E. R., EHREN, B. J., & APEL, K. (EDS.). (2004). *Handbook of language and literacy: Development and disorders*. New York: Guilford

WAGNER, D. A. (ED.). (2004). *Adult literacy research & development: Assessment, learning & instruction*. Cresskill, NJ: Hampton.

WALPOLE, S., JUSTICE, L. M., & INVERNIZZI, M. A. (2004). Closing the gap between research and practice: Case study of school-wide literacy reform. *Reading & Writing Quarterly*, 20, 261-283.

### Literary Response

AGOSTO D. E., HUGHES-HASSELL, S., GILMORE-CLOUGH C. (2003). The all-white world of middle-school genre fiction: Surveying the field for multicultural protagonists. *Children's Literature in Education*, 34, 257-275.

Content analysis of 4,255 fictional texts published between 1992 and 2001 for middle-grade students found that only one-sixth of these texts contained at least one protagonist of color as contrasted with the fact that one-third of children in the 2000 U. S. census are children of color.

APPLEBEE, A. N., LANGER, J. A., NYSTRAND, M., & GAMORAN, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40, 685-730.

Analyzes the influence of participatory discussion approaches in 64 secondary classrooms on students' literacy performance. Finds that the level and quality of participation in discussion significantly predicts students' literacy performance for both high- and low-achieving students.

BLACKFORD, H. V. (2004). *Out of this world: Why literature matters to girls*. New York: Teachers College Press.

Analyzes interview data from 33 girls regarding their engagement with different types of literature. Finds that girls do not necessarily identify with female characters similar to themselves, but base their preferences for genre novels (mystery, fantasy, Gothic, and science fiction) on ways in which they are engaged by suspenseful participation in and visual representations of fictional worlds. Finds that the experience with shifting perspectives and voices in these alternative text worlds leads them to recognize their own reality as only one version of reality. Challenges promoting texts through assumed similarity of characters and reader.

BLOOME, D., KATZ, L., & CHAMPION, T. (2003). Young children's narratives and ideologies of language in classrooms. *Reading & Writing Quarterly*, 19, 205-223.

Analyzes urban African-American preschool and kindergarten children's uses of narrative as text and narratives as performance. Finds that narrative text production may not be associated with narrative performance and may be evaluated in limited ways, marginalizing the uses of oral narrative performance as central to construction of identities and social relationships.

BOSCOLO, P., & CAROTTI, L. (2003). Does writing contribute to improving high school students' approach to literature? *L1-Educational Studies in Language and Literature*, 3, 197-224.

Examines the effects of using a variety of writing assignments in literature education on 9th graders' literary understanding and their orientation toward literature and writing. Compares this writing-oriented approach to a "traditional" approach in which writing is limited to writing summaries and compositions on literature. Finds that the writing-oriented group perceived

writing as more useful and improved more in their interpretation of a literary text than the traditional group. No difference was found in text comprehension or orientation toward literature.

DIPARDO, A., & SCHNACK, P. (2004). Expanding the web of meaning: Thought and emotion in an intergenerational reading and writing program. *Reading Research Quarterly*, 39, 14-37.

Describes an intergenerational reading/writing-about-text program. Argues that the emotional connections between 23 eighth-grade language arts students and their elderly reading partners allowed the students to explore the books they read together in an increasingly sophisticated and profound manner. Explores the interweaving of emotion and cognition in response to literature.

EVA-WOOD, A. (2004). Thinking and feeling poetry: Exploring meanings aloud. *Journal of Educational Psychology*, 96, 182-191.

Compares first-year college students' use of a think-and-feel aloud (TFA) with think-aloud only (TA) response to two poems. The TFA group identified more poetic devices, reported higher interest, showed greater sensitivity to the images and tone of the poems, and made more elaborate comments than did the TA group. Concludes that explicit attention to feelings may lead to deeper, more complex responses to poetry.

VAN SCHOOTEN E., & DE GLOPPER, K. (2003). The development of literary response in secondary education. *Poetics*, 31, 155-187.

Tracks students from grades 7 to 11 in 23 Dutch schools in their development of literary response as measured by the Literary Response Questionnaire (Miall & Kuiken, 1995), a measure of students' predominate response stance: leisure escape, story-driven reading, empathy, imagery vividness, insight, concern with author, and rejecting literary values. Finds a decrease in all seven areas from grades 7 to 11, although less so for females, students with high leisure-time reading and larger vocabularies, and students from more culturally sophisticated homes. Instruction that focuses on experiencing texts reduces the decline. Structural analysis was only beneficial from grade 10 onwards and had negative effects under grade 10 in terms of increase in rejecting literary values.

### **Other Related Research:**

ALLEN, J., MÖLLER, K. J., & STROUP, D. (2003). "Is this some kind of soap opera?": A tale of two readers across four literature discussion contexts. *Reading & Writing Quarterly*, 19, 225-251.

BOYD, F. B. (2002). Conditions, concessions, and the many tender mercies of learning through multicultural literature. *Reading Research and Instruction*, 42, 58-92.

CAUGHLAN, S. (2003). Exploring the gap between espoused and enacted cultural models of literature discussions. In C. M. Fairbanks, J. Worthy, B. Maloch, J. V. Hoffman, & D. L. Schallert (Eds.), *52nd Yearbook of the National Reading Conference* (pp. 150-161.). Oak Creek, WI: National Reading Conference.

CONNOR, J. J. (2003). "The textbooks never said anything about...": Adolescents respond to the Middle Passage: White ships/Black cargo. *Journal of Adolescent & Adult Literacy*, 47, 240-247.

CRUZ, M. C., & POLLOCK, K. B. (2004). Stepping into the wardrobe: A fantasy genre study. *Language Arts*, 81, 184-195.

GERNSBACHER, M. A., ROBERTSON, R., & PALLADINO, P. (2004). Managing mental representations during narrative comprehension. *Discourse Processes*, 37, 145-164.



HATTON, C. (2003). Backyards and borderlands: Some reflections on researching the travels of adolescent girls doing drama. *Research in Drama Education*, 8, 139-156.

KOOY, M. (2003). Riding the coattails of Harry Potter: Readings, relational learning, and revelations in book clubs. *Journal of Adolescent and Adult Literacy*, 47, 136-145.

LINDERHOLM, T., GERNSBACHER, M. A., VAN DEN BROEK, P., NENINDE, L., ROBERTSON, R., & SUNDERMIER, B. (2004). Suppression of story character goals during reading. *Discourse Processes*, 37, 67-78.

