

Annotated Bibliography of Research in the Teaching of English



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Introduction

The November issue of *RTE* once again contains the annual “Annotated Bibliography of Research in the Teaching of English.” For the first time, this project was led by an editorial team: Jessica Dockter Tierney, Ann Mogush Mason, and Amy Frederick. While each team member brought different experiences and areas of expertise to this work, they strove to maintain the quality and depth of the annotated bibliographies from previous years. As always, the goal of this bibliography is to select, compile, and abstract research studies that employ systematic analysis of phenomena using a variety of research methods, with priority given to research most directly related to the teaching of English language arts. Abstracted citations and those featured in the “Other Related Research” sections were published between June 2014 and May 2015.

The 26 contributors to this bibliography include scholars with diverse research interests and background experiences in PreK–16 educational settings. The contributors divided into teams of three or four members based on their areas of expertise to identify the most significant contributions to peer-reviewed research in each of the bibliography’s nine subject areas. Team members reviewed library databases and leading empirical journals to select relevant reports in each area of the bibliography. Because this bibliography is published for readers of *Research in the Teaching of English*, we asked contributors not to include articles from *RTE*, which would likely already be familiar to the audience.

The expert teams looked for major or large studies that held significant implications for teaching English language arts, as well as research that might lead to new insights into the paradigms or methodological practices within a given field. We could not include every high-quality research study conducted in the nine content areas of this bibliography over the past year; instead, the background knowledge and perceptions of the contributors worked together to construct a manageable body of important research that *RTE* readers might want to explore further. Readers can search the PDF to locate particular topics, authors, or journals. Readers can also search topics by using the tags listed both below and in the beginning of each section. These tags represent some of the most common topics addressed by the abstracted studies. Each abstract has been assigned up to four tags, beginning with a section tag (e.g., #digital/technologytools) and, in many cases, followed by another section tag (e.g., #reading).

As in previous years, this year’s bibliography is available solely as a downloadable PDF file at <http://www.ncte.org/journals/rte/biblios>. Since 2003, NCTE has provided free access to these edited, annotated, and searchable bibliographies; please enjoy this valuable service to the *RTE* scholarly community.

Section Tags for Searching Research Study Abstracts

Digital/Technology Tools: #digital/technologytools #socialnetworking #academictechnologyuse #video #literacydefinitions #onlineeducation #laptops/mobiledevices #cloudcomputing #informationliteracy #games #digitalliteracies #storydevelopment

Discourse/Cultural Analysis: #discourse/culturalanalysis #race #socialclass #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography #immigrant/refugee #criticalliteracy #discourse

Literacy: #literacy #development #spelling #assessment #identity #familyliteracy #vocabulary #phonologicalawareness #adulthoodliteracy #communityliteracy #linguistic #textcomplexity

Literary Response/Literature/Narrative: #literaryresponse/literature/narrative #culturalvalues/models #instruction #genreknowledge #interpretation #perspectivetaking #aestheticresponse #engagement #adolescentliterature

Media Literacy: #medialiteracy #television #advertising #music #news #audiences #mediaeffects #representations #multiliteracies #digitaldivide

Professional Learning/Teacher Education: #professionallearning/teachereducation #instructionaldesign #preservice #inservice #critical/reflectivepractice #culturallyrelevantpedagogy #teachereducators #teacherknowledge #teacheridentity #mentoring/coaching #actionresearch/inquiry #collaborativelearning #dispositions

Reading: #reading #comprehension #vocabulary #fluency #readingtests #policy #motivation/engagement #strugglingreaders #contentliteracy

Second Language Literacy: #secondlanguage literacy #secondlanguage assessment #ESLinstruction #foreignlanguageinstruction #language acquisition #culturalvalues/models #communityliteracy #diaspora #linguisticresources #heritagelearners #bilingual

Writing: #writing #writinginstruction #writingpedagogy #writingassessment #writingstrategies #writingquality #argumentation #authorialidentity #writing-to-learn #disciplinarywriting #feedback #self-assessment #revision #collaborativewriting

Digital/Technology Tools

Tags: #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #literacydefinitions #onlineeducation #laptops/mobiledevices #cloudcomputing #information-literacy #games #digitalliteracies #storydevelopment

Beavis, C., Muspratt, C., & Thompson, R. (2015). 'Computer games can get your brain working': Student experience and perceptions of digital games in the classroom. *Learning, Media and Technology*, 40, 21–42.

Draws on survey data from students ($n = 270$) ages 8–14 about their experiences and perceptions of using digital games for classroom learning. Utilizes data gathered during the initial stage of a larger Australian research project, "Serious Play," that explores the use of digital games to promote literacy and learning in school. Finds evidence that most students have experienced an increase in digital game use in everyday classroom instruction and that these experiences have primarily been positive. Students perceive both benefits of using games in classrooms, such as the opportunity to practice problem solving and make learning interesting, and obstacles, including differing levels of experience with games (among both teachers and students), misuse of digital games and, most significantly, games that are neither fun nor educational. Concludes that research on game-based pedagogy must consider and be responsive to students' previous experiences and perceptions of using digital games for classroom learning.
#digital/technologytools #academictechnologyuse #games

Haugsbakken, H., & Langseth, I. (2014). YouTubing: Challenging traditional literacies and encouraging self-organization and connecting in a connectivist approach to learning in the K–12 system. *Digital Culture & Education*, 6(2), 133–151.

Uses qualitative research methods to broaden the scope of linguistic literacy to include audio-visual literacy. Analyzes a connectivist approach in relation to YouTube videos, adolescents, and digital learning. Examines how English students applied content from YouTube videos while crossing written and audio-visual text boundaries to support oral discussion and writing, and to construct new meaning. Concludes that YouTube can encourage engagement in informal and formal literacy learning through students' social organization.
#digital/technologytools #literacydefinitions #socialnetworking #video

Jocson, K. (2015). New media literacies as social action: The centrality of pedagogy in the politics of knowledge production. *Curriculum Inquiry*, 45, 30–51.

Utilizes the perspective and practices of new media literacies to examine the blurring lines of youth cultural production and participatory politics. Employs the methods of both design-based and participatory action research by drawing on iterative and cyclical analytical methods during a semester-long course focused on new media literacies and popular culture in urban education. Describes how new media literacies serve as fundamental cultural competencies and social skills within the production of video documentaries and interactive websites. Concludes that new media literacies are crucial practices toward youth cultural production and participatory politics, and offers insights into the centrality of pedagogy in the politics of knowledge production.
#digital/technologytools #video #academictechnologyuse #digitalliteracies

Rector-Aranda, A., & Raider-Roth, M. (2015). 'I finally felt like I had power': Student agency and voice in an online and classroom-based role-play simulation. *Research in Learning Technology*, 23. Retrieved from: <http://www.researchinlearningtechnology.net/index.php/rlt/article/view/25569>

Investigates the impact of middle school role-play simulations on student agency and voice in online and classroom activities. Utilizes a Web-mediated simulation in which students develop skills related to writing, critical thinking, perspective-taking, empathy, communication, subject literacy, cultural contexts, and capacities for critical world citizenship while taking on historical

and literary character roles. Uses grounded theory to construct knowledge and question common assumptions as one cycle in a larger action research project. Finds themes of (1) students enacting individual and character voice through character portrayal; (2) simulation game affordances of engagement and empowerment through opportunities to safely explore and constructively communicate multiple perspectives, respect for diversity, and democratic ideals; (3) increased student confidence and demonstration of literacy skills in authentic experiential learning activities; (4) students taking active roles in their learning and exploring unique avenues for making their voices heard; and (5) application to other types of curricula.
#digital/technologytools #academictechnologyuse #perspectivetaking #motivation/engagement

Rust, J. (2015). Students' playful tactics. *Journal of Adolescent & Adult Literacy*, 58, 492–503.