LOVE, K., & HAMSTON, J. (2003). Teenage boys' leisure reading dispositions: Juggling male youth culture and family cultural capital. *Educational Review*, 55, 161-177.

MALOCH, B. (2004). One teacher's journey: Transitioning into literature discussion groups. *Language Arts*, 81, 312-322.

MCDONALD, L. (2004). Moving from reader response to critical reading: Developing 10-11-year-olds' ability as analytical readers of literary texts. *Literacy*, 38, 17-25.

MCKEOUGH, A., & GENEREUX, R. (2003). Transformation in narrative thought during adolescence: The structure and content of story compositions. *Journal of Educational Psychology*, 95, 537-532.

MEDINA, C. L. (2004). Drama wor(l)ds: Explorations of Latina/o realistic fiction. *Language Arts*, 81, 272-282.

SCHWEICKART, P. P., & FLYNN, E. A. (Eds.). (2004). *Reading sites: Social difference and reader response*. New York: Modern Language Association.

SIRCAR, S. (2004). *Little Brown Sanjay and Little Black Sambo*: Childhood reading, adult rereading; colonial text and postcolonial reception. *The Lion and the Unicorn*, 28, 131-156.

## Reading

AARNOUTSE, C., & SCHELLINGS, G. (2003). Learning reading strategies by triggering reading motivation. *Educational Studies*, 29, 387-409.

Evaluates a program for 3rd graders in which reading instruction is integrated into social studies. The program involves an open learning situation; children formulate a problem themselves, collect and read information to work out the problem, and present the results of their study. Reading strategies are explained and demonstrated by the teacher. Finds that the program has beneficial effects on children's knowledge and use of reading strategies and on their reading motivation, but not on their reading comprehension.

ANTHONY, J. L., LONIGAN, C. J., DRISCOLL, K., PHILLIPS, B. M., & BURGESS, S. R. (2003). Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly*, 38, 470-487.

Reports results of a study of 947 two- to five-year-old children assessed using a range of phonemic sensitivity measures. Finds that children generally master first word-level skills, next syllable-level skills, next onset/rime-level skills, and finally phoneme-level skills. Finds also that children generally can blend phonological information before they can elide it, with the exception of phonemes. Supports a developmental perspective on acquisition of phonological sensitivity.

BARONE, D. (2003/2004). Second grade is important: Literacy instruction and learning of young children in a high-poverty school. *Journal of Literacy Research*, 35, 965-1018.

Describes results of longitudinal multicase study of the literacy instruction and learning of 13

children enrolled in a low-SES, high-minority, high ELL school from kindergarten through second grade. Finds that although achievement was not a linear trajectory, 10 of 13 children were at or above grade level by the end of second grade. Shows that students who are behind in kindergarten can later achieve at grade level. Finds that teachers made few connections to home language and lacked strategies for working with ELL students.

DRUMMOND, K. V., & STIPEK, D. (2004). Low-income parents' beliefs about their role in children's academic learning. *The Elementary School Journal*, 10, 197-213.

Investigates the values and beliefs of low-income parents from diverse ethnic groups in relation to helping their children on school work. Examines the relationships between ethnicity, the child's grade level, the subject matter, parents' perceptions of their children's achievement, and teacher encouragement. Finds that parents from diverse ethnic backgrounds consistently believe it is their responsibility to facilitate their children's success in school. Suggests that greater efforts on the part of educators may be required to support parent involvement in specific subject areas such as math and as grade levels increase.

LERKKANEN, M. T., RASKU-PUTTONEN, H. J., & AUNOLA, K. NURMI, J. E. (2004). Reading performance and its developmental trajectories during the first and the second grade. *Learning and Instruction*, 14, 111-130.

Examines 90 Finnish children's reading performances and their developmental trajectories during the first and the second grade. Identifies different groups through cluster analysis, using the categories of "competent," "technical," and "poor" readers. Group membership in the competent and technical reader groups was relatively stable across time, but less so in the poor reader group. Seven reading paths were identified of which three were comparatively regressive. Discusses the specific Finnish language factors that could contribute to the progressive paths of poor readers.

MCGEE, A., & JOHNSON, H. (2003). The effect of inference training on skilled and less skilled comprehenders. *Educational Psychology*, 23, 49-59.

Examines the effects of inference training on the reading comprehension of 6- to 9-year old skilled and less-skilled comprehenders. Students learned to look for clue words, to generate questions and to predict the content of hidden sentences in narrative texts. A control group received standard comprehension exercises. Finds that inference training was the most effective for both the skilled and less skilled group.

MORRIS, D., BLOODGOOD, J. W., LOMAX, R. G. & PERNEY, J. (2003). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading Research Quarterly*, 38, 302-328.

Examines the growth of word knowledge in kindergarten and first grade readers, attempting to delineate the relationship between concept of word in text (facility in finger-point reading) and phoneme awareness. Uses path analysis to outline the sequence of skill development within a model of emergent reading that extends from alphabet knowledge through contextual reading ability. Suggests that the concept of word in text may be a bridge between an early phonemic awareness skill, beginning consonant awareness, and later-developing skill in phoneme segmentation.

MURPHY, P. K., LONG, J. F., HOLLERAN, T. A., & ESTERLY, E. (2003). Persuasion online or on paper: A new take on an old issue. *Learning and Instruction*, 13, 511-532.

Examines the effect of online versus traditional paper text presentation on undergraduate students' knowledge and beliefs. Online-presented persuasive texts were more difficult to understand, less interesting, and the authors less credible. The medium of presentation had minimal effects on the level of persuasion. Suggests that poor readers will encounter difficulties with online texts, especially when these texts are multi-linear.

ROESCHL-HEILS, A., SCHNEIDER, W., & VAN KRAAIJENOORD, C. E. (2003). Reading, metacognition and motivation. *European Journal of Psychology of Education, 18*, 75-86.

Examines the relation between metacognition, motivation, and reading in Grades 7 and 8 in Germany. Shows that reading self-concept and metacognition differ between good and weak readers, metacognition being the best predictor for reading performance. Results proved to be stable over time, as the functional relations between these concepts are established in the early years. Discusses the importance of starting early, even before primary school, with explicit teaching of metacognitive strategies and the use of these strategies in various contexts.

ROSS, J. A. (2004). Effects of running records assessment on early literacy achievement. *The Journal of Educational Research, 97*, 186-194.

Describes results of a controlled experimental study in which the experimental group of schools used running records to inform literacy instruction while the control group engaged in action research. With prior achievement and collective teacher efficacy as covariates, participation in the running records treatment had a significant effect on student achievement, supporting the use of systematic formative assessment procedures in improving literacy instruction and learning.

STRØMSØ, H. I., BRÅTEN, I., & SAMUELSTUEN, M. S. (2003). Students' strategic use of multiple sources during expository text reading: A longitudinal think-aloud study. *Cognition and Instruction, 21*, 113-147.

Investigates everyday reading of expository texts in higher education, and the changes in reading strategies over time. Finds that law students use memorization and organization strategies to process information, while monitoring and elaboration are used to construct linkages external to the text. Over time students use less text-internal and more text-external sources (e.g., self-made notes).

VALENCIA, S. W., & RIDDLE-BULY, M. (2004). Behind test scores: What struggling readers really need. *The Reading Teacher, 57*, 520-531.

Analyzes the reading assessments of individual students who failed a typical fourth-grade state reading test. Finds patterns of how students perform in relation to word identification, meaning and fluency. Outlines six distinct profiles for students who failed the test (e.g., "slow word callers") and provides a case-study example for each. Suggests the importance of going beyond large-scale test results to identify and provide instruction to meet individual student's needs.

### **Other Related Research**

ANTHONY, J. L., LONIGAN, C. J., DRISCOLL, K., PHILLIPS, B. M., & BURGESS, S. R. (2003). Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly, 38*, 470-487.

BICKEL, R., & MAYNARD, A. S. (2004). Group and interaction effects with "No Child Left Behind": Gender and reading in a poor, Appalachian district. *Educational Policy Analysis Archives, 12*. Retrieved May 30, 2004, from <http://epaa.asu.edu/epaa/v12n4/>

- BLOCK, C. C., & MANGIERI, J. N. (2003). *Exemplary literacy teachers: Promoting success for all children in grades K-5*. New York: Guilford.
- CALVO, M. G., ESTEVEZ, A., & DOWENS, M. G. (2003). Time course of elaborative inferences in reading as a function of prior vocabulary knowledge. *Learning and Instruction, 13*, 611-631.
- CASSADY, J. C., & SMITH, L. (2003/2004). The impact of a reading-focused integrated learning system on phonological awareness in kindergarten. *Journal of Literacy Research, 35*, 947-964.
- CALDWELL, J., & LESLIE, L. (2004). Does proficiency in middle school reading assure proficiency in high school reading? The possible role of think-alouds. *Journal of Adolescent and Adult Literacy, 47*, 324-335.
- EDMUNDS, K. M., & TANCOCK, S. M. (2003). Incentives: The effects on the reading motivation of fourth-grade students. *Reading Research and Instruction, 42*, 17-38.
- HAMMETT, L. A., VAN KLEECK, A., & HUBERTY, C. J. (2003). Patterns of parents' extratextual interactions during book sharing with preschool children: A cluster analysis study. *Reading Research Quarterly, 38*, 442-468.
- HO, C. S., NG, T., & NG, W. (2003). A "radical" approach to reading development in Chinese: The role of semantic radical and phonetic radicals. *Journal of Literacy Research, 35*, 849-878.
- KJELSDEN, A. C., NIEMI, P., & OLOFSSON, A. (2003). Training phonological awareness in kindergarten level children: Consistency is more important than quantity. *Learning and Instruction, 13*, 349-365.
- KUHN, M. & STAHL, S. (2003). Fluency: A review of development and remedial practices. *Journal of Educational Psychology, 95*, 3-21.
- LEPPANEN, U., NIEMI, P., AUNOIA, K., & NURMI, J. (2004). Development of reading skills among preschool and primary school pupils. *Reading Research Quarterly, 39*, 72-93.
- MALLETTE, M. H., HENK, W. A., & MELNICK, S. A. (2004). The influence of Accelerated Reader on the affective literacy orientations of intermediate-grade students. *Journal of Literacy Research, 36*, 73-84.
- MASSENGILL, D. (2004). The impact of using guided reading to teach low-literate adults. *Journal of Adolescent and Adult Literacy, 47*, 588-602.
- MASON, L. (2004). Explicit self-regulated strategy development versus reciprocal questioning: Effects on expository reading comprehension among struggling readers. *Journal of Educational Psychology, 96*, 283-296.
- NATIONAL CENTER FOR EDUCATIONAL STATISTICS. (2004). *The condition of education: Reading—Young children's achievement and classroom experiences*. Retrieved June 15, 2004, from U. S. Department of Education Web site: <http://nces.ed.gov/programs/coe/2003/analysis/index.asp>
- ROYER, J. M., ABADZI, H., & KINDA, J. (2004). The impact of phonological-awareness and rapid-reading training on the reading skills of adolescent and adult neoliterates. *International Review of Education, 50*, 53-71.
- SCHATSCHNEIDER, C., FLETCHER, J. M., FRANCIS, D. J., CARLSON, C. D.; FOORMAN, B. R. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology, 96*, 265-282.
- RUDDELL, R. B., & UNRAU, N. J. (EDS.). (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.
- VAN DEN BROEK, P., LYNCH, J. S., IEVERS-LANDIS, C. E., NASLUND, J., & VERDUIN, K. (2003). The development of comprehension of main ideas in narratives: Evidence from the selection of titles. *Journal of Educational Psychology, 95*, 707-718.

VAN KEER, H. (2004). Fostering reading comprehension in fifth grade by explicit instruction in reading. *British Journal of Educational Psychology*, 74, 37-70.

WENGLINSKY, H. (2003). Using large-scale research to gage the impact of instructional practices on student reading comprehension: An exploratory study. *Educational Policy Analysis Archives*, 11. Retrieved May 30, 2004, from <http://epaa.asu.edu/epaa/v11n19/>

WILKERSON, I. A. G., & HAMILTON, R. J. (2003). Learning to read in composite (multigrade) classes in New Zealand: Teachers make the difference. *Teaching and Teacher Education*, 19, 221-235.

## Second Language Learning

ABEDI, J., HOFSTETTER, C. H. & LORD, C. (2004). Assessment accommodations for English language learners: Implications for policy-based empirical research. *Review of Educational Research*, 74, 1-28.