Describes the identity tactics adolescents employ within Ning, a classroom social networking platform, when it is used in two face-to-face high school English classes and its impact on curricular purposes. Uses a qualitative research methodology to investigate students' socially embedded identity practices within teachers' curricular actions and the environment. Finds that students compose a virtual self through use of pop culture, wit, and gossip (discourse regarding characters, not peers). Indicates that students' identity tactics transformed the classroom environment into an informal space; however, this did not detract from curriculum or standards engagement. Suggests that (1) English classrooms are an appropriate forum to instruct students in digital communication and navigation skills, and (2) teachers are responsible for co-constructing new learning platforms with students and defining common expectations. Provides tactics for teachers utilizing social networking spaces in formal learning environments.
#digital/technologytools #discourse #socialnetworking #identity

Schwartz, L. H. (2014). Challenging the tyranny of the five-paragraph essay: Teachers and students as semiotic boundary workers in classroom and digital space. *Literacy*, 48, 124–135.

Examines how new media and youth practices affect students' traditional literacy practices in an Arizona urban high school within the US-Mexico borderlands region. Uses a sociocultural theoretical framework and a participatory action research design to investigate how the teacher/researcher team drew on high school writing students' personal interests and motivations, as well as various semiotic resources across learning settings, to inform their pedagogical and curricular choices and to reframe the traditional "five-paragraph essay." Analyzes students' processes in the creation of hybrid multimodal texts. Findings suggest that positioning students and teachers as *semiotic boundary workers* affords a worthwhile framework for teachers and students in writing classrooms who desire to create literacy practices and activities that not only meet academic standards and testing requirements but also engage youth practices and digital tools in efforts to promote social change.
#digital/technologytools #writing #socialnetworking #academictechnologyuse

Siu, C. K. (2014). Developing information literacy and critical thinking skills through domain knowledge learning in digital classrooms: An experience of practicing flipped classroom strategy. *Computers & Education*, 78, 160–173.

Studies the influence of a 13-week digital classroom experience (flipped classroom model) on 107 Hong Kong Secondary 1 (ages 12–13 years) students' growth in integrated humanities domain knowledge and development of information literacy and critical thinking skills. Uses pre- and post-tests on domain knowledge, information literacy surveys, critical thinking tests, and semi-structured interviews with teachers and students. Finds evidence of statistically significant growth in students' domain knowledge, informational literacy competency, and critical thinking skills. Teacher and student interview data suggest a need for more class time for peer and teacher interaction, discussion, and guided reflection to increase the success of the flipped classroom model. Concludes that future research is needed to examine teacher development and support to successfully implement this pedagogical model.
#digital/technologytools #academictechnologyuse #informationliteracy #laptops/mobiledevices

Sloan, C. (2015). The relationship of high school student motivation and comments in online discussion forums. *Journal of Educational Computing Research*, 52, 114–135.

Examines the relationship between students' participation in online discussion forum commenting activities and their motivation to learn. Analyzes patterns in how both quantity and perceived quality of comments students received on their online discussion posts related to four motivational factors: (1) sense of relatedness, (2) perceived competence, (3) interest/enjoyment, and (4) value/usefulness. Uses survey research methods to collect data from 70 twelfth-grade AP English Language and Composition students participating in Youth Voices, a school-based social network. Finds evidence of a significant correlation between the number of comments students received on their discussion posts and two of the four motivation factors (students' perceived competence and interest/enjoyment). Identifies a relationship between the perceived quality of the comments received and all four motivational factors, with interest and relatedness being the traits of comments most valued by students.

#digital/technologytools #onlineeducation #academictechnologyuse #socialnetworking

Thomas, P. (2014). A case study of using a hypermedia pedagogy in a secondary English classroom. *English in Australia*, 49(1), 53–61.

Explores the influence of hypermedia story making (digital documents with text, images, sound, animations, and interactivity) on teaching narrative with middle school students in English classrooms. Utilizes action research and case study methodologies to explore hypermedia as a new digital literacy. Finds evidence of adolescents becoming actively engaged learners across operational, cultural, and critical aspects of literacy within hypermedia story environments. Concludes that hypermedia holds potential for engaging students who have difficulties with operational aspects of print-based literacies and serves as another type of "literacy" building upon traditional textual literacy.

#digital/technologytools #digitalliteracies #academictechnologyuse #storydevelopment

Turner, K. H., Abrams, S. S., Katic, E., & Donovan, M. J. (2014). Demystifying digitalk: The what and why of the language teens use in digital writing. *Journal of Literacy Research*, 46, 157–193.

Investigates digital language use over the course of two years among 81 adolescents (grades 7–12) from urban and suburban, public and private schools in a large metropolitan area. Uses a mixed-method design to examine the conventions of *digitalk* and the motivations behind the participants' language choices. Finds evidence that within the conventions of *digitalk*, young people show awareness of audience, efficiency in communication, expression of personal voice, and inclusion in a community of practice. Concludes that although the conventions of *digitalk* do not often adhere to Standard Written English, young people participate with purpose and rigor within digital writing communities.

#digital/technologytools #digitalliteracies #identity #socialnetworking

Wohlwend, K. E. (2015). One screen, many fingers: Young children's collaborative literacy play with digital puppetry apps and touchscreen technologies. *Theory Into Practice*, 54, 154–162.

Examines the digital literacy practices of young children engaging in a digital puppetry app on touchscreen devices. Uses a sociocultural theoretical framework and discourse analysis methods to investigate children's collaboration and digital composition within the app. The design of the digital puppetry app diverges from the letter and word recognition apps that saturate early childhood software. Finds evidence that young children's digital literacy practices are expanding beyond the traditional notions of literacy as solely reading and writing, and indicates that when participating in the digital puppetry app, the children's literacy practices include (1) touches, swipes, and other embodied actions; (2) sensory or multimodal layering of colorful images, dialogue, sound effects, and movement that make up animated stories; and (3) negotiation and pooling of children's individual story ideas that make up playful collaboration.

#digital/technologytools #digitalliteracies #storydevelopment #literacydefinitions

Yim, S., Warschauer, M., Zheng, B., & Lawrence, J. F. (2014). Cloud-based collaborative writing and the Common Core standards. *Journal of Adolescent & Adult Literacy*, 58, 243–254.

Investigates how cloud-based collaborative writing can support literacy instruction that meets Common Core State Standards and generates authentic writing among middle school students in ELA classrooms. Outlines (1) collaboration, (2) text types and purposes, (3) ranges of writing, (4) focus on language, and (5) use of technology for research, sharing, and publishing as key topics to investigate with regard to cloud-based writing. Applies New Literacy Studies, a sociocultural approach to new literacy that highlights the transformation of social literacy practices through technology affordances. Analyzes interview, survey, and observation data through descriptive statistics, hierarchical linear modeling, an online feedback analysis framework, and the thematic coding methods. Concludes that use of a cloud-based writing platform (1) holds advantages for domains of ELA Common Core State Standards, (2) increases accessibility, and (3) facilitates synchronous and asynchronous collaboration for iterative writing.
#digital/technologytools #writing #medialiteracy #cloudcomputing

Other Related Research

Chien, T.-C., Chen, Z.-H., Ko, H.-W., Ku, Y.-M., & Chan, T.-W. (2015). My-Bookstore: Using information technology to support children's classroom reading and book recommendation. *Journal of Educational Computing Research*, 52, 455–474.

Cho, B. Y., & Woodward, L. (2014). An examination of two pre-service secondary English teachers identifying Internet sources as classroom texts. In P. J. Dunston, S. K. Fullerton, M. W. Cole, D. Herro, J. A. Malloy, P. M. Wilder, & K. H. Headley (Eds.), *63rd yearbook of the Literacy Research Association* (pp. 308–325). Altamonte Springs, FL: Literacy Research Association.

Digby, C., & Bey, A. (2014). Technology literacy assessments and adult literacy programs: Pathways to technology competence for adult educators and learners. *Journal of Literacy and Technology*, 15(3), 28–57.

Ellison, T. L., & Kirkland, D. E. (2014). Motherboards, microphones and metaphors: Re-examining new literacies and Black feminist thought through technologies of self. *E-Learning and Digital Media*, 11, 390–405.

Goodwyn, A. (2014). Reading is now “cool”: A study of English teachers' perspectives on e-reading devices as a challenge and an opportunity. *Educational Review*, 66, 263–275.

MacCallum, K., Jeffrey, L., & Kinshuk, N. (2014). Comparing the role of ICT literacy and anxiety in the adoption of mobile learning. *Computers in Human Behavior*, 39, 8–19.