Reviews data from seventeen studies examining accommodation strategies for English learners in content-area assessments. Describes dilemmas in accommodations: who should be eligible to receive accommodation, how the modified assessment score should be reported, whether the test remains a valid measure, and how feasible the accommodation is to implement. Accommodation approaches studied include extra time, published or customized dictionaries, oral administration, and others. Finds that one of the most promising test accommodations is modifying the language (but not the content) of test items for students.

CARLO, M. S., AUGUST, D., McLAUGHLIN, B., SNOW, C., DRESSLER, C., LIPPMAN, D., LIVELY, T., & WHITE, C. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39, 188-215.

Reports on a vocabulary intervention study that combined direct word instruction with word-learning strategy instruction in nine fifth-grade classrooms across the U.S. Examines growth in word knowledge and reading comprehension abilities of English learners (ELLs) and English-only (EO). Finds that a challenging curriculum that teaches academic vocabulary, promotes awareness of multiple word meanings, and models word-learning strategies such as using contextual information, morphology and cognates, significantly improves the performance of both ELL and EO fifth graders as compared to a control group.

GIAMBO, D. A. & MCKINNEY, J. D. (2004). The effects of phonological awareness intervention on the oral English proficiency of Spanish-speaking kindergarten children. *TESOL Quarterly*, 38, 95-117.

Documents the relationship of a phonological awareness intervention to growth in oral English proficiency, as compared to a story-reading treatment for Spanish speakers in kindergarten. Finds changes in phonological awareness variables to be the only significant predictors of change in oral English proficiency. Recommends a balanced reading instructional program for Spanish speaking kindergarteners that includes not only story reading, but also phonological awareness activities to enhance oral language development.

JIMÉNEZ, R. T., SMITH, P. H. & MARTÍNEZ-LEÓN, N. (2003). Freedom and form: The language and literacy practices of two Mexican schools. *Reading Research Quarterly*, 38, 488-508.

Examines the language and literacy practices of four classrooms in two Mexican schools over a period of approximately six months. Through observations, interviews, and the review of docu-

ments and publicly displayed texts, seeks to understand how school practices contribute to a literacy habitus for educators and students. Finds that considerable freedom exists for spoken language in the Mexican classrooms, while written language is highly controlled and valued on the basis of its correctness of form. Reading occupies a middle ground with a high degree of control on oral reading only. Contrasts the standards for conventional writing in school with the eclectic forms of the publicly displayed writing in the surrounding community. Recommends re-theorizing reading practices within specific historical and social contexts with an understanding of power structures within the community.

### *Other Related Research:*

ADEBI, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33, 4-14.

DOUGHTY, C., & LONG, M. (Eds.). (2003). *The handbook of second language acquisition*. Oxford, Blackwell.

DUSSIAS, P. E. (2003). Syntactic ambiguity resolution in L2 learners: Some effects of bilinguality on L1 and L2 processing strategies. *Studies in Second Language Acquisition*, 25, 529-557.

HINKEL, E. (2003). Simplicity without elegance: Features of sentences in L1 and L2 academic texts. *TESOL Quarterly*, 37, 275-301.

HINKEL, E. (Ed.) (2004). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Erlbaum.

GIBBONS, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37, 247-273.

LEE, I. (2003). L2 writing teachers' perspectives, practices and problems regarding error feedback. *Assessing Writing*, 8, 216-237.

LI, G. (2004). Perspectives on struggling English language learners: Case studies of two Chinese-Canadian children. *Journal of Literacy Research*, 36, 31-72.

MCGROATY, M. (Ed.) (2004). *Advances in language pedagogy. Annual review of applied linguistics* (Vol. 24). New York: Cambridge University Press.

SHI, L. (2004). Textual borrowing in second-language writing. *Written Communication*, 21, 171-200.

SLAVIN, R. E. & CHEUNG, A. (2003). *Effective reading programs for English language learners: A best-evidence synthesis* (Report No. 66). Baltimore, MD: Center for Research on the Education of Students Placed At Risk, Johns Hopkins University.

VANPATTEN, B., WILLIAMS, J., ROTT, S., & OVERSTREET, M. (2004). *Form-meaning connections in second language acquisition*. Mahwah, NJ: Erlbaum.

WANG, L. (2003). Switching to first language among writers with differing second-language proficiency. *Journal of Second Language Writing*, 12, 347-375

WOLFE, P. (2004). "The owl cried": Reading abstract literacy concepts with adolescent ESL students. *Journal of Adolescent and Adult Literacy*, 47, 402-413.

YADEN, D. B., & TARDIBUONO, J. M. (2004). The emergent writing development of urban Latino preschoolers: Developmental perspectives and instructional environments for second-language learners. *Reading & Writing Quarterly*, 20, 29-61.

### **Teacher Education/Professional Development**

BARTELS, N. (2003). How teachers and researchers read academic articles. *Teaching and Teacher Education*, 19, 737-753.

Contrasts the professional discourses shaping 3 language researchers' and 3 language teachers' responses to researcher- and teacher-oriented journal articles. Finds that researchers focus on issues of research validity while teachers focus on clarity, personal style, and applicability to teaching.

HARSTE, J. C., LELAND, C., SCHMIDT, K., VASQUEZ, V., & OCIEPKA, A. Practice makes practice, or does it? The relationship between theory and practice in teacher education. *Reading Online*, 7. Retrieved June 25, 2004, from: [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/harste/](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/harste/)

Tracks four elementary education preservice teachers during their initial training program and student teaching to their teaching two years later. Finds that the theoretical perspectives initially acquired in their programs strongly influence their curriculum and instruction choices and whether they perceive themselves as change agents. Posits the importance of examining theoretical issues related to literacy instruction during preservice programs.

MASSEY, D., & DUFFY, A. (2003/2004). The learning and perceptions of teacher researchers and facilitators in a literacy-focused, teacher-research course: A content analysis of system, learner, and spheres of influence. *Journal of Literacy Research*, 35, 1019-1050.

Analyzes 15 teachers' application of methods acquired in two teacher-research courses to study of and changes made in school systems. Finds that while mandated testing, prescribed reading approaches, and teaching schedule limited the extent to which they could engage in innovation and reflection associated with teacher-research projects, teachers changed in their perceptions of themselves and their relationships with students, parents, and colleagues.

### **Other Related Research:**

ADLER, M., ROUGLE, E., KAISER, E., & CAUGHLAN, S. (2003/2004). Closing the gap between concept and practice: Toward a more dialogic discussion in the language arts classroom. *Journal of Adolescent and Adult Literacy*, 47, 312-322.