Richardson, J. M. (2014). Powerful devices: How teens' smartphones disrupt power in the theatre, classroom and beyond. *Learning, Media and Technology*, 39, 368–385.

Roser, N. L., Mosley Wetzels, M., Martínez, R. A., & Price-Dennis, D. (2015). A digital tool grows (and keeps growing) from the work of a community of writers. *Reading & Writing Quarterly*, 31, 185–200.

Rowell, J., & Harwood, D. (2015). “Let it go”: Exploring the image of the child as a producer, consumer, and inventor. *Theory Into Practice*, 54, 136–146.

Sanford, K., Starr, L. J., Merkel, L., & Kurki, S. B. (2015). Serious games: Video games for good? *E-Learning and Digital Media*, 12, 90–106.

White, J. W., & Hungerford-Kresser, H. (2014). Character journaling through social networks. *Journal of Adolescent & Adult Literacy*, 57, 642–654.

Young, J. (2014). A study of print and computer-based reading to measure and compare rates of comprehension and retention. *New Library World*, 115, 376–393.

Zheng, B., & Warschauer, M. (2015). Participation, interaction, and academic achievement in an online discussion environment. *Computers & Education*, 84, 78–89.

Discourse/Cultural Analysis

Tags: #discourse/culturalanalysis #race #socialclass #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography #immigrant/refugee #criticalliteracy

Alford, J. H. (2014). "Well, hang on, they're actually much better than that!": Disrupting dominant discourses of deficit about English language learners in senior high school English. *English Teaching: Practice and Critique*, 13(3), 71–88.

Draws from a larger critical multiple instrumental case study to examine the discourse practices of four specialist teachers of English as an Additional Language or Dialect (EAL/D) instructing culturally and linguistically diverse learners in language and literacy. Identifies five types of discourses teachers take up when discussing student capacity to address critical literacy components in lessons, ranging from deficit constructions of students by way of lack or need, to learner differences as a resource for achievement. Highlights contestation of teacher visions and subsequent underachievement among diverse learners. Concludes that alternative discourses coupled with pedagogical shifts can positively affect EAL/D students' experience with critical literacy. #discourse/culturalanalysis #criticalliteracy #pedagogy #immigrant/refugee

Chapman, T. K., & Donner, J. K. (2015). Critical race theory and the proliferation of U.S. charter schools. *Equity and Excellence in Education*, 48(1), 137–157.

Challenges the "marketplace theory" that dominates today's charter school movement by exploring its reliance on the concept of *choice* and unraveling the notion that charter schools are offering superior alternatives to traditional public schools. Provides a thorough overview of critical race theory (CRT) and then uses CRT to suggest that charter schools are upholding white privilege by reifying racial segregation. Concludes with suggestions for improving the charter school model without dismantling it altogether. #discourse/culturalanalysis #race #schooling #policy

Dumas, M. J. (2014). 'Losing an arm': Schooling as a site of black suffering. *Race Ethnicity and Education*, 17, 1–29.

Uses a historical ethnographic study of Seattle's desegregation efforts in the late 1970s and early 1980s, which Dumas personally experienced, to explore the theoretical notion of black suffering. Draws metaphorically from Octavia Butler's 1979 novel *Kindred* to situate school desegregation and schooling as a site of black suffering. Contains excerpts from interviews with black policy makers and stakeholders from the desegregation era, who are asked to analyze the decisions that went into the policies and their outcomes as related to suffering and success. Incorporates a theoretical analysis of human suffering and specifically black malaise and melancholia within the context of schooling. Concludes with a narrative of Dumas's personal experience with busing and the loss he experienced during schooling despite his eventual academic success. #discourse/culturalanalysis #race #schooling #ethnography

Epstein, T., & Gist, C. (2015). Teaching racial literacy in secondary humanities classrooms: Challenging adolescents' of color concepts of race and racism. *Race Ethnicity and Education*, 18, 40–60.

Highlights the pedagogical practices of three secondary humanities teachers who explicitly teach racial literacy as part of their curriculum. Incorporates an analysis of the elements of racial literacy, including "race as a social (not biological) construct," "perceived racial identity," and "internalized racism." Explores how the educators in the study experienced and mediated damaging narratives of race that youth brought to the classroom, including racial generalization, a lack of articulation about race, and internalized racist practices. Examines how racial discourse among teachers and students is often lacking, and develops mechanisms for centering race as a

unit of analysis in classrooms. Concludes with an explanation of how an explicit approach to racial literacy can be paradigm-altering, and highlights areas for further research.

#discourse/culturalanalysis #race #curriculum #pedagogy

Espinoza, M. L., & Vossoughi, S. (2014). Perceiving learning anew: Social interaction, dignity, and educational rights. *Harvard Educational Review, 84*, 285–313.

Puts forth a theoretical argument addressing the notion of dignity as inseparable from educational rights. Uses a historical framework to document the legal attainment of educational rights for African Americans through the lens of dignity. Draws from slave narratives and court cases from the 19th and 20th centuries to explicate both how African Americans have pronounced educational rights as conferring dignity, and how those rights have been denied and/or implemented in ways that limit human dignity. Provides a thorough tracing of social and legal thought with regard to education as a right, leading to the application of this framework through the analysis of primary and secondary historical texts. Concludes with a discussion of dignity-conferring pedagogical practices as seen by prominent sociocultural education researchers.

#discourse/culturalanalysis #race #schooling #curriculum

Evans, M. M., & Radina, R. (2014). Great expectations? Critical discourse analysis of Title I school–family compacts. *School Community Journal, 24*(2), 107–126.

Using a blend of corpus linguistics and critical discourse analysis, this study explores the language of school–family compacts in 175 Midwestern Title I schools. Delineating the social framing effects of coded language in these documents, findings reveal that the compacts largely reinforce school-centric family involvement models that may alienate families. Through transactional objectives, the compacts resist community partnerships and primarily frame students as objects. The authors suggest investment of human and economic resources to create and revise Title I compacts so as to reflect the ideals of family engagement.

#discourse/culturalanalysis #policy #culturaldifference #sociolinguistics

Lee, S. J., & Walsh, D. (2015). Teaching in(justice): One teacher’s work with immigrant language learners. *Urban Review, 47*, 45–56.

Describes a collaborative ethnographic methodology used by a university researcher and an ESL teacher to study social justice teaching practices with immigrant ESL students. Takes readers into an 11th-grade English classroom that is focused on social justice, exploring two angles: how the teacher approached social justice education and how his immigrant English learner students responded to it. Advocates for classroom settings that privilege students’ experiences as sources of understanding of in/justice, and encourages teachers to set up environments in which disagreement with authority is both possible and an acceptable way to articulate one’s perspectives.

#discourse/culturalanalysis #pedagogy #ethnography #immigrant/refugee

Mason, A. M. (2015). Disciplining Dalmar: A demand to uncover racism and racialization in pursuit of culturally relevant pedagogy. *International Journal of Qualitative Studies in Education*. Advance online publication. <http://www.tandfonline.com/loi/tqse20#.Vds-K7d43t8>

Uses critical ethnographic research methods to tell stories about Dalmar, a Somali-American third-grade student who goes to school in a suburban district that is well known for its efforts toward racial equity. Complicates the narrative of “success” that is told when a school district uses standardized test scores to argue that it has reduced the racial achievement gap by illuminating some of the ways that Dalmar and other students like him are asked to mold themselves to standards that may not make sense for them. While supportive of its aims, this article challenges theories of culturally relevant pedagogy by arguing that situations such as Dalmar’s are inevitable when a transformational theory is applied within a reproductive institution.

#discourse/culturalanalysis #schooling #ethnography #immigrant/refugee

Matias, C. E., & Liou, D. D. (2014). Tending to the heart of communities of color: Toward critical race teacher activism. *Urban Education, 50*, 601–625.

Illuminates the personal narrative of a teacher educator of color (the author) who is working to disrupt normative whiteness in her teacher education courses. Draws from the convergence of critical race theory and critical whiteness studies to explore the gaps in how these frameworks can be applied with white preservice teachers who continue to rely on narratives of colorblindness and white saviorism. Explores a new theorization in the application of critical race theory described as a “community of color epistemological approach” to teacher activism. Situates this approach as strengths-based and drawing from the lived knowledges of teachers of color as they critically reflect on their own schooling experiences amid structural white supremacy. Concludes by calling for a centering of critical race theory in teacher education.