AGEE, J. (2004). Negotiating a teaching identity: An African American teacher's struggle to teach in test-driven contexts. *Teachers College Record*, 106, 747-774.

ARCE, J. (2003). Latino bilingual teachers: The struggle to sustain an emancipatory pedagogy in public schools. *International Journal of Qualitative Studies in Education*, 17, 1-35.

BINTZ, W. P., & SHELTON, K. S. (2004). Using written conversation in middle school: Lessons learned from a teacher researcher project. *Journal of Adolescent and Adult Literacy*, 47, 482-507.

BRAUN, J. A., & CRUMPLER, T. P. (2004). The social memoir: An analysis of developing reflective ability in a pre-service methods course. *Teaching and Teacher Education*, 20, 59-75.

BROOKLINE TEACHER RESEARCHER SEMINAR. (2003). *Regarding children's words: Teacher research on language and literacy*. New York: Teachers College Press.

CRAIG, C. J. (2003). What teachers come to know through school portfolio development. *Teaching and Teacher Education*, 19, 815-827.

CRAIG, C. J. (2003). *Narrative inquiries of school reform: Storied lives, storied landscapes, storied metaphors*. Mahwah, NJ: Erlbaum.

DAY, C., PACHECO, J., FLORES, M. A., HADFIELD, M., & MORGADO. (2003). The changing face of teaching in England and Portugal: A study of work experiences of secondary school teachers. *European Journal of Teacher Education*, 26, 239-251.

FANG, Z., & ASHLEY, C. (2004). Preservice teachers' interpretations of a field-based reading block. *Journal of Teacher Education*, 55, 39-54.

- GOMEZ, M. L., STONE, J. C., & KROEGER, J. (2004). Conversations on teaching reading: From the point of view of point of view, *English Education*, 36, 192-213.
- INGRAM, D., LOUIS, K. S., & SCHROEDER, R. G. (2004). Accountability policies and teacher decision making: Barriers to the use of data to improve practice. *Teachers College Record*, 106, 1258-1287.
- KASTE, J. (2004). Scaffolding through cases: Diverse constructivist teaching in the literacy methods course. *Teaching and Teacher Education*, 20, 31-45.
- KARAKAYA, S. (2004). A comparative study: English and Turkish teachers' conceptions of their professional responsibility. *Educational Studies*, 30, 195-216.
- MARSH, M. M. (2003). *The social fashioning of teacher identities*. New York: Peter Lang.
- NIETO, S., (2003). *What keeps teachers going?* New York: Teachers College Press.
- REX, L. A., & NELSON, M. C. (2004). How teachers' professional identities position high-stakes test preparation in their classrooms. *Teachers College Record*, 106, 1288-1331.
- ROSAEN, C. L. (2003). Preparing teachers for diverse classrooms: Creating public and private spaces to explore culture through poetry writing. *Teachers College Record*, 105, 1437-1485.
- SAWYER, R. K. (2004). Creative teaching: Collaborative discussion as disciplined improvisation. *Educational Researcher*, 33, 12-20.
- SMAGORINSKY P., COOK L. S., JOHNSON T. S. (2003). The twisting path of concept development in learning to teach. *Teachers College Record*, 105, 1399-1436.
- SMAGORINSKY, P., GIBSON, N., BICKMORE, S. T., MOORE, C. P., & COOK, L. S. (2004). Praxis shock: Making the transition from a student-centered university program to the corporate climate of schools. *English Education*, 36, 214-245.
- SMITH, E. R., BASMADJIAN, K. G., KIRELL, L., & KOZIOL, S. M. (2003). On learning to teach English teachers: A textured portrait of mentoring. *English Education*, 36, 6-34.
- STONE, J. (2003). Unpacking the social imaginary of literacy education: A case study. *English Education*, 36, 35-54.
- TEDICK, D. (Ed.). (2004). *Teacher education for second or foreign language contexts: International perspectives on research and practice*. Mahwah, NJ: Erlbaum.
- TIMPERLEY, H. S., & PHILLIPS, G. (2003). Changing and sustaining teachers' expectations through professional development in literacy. *Teaching and Teacher Education*, 19, 627-641.
- WADE, S. E., & FAUSKE, J. R. (2004). Dialogue online: Prospective teachers' discourse strategies in computer-mediated discussions. *Reading Research Quarterly*, 39, 134-160.
- WANG, J. & ODELL, S. J. (2003). Learning to teach toward standards-based writing instruction: Experiences of two preservice teachers and two mentors in an urban, multicultural classroom. *The Elementary School Journal*, 104, 147-174.
- WORTHY, J., PRATER, K., & PENNINGTON, J. (2003). "It's a program that looks great on paper": The challenge of America Reads. *Journal of Literacy Research*, 35, 879-910.

## Technology/Media

- BIRD, S. E. (2003). *The audience in everyday life: Living in a media world*. New York: Routledge.
- Analyzes media audiences' active construction of media texts related to gender, class, and race identity construction. Finds that largely female participates on one fan chat site establish a gendered construction of a virtual community that served the need for shared relationships. Finds that whites and Native American adults' construction of a script for a hypothetical television show indicates that Whites created stories that reflected their own mainstream White cul-



tural experiences, while Native Americans' scripts highlighted the experience of being an outsider as well as portraying Native American characters in heroic roles.

BRITSCH, S. J. (2004). "Riddle me this, riddle me that": Genre as counterscript and the multiple spaces of dialogue. *Language Arts*, 81, 214-222.

Explores the nature of genre as response via the genre of content-based riddles, a genre chosen by students within an online forum, the e-pal project. Education graduate students and the author exchanged e-mail letters with 3rd graders over a period of two academic years. Discusses riddling as a counterscript genre, presenting excerpts from a four-month segment of the project.

CARICO, K. M., & LOGAN, D. (2004). A generation in cyberspace: Engaging readers through online discussions. *Language Arts*, 81, 293-302.

Analyzes levels of engagement through discussions of literature on e-mail, bulletin boards, and MOOs, as well as 8th grade and University students' reflections on transcripts generated by the MOO discussion site. Students recognized the successful aspects of the discussions, as well as ways to improve their discussions through improved listening and question-asking.