#discourse/culturalanalysis #professionallearning/teachereducation #race #pedagogy

Slocum, A. (2014). Look what they said about us: Social positioning work of adolescent Appalachians in English class. *English Teaching: Practice and Critique, 13*(3), 191–209.

Explores how three rural central Appalachian high school students drew upon their identity positioning while engaged in a critical place-based literacy curriculum. Students conducted critical examination of how the cultural discourses that they experienced personally and saw in the texts related to perceptions of Appalachia’s history by insiders and outsiders. Studies identity as social positioning, based on sociocultural theory and underpinned by the ideology that human interactions are constructed through cultural, historical, and institutional systems, as well as made new through improvisation and agency. Concludes that constructing a curriculum that takes up relevant sociocultural issues, while also supporting students’ rhetorical dexterity with academic literacy practices, requires careful attention to the students’ communities from multiple angles, as well as knowledge of students’ engagement with sociocultural discourses, a careful selection of texts, and intentional design in engagement of the texts.

#discourse/culturalanalysis #socialclass #curriculum #identity

Turner, E. O. (2015). Districts’ responses to demographic change: Making sense of race, class, and immigration in political and organizational context. *American Educational Research Journal, 52*(1), 4–39.

Uses extensive interviews and policy analysis to explore school district leaders’ approaches to addressing recent significant demographic shifts and unprecedented levels of documented inequality in US schools. Demonstrates that race is always present in conversations about US educational policy. Shows how district leaders’ own knowledge and understanding of how race works in US society affected how policies were made and implemented. Highlights the need for school, community, and organizational contexts to be analyzed and addressed in tandem instead of in isolation from one another.

#discourse/culturalanalysis #race #policy #politics

Other Related Research

Arber, R. (2015). Deconstructing religious identity, difference, and belonging: Implications for anti-racist pedagogy. *Diaspora, Indigenous, and Minority Education, 9*(1), 21–36.

Blaisdell, B. (2015). Schools as racial spaces: Understanding and resisting structural racism. *International Journal of Qualitative Studies in Education*. Advance online publication. <http://www.tandfonline.com/loi/tqse20#.Vds-K7d43t8>

Bonilla, C. M. (2014). Racial counternarratives and Latina epistemologies in relational organizing. *Anthropology & Education Quarterly, 45*, 391–408.

Cholewa, B., Goodman, R. D., West-Olatunji, C., & Amatea, E. (2014). A qualitative examination of the impact of culturally responsive educational practices on the psychological well-being of students of color. *Urban Review, 46*, 574–596.

- Davis, A. (2015). How we are complicit: Challenging the school discourse of adolescent reading. *Journal of Educational Controversy*, 9(1), 1–7.
- Glass, C. S. (2014). Perception of misbehaviour: Understanding the process of labeling and the role of cultural capital in the disciplinary process. *Urban Review*, 46, 372–394.
- Glass, R. D., & Newman, A. (2015). Ethical and epistemic dilemmas in knowledge production: Addressing their intersection in collaborative, community-based research. *Theory and Research in Education*, 13(1), 23–37.
- Iyengar, M. M. (2014). Not mere abstractions: Language policies and language ideologies in US settler colonialism. *Decolonization: Indigeneity, Education & Society*, 3(2), 33–59.
- Lee, E. (2015). Doing culture, doing race: Everyday discourses of “culture” and “cultural difference” in the English as a second language classroom. *Journal of Multilingual and Multicultural Development*, 36, 80–93.
- Malsbary, C. (2014). “Will this hell never end?”: Substantiating and resisting race-language policies in a multilingual high school. *Anthropology & Education Quarterly*, 45, 373–390.
- Nolan, K. (2015). La educación in Room 320: Toward a theory of care-based resistance in the context of neoliberal school reform. *Teachers College Record*, 117(5), 1–30.
- O’Brien, C. A., & Placier, P. (2015). Deaf culture and competing discourses in a residential school for the deaf: “Can do” versus “can’t do.” *Equity & Excellence in Education*, 48, 320–338.
- Pahl, K. (2014). The aesthetics of everyday literacies: Home writing practices in a British Asian household. *Anthropology & Education Quarterly*, 45, 293–311.
- Peck, C., Kappler Hewitt, K., Mullen, C. A., Lashley, C. A., Eldridge, J. A., & Douglas, T. M. O. (2015). Digital youth in brick and mortar schools: Examining the complex interplay of students, technology, education, and change. *Teachers College Record*, 117(5), 1–40.
- Peguro, A. A., & Bondy, J. M. (2015). Schools, justice, and immigrant students: Segmented assimilation, race, ethnicity, gender, and perceptions of fairness and order. *Teachers College Record*, 117(7), 1–42.
- Preston, M. J., & Hoffman, G. D. (2015). Traditionally heterogendered institutions: Discourses surrounding LGBTQ college students. *Journal of LGBT Youth*, 12(1), 64–86.
- Seglem, R., & Garcia, A. (2015). “So we have to teach them or what?”: Introducing preservice teachers to the figured worlds of urban youth through digital conversation. *Teachers College Record*, 117(3), 1–34.
- Sung, K. K. (2015). ‘Hella ghetto!’: (Dis)locating race and class consciousness in youth discourses of ghetto spaces, subjects and schools. *Race Ethnicity and Education*, 18, 363–395.
- Zembylas, M. (2014). Theorizing “difficult knowledge” in the aftermath of the “affective turn”: Implications for curriculum and pedagogy in handling traumatic representations. *Curriculum Inquiry*, 44, 390–412.

Literacy

Tags: #literacy #development #spelling #assessment #identity #familyliteracy #vocabulary #phonologicalawareness #adulthoodliteracy #communityliteracy #linguistic #textcomplexity

Fitzgerald, J., Elmore, J., Koons, H., Hiebert, E., Bowen, K., Sanford-Moore, E. E., & Stenner, A. J. (2015). Important text characteristics for early-grades text complexity. *Journal of Educational Psychology*, 107, 4–29.

Examines text complexity in 350 primary-grade texts, focusing on 22 text characteristics, using a multiple operationalizations analysis. The text complexity outcome measure was based on teacher judgment of complexity and student maze responses to selected texts. Nine text characteristics were found to be important in determining text complexity, including word structure,

word meaning, and sentence- and discourse-level characteristics. Sentence- and discourse-level features included intersentential complexity and phrase diversity, features not often considered in text leveling. Indicates that interplay among the text characteristics affects complexity and should be considered in choosing and teaching texts.

#literacy #textcomplexity #discourse

Graham, S., & Santangelo, T. (2014). Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. *Reading and Writing, 27*, 1703–1743.

Describes a meta-analysis of 53 experimental and quasi-experimental studies of the effects of formal spelling instruction on spelling, phonological awareness, reading, and writing achievement among 6,037 students in grades K–12. Indicates that formal spelling instruction improved spelling performance when compared with no/unrelated instruction or informal/incidental approaches to spelling. Also shows that increasing the amount of instruction was beneficial and that spelling gains were maintained over time. Gains were identified in spelling when writing; phonological awareness; and reading skills. Positive outcomes were consistent, regardless of students' grade level or literacy skills.

#literacy #reading #writing #spelling

Heydon, R., Moffatt, L., & Iannacci, L. (2015). "Every day he has a dream to tell": Classroom literacy curriculum in a full-day kindergarten. *Journal of Curriculum Studies, 47*(2), 171–202.

Uses case study methodology to examine the production and effects of one full-day kindergarten classroom in a diverse urban Canadian setting. Highlights interconnections among the prescribed curricula and students' funds of knowledge and interests, and how these related to the full-day framework. Indicates that literacy events in the setting were enveloped in regulatory language and often embedded in attempts to control students' behavior and expressive communication. Argues that literacy curriculum is the product of a complex network of factors, including class size, materials and space, programmatic curriculum, and assessment. Class size had a notable impact on the level to which children's voices were involved in producing the literacy curriculum.

#literacy #development #curriculum #culturallyrelevantpedagogy

Holliman, A., Critten, S., Lawrence, T., Harrison, E., Wood, C., & Hughes, D. (2014). Modeling the relationship between prosodic sensitivity and early literacy. *Reading Research Quarterly, 49*, 469–482.