COOK, A., GOLDBERG, A., & RUSSELL, M. (2003). The effect of computers on student writing: A meta-analysis of studies from 1992 to 2002. *Journal of Technology, Learning, and Assessment* (Vol. 2). Retrieved June 15, 2004, from: <http://www.bc.edu/research/intasc/jtla/journal/v2n1.shtml>

Uses meta-analysis of word-processing effects on students' writing quality/revision. Finds that word-processing had a positive effect on the quantity of student writing (more so for middle and high school students than for elementary age students), and a small positive effect on writing quality; students using word processing made more revision than students using pencil/pen.

HOBBS, R., & FROST, R. (2003). Measuring the acquisition of media-literacy skills. *Reading Research Quarterly*, 38, 330-356.

Examines the effects of year-long media-literacy instruction involving critical analysis of purposes, techniques, values, potential interpretations, and omissions in literary and media texts on 293 11th grade students' reading comprehension, writing, and critical-analysis skills in seven English classes, compared to a random sample of 89 students from a nearby control school with equivalent demographics. Compared to the control group, students in the media-literacy treatment group had higher reading comprehension scores; wrote longer paragraphs; were better able to identify construction techniques, point of view, and omitted information; and infer message purpose and target audiences. There was no difference in holistic writing quality.

HUESMANN, L. R., MOISE-TITUS, J., PODOLSKI, C., & ERON, L. D. (2003). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977-1992. *Developmental Psychology*, 39, 201-221.

Analyzes the longitudinal relationship between children's viewing of TV-violence viewing at ages 6 to 10 in the 1970s and 450 male and female adult aggressive behavior about 15 years later. Childhood identification with aggressive TV characters and perceived realism of TV violence predicted later aggression, even when variables such as the effects of socioeconomic status, intellectual ability, and parenting factors are controlled.

SCHOFIELD, J. W. & DAVIDSON, A. L. (2003). The impact of internet use on relationships between teachers and students. *Mind, Culture, and Activity*, 10, 62-79.

Analyzes the impact of Internet use on student learning over a five-year period. Finds augmentation of student autonomy through increased access to resources, enhanced sense of student motivation and knowledge relative to teacher knowledge, improved small-group work, less adversarial teacher-student relationships, and teacher recognition of student expertise in Internet use.

**Other Related Research:**

ANDREWS, R. (ED.). (2003). *The impact of ICT on literacy education*. Philadelphia: Taylor & Francis.

BITZ, M. (2004). The comic book project: Forging alternative pathways to literacy. *Journal of Adolescent & Adult Literacy*, 47, 574-586.

CHANDLER-OLCOTT, K., & MAHAR, D. (2003). Tech-savviness meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices. *Reading Research Quarterly*, 38, 356-386.

CHEN, J., BELKADA, S., OKAMOTO, T. (2004). How a web-based course facilitates acquisition of English for academic purposes. *Language Learning & Technology*, 8, 33-49. Retrieved June 15, 2004, from: <http://lt.msu.edu/vol8num2/chen/default.html>

DYSON, A. H. (2003). "Welcome to the jam": Popular culture, school literacy, and the making of childhoods. *Harvard Education Review*, 73, 328-361.

FERDIG, R. E., & ROEHLER, L. R. (2003/2004). Student uptake in electronic discussions: Examining online discourse in literacy preservice classrooms. *Journal of Research on Technology in Education*, 36, 119-136.

HAGOOD, M. C., LEANDER, K. M., LUKE, C., MACKAY, M., NIXON, H., (2003). Media and online literacy studies (see separate reports). *Reading Research Quarterly*, 38, 386-413.

HARSTE, J. ET AL. (2003). New times: First person shooter games go to college. In C. Fairbanks, J. Worthy, B. Maloch, J. Hoffman & D. Schallert (Eds.), *52nd Yearbook of the National Reading Conference* (pp. 218-299). Oak Creek, WI: National Reading Conference.

HILLS, M. (2002). *Fan cultures*. New York: Routledge.

HILTZ, S. R., & GOLDMAN, R. (EDS.). (2004). *Learning together online: Research on asynchronous learning networks*. Mahwah, NJ: Erlbaum.

HOWES, E. V., HAMILTON, G. W., & ZASKODA, D. (2003). Linking science and literature through technology: Thinking about interdisciplinary inquiry in middle school. *Journal of Adolescent & Adult Literacy*, 46, 494-505.

INMAN, J. A., REED, C., & SANDS, P. (EDS.). (2004). *Electronic collaboration in the humanities: Issues and options*. Mahwah, NJ: Erlbaum.

JONASSEN, D. H. (ED.). (2004). *Handbook of research on educational communications and technology* (2nd ed). Mahwah, NJ: Erlbaum.

KRESS, G. (2003). *Literacy in the new media age*. New York: Routledge.

LANKSHEAR C., & KNOBEL, M. (2003). *New literacies: Changing knowledge and classroom learning*. Buckingham, UK: Open University Press.

LAWLESS, K. A., BROWN, S. W., MILLS, R., & MAYALL, H. J. (2003). Knowledge, interest, recall and navigation: A look at hypertext processing. *Journal of Literacy Research*, 35, 911-934.

LEE, C. D. (2003). Toward a framework for culturally responsive design in multimedia computer environments: Cultural modeling as a case. *Mind, Culture, and Activity*, 10, 42-61.

LIU, J. & SADLER, R. W. (2003). The effect and affect of peer review in electronic versus traditional modes of L2 writing. *Journal of English for Academic Purposes*, 2, 193-227.