Shows how prosodic sensitivity research as an assessment of early literacy may precede literacy skills, including phonemic awareness and rhyme. A game-like task was used to measure prosodic sensitivity for stress, intonation, and timing among 5- to 7-year-olds ($n = 75$). Vocabulary, phonological awareness, morphological awareness, word reading, and spelling were assessed as mediators. Covariance structure modeling showed causal connections between prosodic sensitivity and the mediator variables.

#literacy #assessment #development

Juzwik, M. (2014). American evangelical Biblicism as literate practice: A critical review. *Reading Research Quarterly, 49*, 335–349.

Reviews previous scholarship on evangelical Biblicism from various disciplines, including anthropology, history, religious studies, and sociology. Biblicism involves a tradition of literacy interpretation that is set within a variety of sociocultural practices, historically and culturally mediated, dialogic in nature, and instrumental in identity development. Presents questions for future study of Biblicism as a literacy practice that affects society, culture, teaching, and learning.

#literacy #identity #culturaldifference #pedagogy

O'Brien, M. L., Paratore, J. R., Leighton, C. M., Cassano, C. M., Krol-Sinclair, B., & Green, J. G. (2014). Examining differential effects of a family literacy program on language and literacy growth of English language learners with varying vocabularies. *Journal of Literacy Research, 46*, 383–415.

Describes a quasi-experimental study with 158 low-income English language learner students (PreK–3) in a family literacy program that focused on parents' English literacy development through authentic activities and included readings on child development and children's books. Level of vocabulary knowledge was assessed on program entry, and substantial vocabulary gains were seen among children who had the lowest pretest scores compared with demographically matched peers. Children with middle or high pretest scores did not differ from the comparison group. Finds significant main effects of the family literacy program on phonological awareness. Recommends authentic family literacy activities to close vocabulary gaps.

#literacy #familyliteracy #vocabulary #phonologicalawareness

Omerbašić, D. (2015). Literacy as a translocal practice: Digital multimodal literacy practices among girls resettled as refugees. *Journal of Adolescent and Adult Literacy, 58*, 472–481.

Uses participant observation, semi-structured interviews, and multimodal interviews with nine adolescent girls who were resettled in the United States from the Thailand/Burma border to investigate how the girls drew upon their knowledges and experiences to produce translocal spaces through digital multimodal literacy practices. Participants used images, visual representations of space, music, and multimodal images to make connections across geographical locations and to engage in digital literacy practices. Finds that these translocal spaces were the only places these girls could access content that was personally, socially, and culturally meaningful. Suggests that refugee students' academic learning can be supported by incorporating translocal literacy practices.

#literacy #secondlanguage literacy #identity #digitalliteracies

Perry, K. H., & Homan, A. (2015). "What I feel in my heart": Literacy practices of and for the self among adults with limited or no schooling. *Journal of Literacy Research, 46*, 422–454.

Presents an international cross-case analysis of literacy practices among 92 adults from 13 case studies drawn from five communities in Africa and the Americas. To understand the chosen literacy practices of adults with limited or no formal schooling, a database was queried to identify social activity domains for literacy and purposes related to personal fulfillment. Major themes among the purposes for literacy included coping with life; facing problems; escape and entertainment; and literacy practices that were part of individuals' spiritual or religious domains and attempts to make sense of their lives. Marginalized status was an important theme. Findings suggest ways to redefine functional literacy and instruction.

#literacy #adulthood literacy #community literacy #immigrant/refugee

Pytash, K. (2015). "It's not simple": The complex literate lives of youth in a juvenile detention facility. In P. J. Dunston, S. K. Fullerton, M. W. Cole, D. Herro, J. A. Mallory, P. M. Wilder, & K. H. Headley (Eds.), *63rd yearbook of the Literacy Research Association* (pp. 216–228). Altamonte Springs, FL: Literacy Research Association.

Examines the sanctioned and unsanctioned writing of three youths during a two-week writing workshop conducted in a juvenile detention facility. Analyzes results from a questionnaire and survey, researcher field notes, students' writing, and two formal interviews. Students' writing samples include formal assignments such as memoirs, feature articles, and a multigenre paper, as well as informal writing such as images or symbols written on their writing folders. Finds that youth used writing to construct and maintain their identities, social interactions, and positions within the social hierarchy.

#literacy #writing #identity

Reynolds, B. (2014). A mixed-methods approach to investigating first- and second-language incidental vocabulary acquisition through the reading of fiction. *Reading Research Quarterly*, 50, 111–127.

Uses experimental and control groups consisting of 92 adult English L1 and English L2 speakers to determine the impact of novel reading on incidental vocabulary acquisition. Analyzes data from a post-reading vocabulary assessment measuring the participants' knowledge of 49 targeted nonsense words from the text (words created for this specific text), responses on a reflective questionnaire, and interviews. Finds that the English L1 speakers were more likely to learn new words from reading than the English L2 speakers.

#literacy #secondlanguage literacy #vocabulary

Saal, L. K., & Dowell, M. S. (2014). A literacy lesson from an adult “burgeoning” reader. *Journal of Adolescent and Adult Literacy*, 58, 135–145.

Employs phenomenological case study methodology to investigate the motivators, experiences, and prior literacy skills that affected an adult learner's ability to learn print literacy. The participant was a middle-aged black man who had been poorly served during his experience in public school. Data sources include interviews, pre- and post-assessments of literacy skills, observations, and film of the participant sharing. Themes center on entering print literacy instruction, recognizing past educational injustices, and the print learning experiences of a burgeoning learner. Implications include the need to expand the continuum of literacy skills for older students to encompass visual, auditory, and oratory practices; provide opportunities for adult learners to apply their prior knowledge and language skills to their literacy learning; and make the learning space unconditionally safe and positive.

#literacy #adulthood literacy #identity #multiliteracies

Spencer, M., Kaschak, M. P., Jones, J. L., & Lonigan, C. J. (2015). Statistical learning is related to early literacy-related skills. *Reading and Writing*, 28, 467–490.

Studies the relationship between statistical skills in young children (e.g., learning to make predictions from a probabilistic sequence of syllables in a made-up language or a series of colored squares) and early literacy skills involving oral language, vocabulary knowledge, and phonological processing. Participants were 553 prekindergarten through third-grade students from the southeastern United States. Confirms results of previous studies with a broader sample of individuals and a broader range of tasks, finding that statistical learning measures are related to early literacy skills. Discusses implications for instruction, such as using both implicit (extracting regularities from text) and explicit activities in classrooms.

#literacy #development #linguistic

Townsend, D. (2015). Who's using the language? Supporting middle school students with content area academic language. *Journal of Adolescent and Adult Literacy*, 58, 376–387.

Through a professional development study, examines middle school teachers' scaffolding of academic language in their content area classrooms and their students' gains in developing academic language. Participants include 304 middle school students, 8 teachers, and 8 university personnel. Student data sources include pre- and post-measures of general academic word knowledge and the Academic Vocabulary Spelling Inventory (AVSI). Teacher data sources include entry and exit interviews, three professional development workshops, four observations of practice, and artifacts and reflection sessions related to the observations. Finds that over time, teachers began to deliberately incorporate active practice strategies in the classroom, and that teachers found unique ways to implement disciplinary language instruction. Students in the project made statistically significant gains on the AVSI, and there were no significant differences for multilingual and English-only students. Students who were in class with more than one of the participating teachers made greater gains in generating morphologically complex academic words.

#literacy #professional learning/teacher education #vocabulary #content literacy

Wolsey, T. D., Smetana, L., & Grisham, D. L. (2015). Vocabulary plus technology: An after-reading approach to develop deep word learning. *Reading Teacher*, 68, 449–458.

Explores an inquiry approach to vocabulary instruction in which fifth-grade students identified words they needed to know from science texts and compiled words in a class dictionary using a wiki. Dictionary entries included pictures, graphics, or images to represent the term, a written definition, and a podcast explaining the rationale for including the term in the e-dictionary. Data sources include interviews with the teacher, observations of group work, and students' entries in the e-dictionary. Instructional implications suggest that students benefit from the repeated exposure to self-identified words and from the integration of technology into content area reading instruction. Use of technology can still be problematic for teachers because of limited access to computers, technical support, and professional development.
#literacy #digital/technologytools #vocabulary

Zhang, H. (2014). Morphological awareness in vocabulary acquisition among Chinese-speaking children: Testing partial mediation via lexical inference ability. *Reading Research Quarterly*, 50, 129–142.

Measures 288 Chinese second-grade students' derivational and compound awareness, compound structure awareness, lexical inference ability, and vocabulary using a morpheme recognition task, morpheme discrimination task, three reading passages with multiple choice questions, and a vocabulary task. Finds that morphological awareness significantly contributes to reading vocabulary knowledge.
#literacy #vocabulary

Other Related Research

Abedi, J., & Faltis, C. F. (Eds.). (2015). *Review of Research in Education: Vol. 39. Teacher assessment and the assessment of students with diverse learning needs*. Thousand Oaks, CA: SAGE.

Bean, R. M., Kern, D., Goatley, V., Ortlieb, E., Shettel, J., Calo, K., & Cassidy, J. (2015). Specialized literacy professionals as literacy leaders: Results of a national survey. *Literacy Research and Instruction*, 54(2), 83–114.

Boche, B., & Henning, M. (2015). Multimodal scaffolding in the secondary English classroom. *Journal of Adolescent and Adult Literacy*, 58, 579–590.

Fletcher, K., & Finch, W. (2015). The role of book familiarity and book type on mothers' reading strategies and toddlers' responsiveness. *Journal of Early Childhood Literacy*, 15(1), 73–96.

Gillis, V., & VanWig, A. (2015). Disciplinary literacy assessment: A neglected responsibility. *Journal of Adolescent and Adult Literacy*, 58, 455–460.

Hall, A. H., Simpson, A., Guo, Y., & Wang, S. (2015). Examining the effects of preschool writing instruction on emergent literacy skills: A systematic review of the literature. *Literacy Research and Instruction*, 54(2), 115–134.

Hepple, E., Sockhill, M., Tan, A., & Alford, J. (2014). Multiliteracies pedagogy: Creating claymations with adolescent, post-beginner English language learners. *Journal of Adolescent and Adult Literacy*, 58, 219–229.

Heppt, B., Haag, N., Böhme, K., & Stanat, P. (2014). The role of academic-language features for reading comprehension of language-minority students and students from low-SES families. *Reading Research Quarterly*, 50, 61–82.

Kirat, O., Levin, I., Atishkim, S., & Turgeman, M. (2014). E-book as facilitator of vocabulary acquisition: Support of adults, dynamic dictionary and static dictionary. *Reading and Writing*, 27, 613–629.

Kohnen, A. M. (2015). "They're not keeping a journal of feelings": Literacy initiatives and career and technical education. *Journal of Adolescent and Adult Literacy*, 58, 660–669.

Martin-Chang, S., Ouelette, S., & Madden, M. (2014). Does poor spelling equate to slow reading? The relationship between reading, spelling, and orthographic quality. *Reading and Writing*, 27, 1485–1505.

Niklas, F., & Schneider, W. (2015). With a little help: Improving kindergarten children's vocabulary by enhancing the home literacy environment. *Reading and Writing*, 28, 491–508.

Riley, K. (2015). Enacting critical literacy in English classrooms: How a teacher learning community supported critical inquiry. *Journal of Adolescent and Adult Literacy*, 58, 417–425.

Singh, S., Sylvia, M., & Ridzi, F. (2015). Exploring the literacy practices of refugee families enrolled in a book distribution program and an intergenerational family literacy program. *Early Childhood Education Journal*, 43(1), 37–45.

Vadasy, P. F., & Sanders, E. A. (2015). Incremental learning of difficult words in story contexts: The role of spelling and pronouncing new vocabulary. *Reading and Writing*, 28, 371–394.

Zvoch, K., & Stevens, J. J. (2015). Identification of summer school effects by comparing the in- and out-of-school growth rates of struggling early readers. *Elementary School Journal*, 115, 433–456.

Literary Response/Literature/Narrative

Tags: #literaryresponse/literature/narrative #culturalvalues/models #instruction #genreknowledge #interpretation #perspectivetaking #aestheticresponse #engagement #adolescentliterature

Bickford, J. H., & Rich, C. W. (2015). The historical representation of Thanksgiving within primary and intermediate-level children's literature. *Journal of Children's Literature*, 41(1), 5–21.

Investigates how the United States' Thanksgiving holiday is historically represented in a sample of 24 children's books. Investigates the differences in representation between primary-grade books and intermediate-grade books. Analyzes the levels of discussion, from "explicitly detailed" to "omitted," for representation of the presence of Native Americans, disease, and starvation. Finds that children's literature includes many misrepresentations and suggests more use of primary sources in tandem with children's literature when reading about the holiday.

#literaryresponse/literature/narrative #culturalvalues/models #instruction

Blackburn, M. V., Clark, C. T., & Nemeth, E. A. (2015). Examining queer elements and ideologies in LGBT-themed literature: What queer literature can offer young adult readers. *Journal of Literacy Research*, 47, 1–38.

Examines 24 LGBT-themed books through a textual content analysis involving book descriptions, character analyses, and scene/panel analyses. Identifies qualities of queer literature in terms of formulations of identity and disruptions of norms. Discusses queer literature as providing space for multiple and conflicting ideologies in the classroom that challenge normative understandings of sexual orientation, gender, families, and homes. Indicates that studying queer literature offers students more ways of being in the world.

#literaryresponse/literature/narrative #genreknowledge #interpretation #culturalvalues/models

Crisp, T. (2015). A content analysis of Orbis Pictus Award-winning nonfiction, 1990–2014. *Language Arts*, 92, 241–255.

Analyzes the focal subjects in Orbis Pictus Award-winning books using the categories of age, region, religion, socioeconomic status, dis/ability, sexual identity, and ethnicity. Finds that the majority of focal subjects are now deceased, portrayed as adults, from North America, and not

identified with a particular religious affiliation. Diversity in sexual identity, ethnicity, and disability of focal subjects is low. Suggests more diversity of focal subjects is needed in nonfiction titles, as well as more critical examination of the quality and content of focal subjects' depiction in nonfiction.

#literaryresponse/literature/narrative #discourse/culturalanalysis #genreknowledge

Forest, D. E. (2014). From rags to "rich as Rockefeller": Portrayals of class mobility in Newbery titles. *Curriculum Inquiry, 44*, 591–619.

Investigates representations of upward class mobility in 22 children's books awarded the Newbery Medal or Honor between 2009 and 2013. Finds that characters in 7 of the 22 books experience class mobility—often through unexpectedly receiving money, learning of royal heritage, or being adopted by an affluent person. Suggests that poor and working-class characters are portrayed in a positive light, but within the bounds of dominant ideologies that value economic success and blame the poor for their circumstances.

#literaryresponse/literature/narrative #genreknowledge #culturalvalues/models #socialclass

Koss, M. D. (2015). Diversity in contemporary picturebooks: A content analysis. *Journal of Children's Literature, 41*(1), 32–42.

Studies 455 picture books from 2012 to look at the ethnicity, gender, and disability of their characters. Also examines the authors and illustrators of these books for the same characteristics. Finds an overall lack of diversity. Stresses the importance of diverse characters in children's literature.

#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models

Leland, C. H., Ociepka, A., & Wackerly, A. (2015). How do you draw freedom? Transmediation as a tool for thinking in a third-grade classroom. *Reading Teacher, 68*, 618–626.

Explores how transmediation influences children's meaning construction in responding to literature. Reports on two groups of third graders who were encouraged to draw pictures that symbolized the meaning of a story, rather than the traditional practice of asking students to draw a picture about the story. Finds that transmediation helped students develop critical social practices, disrupt commonplace understandings of texts, and adopt multiple perspectives. Recommends giving children opportunities to use various sign systems in responding to texts.

#literaryresponse/literature/narrative #perspectivetaking #interpretation #aestheticresponse

Levine, S. (2014). Making interpretation visible with an affect-based strategy. *Reading Research Quarterly, 49*, 283–303.