- LOHR, P., & MEYER, M. (EDS.). (2004). *Children, television and the new media: A reader of research and documentation in Germany*. Luton, UK: University of Luton Press.
- MACKAY, H., & IVEY, D. (2004). *Modern media in the home: An ethnographic study*. Luton, UK: University of Luton Press.
- MATTHEWMAN, S., BLIGHT, A., & DAVIES, C. (2004). What does multimodality mean for English? Creative tensions in teaching new texts and new literacies. *Education, Communication & Information*, 4, 153-176.
- MENARD-WARWICK, J., & DABACH, D. B. (2004). "In a little while I could be in front": Social mobility, class, and gender in the computer practices of two Mexicano families. *Journal of Adolescent & Adult Literacy*, 47, 380-389.
- ROBERTS, D. F. (2003). *Kids and media in America*. New York: Cambridge University Press.
- RUTHVEN, K., HENNESSY, S., & BRINDLEY, S. (2004). Teacher representations of the successful use of computer-based tools and resources in secondary-school English, mathematics and science. *Teaching and Teacher Education*, 20, 259-275.
- SCHIRMER, B. R., & INGRAM, A. L. (2003). Using online chat to foster the written language development of students who are deaf. *Readingonline*. Retrieved June 22, 2004, from: [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/schimer/](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/schimer/).
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- VALKENBURG, P. M. (2004). *Children's responses to the screen: A media psychological approach*. Mahwah, NJ: Erlbaum.
- VENEZKY, R. L. (2004). Technology in the classroom: Steps toward a new vision. *Education, Communication & Information*, 4, 3-21
- WOLF, M. J. P., & PERRON, B. (EDS.). (2003). *The video game theory reader*. New York: Routledge.
- WOLFE, E. W., & MANALO, J. R. (2004). Composition medium comparability in a direct writing assessment of non-native English speakers. *Language Learning & Technology*, 8, 53-65. Retrieved June 10, 2004, from: <http://lt.msu.edu/vol8num1/wolfe/default.html>
- WOLLMAN-BONILLA, J. E. (2003). E-mail as genre: A beginning writer learns the conventions. *Language Arts*, 81, 126-134.
- YAMAGATA-LYNCH, L. C. (2003). Using activity theory as an analytic lens for examining technology professional development in schools. *Mind, Culture, and Activity*, 10, 100-119.
- ZEHNDER, S. M., & CALVERT, S. L. (2004). Between the hero and the shadow: Developmental differences in adolescents' perceptions and understanding of mythic themes in film. *Journal of Communication Inquiry*, 28, 122 - 137.
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## Writing

ANDRADE, H. G., & BOULAY, B. A. (2003). Role of rubric-referenced self-assessment in learning to write. *The Journal of Educational Research*, 97, 21-36.

Compares middle-school students who completed self-assessment rubrics in both experimental and control groups on their revision of two essays; students in the experimental group received two 40-minute instructional sessions in the application of the rubrics. The lack of treatment effects suggests the need for more extensive instruction in applying rubrics for self-assessing.

BANGERT-DROWNS, R. L., HURLEY, M. M., & WILKINSON, B. (2004). The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. *Review of Educational Research, 74*, 29-58.

Reports meta-analysis of 48 school-based writing-to-learn programs. Notes that since the 1970s, writing has been touted as a means to enhance learning, for several reasons: because writing is a form of learning, because it approximates human speech, and because it supports learning strategies. The research on writing's effects, however, is ambiguous. Meta-analysis shows that writing can have a small, positive impact on conventional measures of academic achievement, with two factors predicting enhanced effects (use of metacognitive prompts and increased treatment length) and two factors predicting reduced effects (implementation in grades 6-8 and longer writing assignments).

CHANDLER, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*, 267-296.

Compares teacher correction of errors versus marking of errors for student self-correction versus describing error type on L2 college students' revision accuracy, fluency, quality, attitude, and time required. Finds that both teacher correction and simple underlining of errors are superior to describing the type of error, even with underlining, for reducing long-term error. Teacher correction results in the most accurate revisions and is preferred by students for its efficiency, but students indicate that they learn more from self-correction based on teacher underlining of errors, which also requires less teacher time.

CHO, Y. (2003). Assessing writing: Are we bound by only one method? *Assessing Writing, 8*, 165-191.

Compares 57 graduate ESL students' writing ability performance on a traditional timed-essay placement test with their performance on a process-oriented workshop-based essay. Workshop essays were significantly superior in idea elaboration and organization, raising questions about the validity of timed essays, although the study was limited by not using a counter-balanced design.

CONDON, W., & KELLY-RILEY, D. (2004). Assessing and teaching what we value: The relationship between college-level writing and critical thinking abilities. *Assessing Writing, 9*, 56-75.

The Writing Assessment Program compares college freshmen and juniors' holistic writing assessment scores and ratings of the level of critical thinking using the *Washington State University Guide to Rating Critical Thinking*. Assessments were based on students' identification of a problem or issue; establishment of a clear perspective; recognition of alternative perspectives; contextualizing issues; and analysis of evidence, assumptions, and implications. Finds no significant relationship between writing assessment and critical thinking scores. One explanation of this finding is that writing assignments, particularly timed writing assessments, do not necessarily involve critical thinking.

DYSON, A. H. (2003). *The brothers and sisters learn to write: Popular literacies in childhood and school cultures*. New York: Teachers College Press.

Argues against accounts of literacy development that associate school success with a narrow range of social and textual experiences. Explores the nature of a shared childhood and the "textual toys" it entails by describing the literacy learning of small group of African American first-

graders. Revises developmental theories of writing to value incorporation of intertextual links to popular culture texts related to establishing social agency in the classroom.

FERRIS, D. R. (2003). *Response to student writing: Implications for second language students*. Mahwah, NJ: Erlbaum.

Summarizes research on response to L2 students' writing. Finds that teachers need to prioritize their comments by appraising aspects of the text that need more work and by determining the student's phase of writing development. Comments requesting specific changes, that ask for information, or address grammar and mechanics may be easier for students to approach than questions that challenge ideas or arguments. Written comments that ask students to add details/examples, improve coherence, or edit may facilitate revisions, but conference feedback may be more useful for discussing student ideas or arguments, particularly for EFL/ESL students who benefit by verbalizing their thoughts to a teacher. Students make fewer errors if they learn to find their own errors and make their own corrections rather than having their errors corrected by a teacher (see also Chandler abstract for related, alternative perspective).

LEITÃO, S. (2003). Evaluating and selecting counterarguments: Studies of children's rhetorical awareness. *Written Communication*, 20, 269-306.

Investigates children's evaluation/selection of ideas in argumentative writing, specifically the decisions and rationales they present for whether to include counterarguments in their texts. Two (sometimes opposing) constraints seem to drive the evaluation/selection processes. First, the content constraint, whereby a writer focuses on agreement with the idea itself; second, the rhetorical constraint, defined as a writer's perception of an idea's value in increasing the acceptability of his or her point of view. Counterarguments are included when writers believe they are able to reply to counterarguments in ways that preserve the strength of their original viewpoints; otherwise, counterarguments are part of the selection/evaluation process, but do not become explicit in the text.

MIX, J. A. (2003). Evidencing nonstandard feature dynamics: "Speak aloud and write" protocols by African American freshman composition students. *Written Communication*, 20, 307-332.

Using protocol methodology, investigates the characteristics of the wording formulation process of a group of seven African American students in freshman composition. Two "Speak Aloud and Write" transcripts per participant were analyzed for grammatical and "pronunciation-related" nonstandard feature dynamics in reference to consequences on the page, given the requirements of freshman composition. Findings indicate complex dynamics at work in the form of seven feature dynamic patterns and 19 variations, with particularly marked activity in relation to a consonant-cluster reduction feature and to specific verbal non-concord features. In addition, students who shared feature dynamics pattern characteristics generally shared literacy background characteristics.

PATHEY-CHAVEZ, G. B., MATSUMURA, L., VALDES, R. (2004). Investigating the process approach to writing instruction in urban middle schools. *Journal of Adolescent and Adult Literacy*, 47, 462-479.

Examines the influence of 11 teachers' feedback on middle-school students' draft revisions. Finds that when the quality of the early drafts is held constant, whether the students receives content or editing feedback does not predict improvement in draft quality, because many of the

revisions simply amount to adding information requested by the teacher. Those students who do improve in draft quality receive specific guidance as to how to improve their drafts.

PETERSON, S. (2003). Peer response and students' revisions of their narrative writing. *L1-Educational Studies in Language and Literature*, 3, 239-272.

Examines the ways in which the narrative texts written by four eighth grade students are affected by two settings: informal peer feedback and a peer response group. Four functions of peer feedback are distilled: playing with ideas, clarifying ideas, questioning plausibility, and showing emotional response. Texts are influenced at the word, sentence, and organizational levels, although many revisions cannot be directly traced to the feedback.

SHEEHY, M. (2003). The social life of an essay: Standardizing forces in writing. *Written Communication*, 20, 333-385.

Drawing on Bakhtin, analyzes tensions between a unifying, standardizing, centripetal adherence to formalist models and genres versus dialogic, centrifugal exploration of alternative perspectives evident in middle-school students' development of a written speech to be presented to a school board to argue against closing their school. Analyzes the ongoing centrifugal revisions in the students' discussions of demographic/student survey data collected to bolster their position, as well as competing perspectives on appropriate rhetorical strategies, particularly in terms of their perceived status as middle-school students, as well as the centripetal revisions involved in organizing their position into a single position statement as mediated by adhering to genre conventions.

TAYLOR, R. (2002). "Reading what students have written": A case study from the basic writing course. *Reader*, 46, 32-49.

Analyzes how students construct their rhetorical personae in ways that either invite or deflect teachers' identification with perceived student identities, as well as how students infer teacher identities and attitudes through perception of teacher feedback. Suggests the need for teachers to reflect on how their construction of student identities influences their feedback.

### **Other Related Research:**

ALLAL, L., CHANQUOY, L., & LARGY, P. (2004). *Revision: Cognitive and instructional processes* (Studies in writing, Vol. 13). Dordrecht, Netherlands: Kluwer Academic.

BERMAN, R., & KATZENBERGER, I. (2004). Form and function in introducing narrative and expository texts: A developmental perspective. *Discourse Processes*, 38, 57-94.

BJÖRK, L., BRÄUER, G., RIENECKER, L., & JØRGENSEN, P. S. (2003). *Teaching academic writing in European higher education* (Studies in writing, Vol. 12). Dordrecht, Netherlands: Kluwer Academic.

BOWER, L. L. (2003). Student reflection and critical thinking: A rhetorical analysis of 88 portfolio cover letters. *Journal of Basic Writing*, 22, 47-66.

CASANAVE, C. P. (2004). *Controversies in second language writing: Dilemmas and decisions in research and instruction*. Ann Arbor: University of Michigan Press.

CECCARELLI, L. (2004). Neither confusing cacophony nor culinary complements: A case study of mixed metaphors for genomic science. *Written Communication*, 21, 92-105.

CHAMBLISS M. J., CHRISTENSON L. A., PARKER C. (2003). Fourth graders composing scientific explanations about the effects of pollutants: Writing to understand. *Written Communication*, 20, 426-454.

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- CURTIS, M., & HERRINGTON, A. (2003). Writing development in the college years: By whose definition? *College Composition and Communication*, 55, 69-90.
- FABER, B. (2003). Creating rhetorical stability in corporate university discourse: Discourse technologies and change. *Written Communication*, 20, 391-425.
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- HOSKYN, M., & SWANSON, H. L. (2003). The relationship between working memory and writing in younger and older adults. *Reading & Writing*, 16, 759-784.
- HUNT, D. (2002). *Misunderstanding the assignment: Teenage students, college writing, and the pains of growth*. Portsmouth, NH: Boynton/Cook.
- HYLAND K., & TSE, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*, 25, 156-177.
- HYLAND, K. (2004). *Genre and second language writing*. Ann Arbor: University of Michigan Press.
- JARVIS, S., GRANT, L., BIKOWSKI, D., & FERRIS, D. (2003). Exploring multiple profiles of highly rated learner compositions. *Journal of Second Language Writing*, 12, 377-403.
- JONES, I. (2003). Collaborative writing and children's use of literate language: A sequential analysis of social interaction. *Journal of Early Childhood Literacy*, 3, 165-178.
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- LUNA, A. (2003). A voice in the decision: Self-evaluation in the freshman English placement process. *Reading & Writing Quarterly*, 19, 377-392.

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- VARGHESE, S. A., & ABRAHAM, S. A. (2004). Book-length scholarly essays as a hybrid genre in science. *Written Communication*, 21, 201-231.
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### **African American Read-In Scheduled for February, Black History Month**

On Sunday and Monday, February 6 and 7, 2005, NCTE will join the NCTE Black Caucus in sponsoring the 16th national African American Read-In Chain. This year's goal is to have at least one million Americans across the nation reading works by African American writers on Sunday, February 6. Monday, February 7, is the date designated for read-ins in schools. The event is an opportunity for schools, libraries, community organizations, businesses, and interested citizens to make literacy a significant part of Black History Month by hosting and coordinating read-ins. These activities may range from bringing together family and friends to share a book to staging public readings and media presentations featuring African American writers.

For further information, go to the NCTE Web site at <http://www.ncte.org/prog/readin>. Contacts: Dr. Jerrie C. Scott, National Coordinator, African American Read-In, College of Education, ICL-320-C Ball Hall, University of Memphis, Memphis, TN 38152; or Dr. Sandra E. Gibbs, NCTE Coordinator, Associate Executive Director, 1111 W. Kenyon Road, Urbana, IL 61801-1096.