Examines the hypothesis that novice readers can be supported in constructing literary interpretations by drawing on and applying everyday interpretive practices to their readings. Uses a quasi-experimental design to investigate a four-week instructional intervention in a 12th-grade classroom, focused on the use of an affect-driven interpretive heuristic. Finds that students in the intervention group made gains in interpretive responses while students in a comparison group did not. Suggests that explicit instruction on affect-driven interpretive heuristics can support readers in interpretive readings of literary texts.

#literaryresponse/literature/narrative #instruction #interpretation

MacDonald, M. T. (2015). Emissaries of literacy: Representations of sponsorship and refugee experience in the stories of the lost boys of Sudan. *College English, 77*, 408–428.

Uses the concept of literacy sponsorship to examine refugee experiences depicted in stories of the lost boys of Sudan. Analyzes three kinds of texts—journalism-style feature articles, a novel, and two memoirs. Finds two complementary themes: First, sponsors of literacy express a will to transform the other that places the sponsored in subordinate positions. Second, the stories that refugees tell speak back to discourses of power that surround them. Recommends promotion and support of English literacy education in refugee communities, the teaching of refugee

narratives in college writing courses, and a closer attentiveness to the often problematic values and beliefs of literacy sponsors.

#literaryresponse/literature/narrative #culturalvalues/models #interpretation #immigrant/refugee

Martinez, M. G., & Harmon, J. M. (2015). An investigation of teachers' growing understandings of the picture book format. *Reading Psychology, 36*, 299–314.

Studies the impact of a graduate-level picture book course on both teachers' understandings of the picture book format and their self-reports of classroom picture book use. Finds that the course resulted in teachers' increased understanding of the format, changes in their literary stance toward the format, and changes in their classroom instruction around picture books. Self-reports indicate that these results led to changes in students' understanding of picture books as well.

#literaryresponse/literature/narrative #genreknowledge #instruction

Mathis, J. B. (2015). Demonstrations of agency in contemporary international children's literature: An exploratory critical content analysis across personal, social and cultural dimensions. *Literacy Research and Instruction, 54*, 206–230.

Examines 27 international award-winning children's books and uses critical content analysis to investigate how characters demonstrate personal, social, and cultural agency in a variety of global contexts. Finds that many characters represent positive images of agency in youth in the global community. Suggests continued use of international children's literature to help support young readers' development of agency.

#literaryresponse/literature/narrative #culturalvalues/models

Meier, T. (2014). The brown face of hope: Reading engagement and African American boys. *Reading Teacher, 68*, 335–343.

Considers nine picture book biographies and one historical fiction account of African American men. Discusses themes related to the absence of Black male role models, perceptions and representations of young Black boys, the historic African American reverence of literacy practices, prevalent deficit views of Black students' intellectual potential, and persistent issues of race and racism in society. Concludes that the profiled stories offer important counternarratives of Black experiences that are profoundly relevant for all children. Offers 12 practical ideas for instruction.

#literaryresponse/literature/narrative #instruction #interpretation #culturalvalues/models #race

Pennell, C. (2014). In the age of analytic reading: Understanding readers' engagement with text. *Reading Teacher, 68*, 251–260.

Describes a study in which four 3rd graders who struggled with reading comprehension participated in a discussion-based reading intervention rooted in philosophical inquiry. Finds that participants made gains in reading comprehension after participating in the intervention, which focused on dialogic discussion, the fluid nature of the text, and participants' own experiential knowledge as mediators for text interpretation. Suggests that readers who experience difficulty are capable of higher-level thinking but need instructional environments that are dialogically organized, provide multiple access points to text, and sanction experiential knowledge.

#literaryresponse/literature/narrative #instruction #aestheticresponse #engagement #strugglingreaders

Petrone, R., Sarigianides, S. T., & Lewis, M. A. (2014). The youth lens: Analyzing adolescence/ts in literary texts. *Journal of Literacy Research, 46*, 506–533.

Introduces the *Youth Lens* (YL) as a mode of textual analysis that emphasizes naming dominant and nondominant representations of adolescence/ts. Discusses the theoretical underpinnings of the YL and establishes a rationale for applying the YL in young adult and general market literature, secondary literacy education, and literacy teacher education. Demonstrates a specific

use of the YL through an in-depth analysis of *The Hunger Games*. Explains the value of critically examining adolescence/ts in young adult literature, classroom pedagogy, and educational policies.
 #literaryresponse/literature/narrative #interpretation #culturalvalues/models
 #adolescentliterature

Sciurba, K. (2015). Texts as mirrors, texts as windows: Black adolescent boys and the complexities of textual relevance. *Journal of Adolescent & Adult Literacy*, 58, 308–316.

Examines two Black adolescent boys' responses to literature. Uses interview data to analyze (1) how they found school and personal texts relevant, and (2) how race, ethnicity, and/or gender influenced their connections to literature. Describes the participants' empathetic responses in relating to the text due to common experiences (texts as mirrors), and sympathetic responses in relating to the situations offered by the text without having firsthand experience of them (texts as windows). Suggests that knowing how individual students are relating to texts on the mirror-window continuum can inform classroom approaches.

#literaryresponse/literature/narrative #interpretation #culturalvalues/models #aestheticresponse

Wee, S. S., Park, S. P., & Choi, J. S. (2015). Korean culture as portrayed in young children's picture books: The pursuit of cultural authenticity. *Children's Literature in Education*, 46, 70–87.

Explores the portrayal of contemporary Korea and its culture in 33 picture books published in the United States. Finds that depictions of Korea are typically short, outdated, and surface-level, and that both traditional culture and aspects of other Asian cultures are wrongly presented as contemporary Korean culture. Concludes that authors and illustrators must work harder to reflect current ideology, customs, and everyday life of other cultures.

#literaryresponse/literature/narrative #culturalvalues/models #culturaldifference

Wissman, K. K., & Costello, S. (2014). Creating digital comics in response to literature: Aesthetics, aesthetic transactions, and meaning making. *Language Arts*, 92, 103–117.

Analyzes how 17 students responded to the novel *The Outsiders* through a digital Comic Life project. Presents four contrasting and complementary cases to highlight the differing aesthetic transactions the students had with the literature and the differing aesthetic qualities they drew on in composing their digital comics. Describes how digital composing deepens and extends students' aesthetic transactions with text. Indicates that analyzing students' digital artwork can generate insight into how they construct meaning from text and how they use digital tools to enhance the meaning-making process.

#literaryresponse/literature/narrative #digital/technology tools #aestheticresponse

Other Related Research

Alexander, A., & Black, R. (2015). The darker side of the sorting hat: Representations of educational testing in dystopian young adult fiction. *Children's Literature*, 43, 208–234.

Bickmore, S. T., & Youngblood, K. (2014). 'It's *The Catcher in the Rye* . . . He said it was the kind of book you made your own': Finding Holden in contemporary YA literature. *English in Education*, 48, 250–263.

Brady, M. (2014). On being (and not being) Mrs. Curley's wife. *Changing English: Studies in Culture & Education*, 21, 334–347.

Bromley, K., Faughnan, M., Ham, S., Miller, M., Armstrong, T., Crandall, C., & Marrone, N. (2014). Literature circles go digital. *Reading Teacher*, 68, 229–236.

Caracciolo, M. (2014). Two child narrators: Defamiliarization, empathy, and reader-response in Mark Haddon's *The Curious Incident* and Emma Donoghue's *Room*. *Semiotica*, 2014(202), 183–205.

- Damico, J. S., & Hall, T. (2015). The cross and the lynching tree: Exploring religion and race in the elementary classroom. *Language Arts, 92*, 187–198.
- Dierking, R. (2015). Using Nooks to hook reluctant readers. *Journal of Adolescent & Adult Literacy, 58*, 407–416.
- Djenar, D. N., & Ewing, M. C. (2015). Language varieties and youthful involvement in Indonesian fiction. *Language and Literature, 24*, 108–128.
- Emmerson, J., Fu, O., Lenday, A., & Brenna, B. (2014). Picture book characters with disabilities: Patterns and trends in a context of radical change. *Bookbird, 52*(4), 12–22.
- Enriquez, G., & Shulman-Kumin, A. (2014). Searching for “truth”: Using children’s nonfiction for social justice and Common Core goals. *Journal of Children’s Literature, 40*(2), 16–25.
- Erricker, K. (2014). Taking risks with literature: An exploration into the resilience of pupil responses to the study of a challenging text at GCSE. *Literacy, 48*, 86–94.
- Forest, D. E., Garrison, K., & Kimmel, S. C. (2015). “The university for the poor”: Portrayals of class in translated children’s literature. *Teachers College Record, 117*(2), 1–40.
- Güney, N. N. (2014). The concept of violence in terms of 100 basic works that are recommended to be read in secondary schools. *International Online Journal of Educational Sciences, 6*, 706–721.
- Leland, C. H., & Bruzas, S. R. (2014). Becoming text analysts: Unpacking purpose and perspective. *Language Arts, 92*, 23–35.
- Lenters, K. (2014). Just doing our jobs: A case study of literacy-in-action in a fifth grade literature circle. *Language and Literacy, 16*(1), 53–70.
- Liu, R., Unger, J. A., & Scullion, V. A. (2014). Social justice through literacy: Integrating digital video cameras in reading summaries and responses. *Journal of Language & Literacy Education, 10*(2), 34–50.
- Lu, L. M. (2014). Power relations in creating and distributing official knowledge in children’s literature: *Historical Picture of Taiwan. Curriculum Inquiry, 44*, 620–648.
- Lushchevska, O. (2015). Representation of self within Soviet ideology: Yelchin’s *Breaking Stalin’s Nose* and Sis’s *The Wall: Growing up Behind the Iron Curtain*. *Journal of Children’s Literature, 41*(1), 22–30.
- Lysaker, J., & Sedberry, T. (2015). Reading difference: Picture book retellings as contexts for exploring personal meanings of race and culture. *Literacy, 49*, 105–111.
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- Mason, K. (2014). Out of the closet and onto the playing field: Two decades of lesbian athletes in YA literature. *English Journal, 104*(1), 54–61.
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Media Literacy

Tags: #medialiteracy #television #advertising #music #news #audiences #mediaeffects #representations #multiliteracies

- Badia, G. (2014). Relevancy trumps format when teaching information literacy. *Evidence Based Library & Information Practice*, 9(4), 64–66.

Examines the effects of using television comedy clips on college students' retention and understanding of information literacy concepts, compared with use of group discussion. Comparison of pretest and post-test data found that the group taught using the comedy clips had significantly higher gains than the control group. Participants in the experimental group focused more on the value of the content covered than on the methods employed, implying that the content is more important than the format in which it is presented.

#medialiteracy #digital/technologytools #television #informationliteracy

Boulianne, S. (2015). Social media use and participation: A meta-analysis of current research. *Information, Communication & Society, 18*, 524–538.

Describes a meta-analysis of 36 studies on the relationship between social media use and participation in civic and political life. Finds a positive relationship between social media use and participation. While more than 80% of coefficients indicated a positive relationship, only half were statistically significant. Analysis of social media use finds little impact on participation in election campaigns. These mixed findings suggest the need for further research.

#medialiteracy #digital/technologytools #socialnetworking #mediaeffects

Coles-Ritchie, M., Monson, B., & Moses, C. (2015). Drawing on dynamic local knowledge through student-generated photography. *Equity & Excellence in Education, 48*, 266–282.

Investigates production of photos and writing about those photos among students in an Alaska school and a Utah school, with the aim of enhancing their understanding of their home and local cultural contexts in relation to their school's curriculum. Concludes that creating and writing about the photos enhanced students' sense of responsibility and ownership, contributed to students' understanding of the complexity of their local cultural contexts associated with the curriculum, and enhanced teachers' understanding of students' home and community lives.

#medialiteracy #writing #representations #multiliteracies

Conner, J., & Slattery, A. (2014). New media and the power of youth organizing: Minding the gaps. *Equity & Excellence in Education, 47*, 14–30.

Examines participation of low-income youth of color in an after-school media production organization, The Philadelphia Student Union. Creating music, videos, blogs, and podcasts, and producing and communicating with the public through social networking, texting, e-newsletters, podcasts, and a weekly radio show enhanced students' sense of agency and civic engagement, and bridged the digital divide for low-income students. Participation in the organization resulted in significant improvement in students' GPAs over time, as well as transfers of media literacy practices to their academic work.

#medialiteracy #digital/technologytools #digitaldivide #multiliteracies

Dooley, C. M., Calandra, B., & Harmon, S. (2014). Preservice teachers experience reading response pedagogy in a multi-user virtual environment. *Journal of Digital Learning in Teacher Education, 30*(4), 121–130.

Studies the effects of 18 preservice teachers' participation in Second Life, a multi-user virtual environment, on their learning to integrate technology into the ELA curriculum. Participants engaged in role-play activities for responding to children's literature based on their understanding of Rosenblatt's reader response theory, with the support of graduate students assuming roles as avatars. Participants valued the ease of chat communication and the fact that, as avatars, they could adopt roles that differed from their classroom roles. Participants also perceived use of Second Life as providing a supportive space for fostering students' literary responses. Findings suggest that actively engaging preservice teachers in use of technology tools helps them learn the value of those tools.

#medialiteracy #digital/technologytools #literaryresponse/literature/narrative #multiliteracies

Egerly, S. (2015). Red media, blue media, and purple media: News repertoires in the colorful media landscape. *Journal of Broadcasting & Electronic Media*, 59, 1–21.

Analyzes data from YouGov/Polimetrix's 2008 Cooperative Campaign Analysis Project on how 20,000 individuals access news across different print and digital platforms. Identifies two patterns based on choice of media: use of both television and print media versus use of online news only. One fourth of individuals selected news based on ideological orientation, with Democrats and Independents accessing only certain "liberal" outlets and Republicans accessing only "conservative" outlets, and 12% deliberately accessing both "liberal" and "conservative" outlets. Suggests the need for researchers to examine how individuals access news in alternative, innovative ways related to their civic engagement and polarization of political ideologies.
#medialiteracy #television #news #audiences

Garcia, A., Mirra, N., Morrell, E., Martinez, A., & Scorza, D. (2015). The Council of Youth Research: Critical literacy and civic agency in the digital age. *Reading & Writing Quarterly*, 31, 151–167.

Examines participation of high school students, teachers, university professors, and graduate student researchers as members of The Council of Youth Research, employing multimedia productions for civic engagement related to improving Los Angeles schools. During a summer program at UCLA, students engaged in extensive survey and interview research about issues in their schools to present to peers, policy makers, and politicians, as well as a national education conference. Through production of digital video to share in presentations and on the Web, students created counternarrative portrayals of their school experience to challenge mainstream media representations and engage audiences, resulting in viewer comments that enhanced students' sense of agency related to civic engagement.
#medialiteracy #video #multiliteracies #audiences

Korobkov, K. A., & Black, R. W. (2014). Contrasting visions: Identity, literacy, and boundary work in a fan community. *E-Learning and Digital Media*, 11, 619–632.

Investigates a fan fiction community of female fans sharing multimodal texts in response to a British boy band. Finds that fans construct their identities as members of the community by employing practices associated with being a fan as well as an adolescent, a member of a subgroup, and an effective writer—practices that differ from those valued in school contexts. Through their participation in the fanfiction community, fans experienced recognition by other members, enhancing their sense of agency associated with their ability to employ certain practices.
#medialiteracy #music #audiences #gender

Lenhart, A. (2015). *Teens, social media & technology overview 2015*. Retrieved from <http://tinyurl.com/mrf2cxw>

Surveys adolescents' uses of digital mobile devices and social media tools. Finds that 75% of adolescents own or have access to a smartphone, with 91% of teens accessing their devices at least occasionally and 94% of this group accessing devices daily. Of those surveyed, 68% access the Internet daily, with 24% accessing it "almost constantly"; and 71% employ Facebook, which is followed in popularity by Instagram (20%) and Snapchat (11%). Females are more likely to employ social media than males, who are more likely than females to play video games. Teens from lower-income households are more likely to use Facebook than those from higher-income households, while those from higher-income households are more likely to use Snapchat and Twitter. Among adolescents with smartphones, 90% engage in texting, sending and receiving an average of 30 texts daily, as well as increasingly using messaging apps.
#medialiteracy #digital/technologytools #writing #socialnetworking

Maksl, A., Ashley, S., & Craft, S. (2015). Measuring news media literacy. *Journal of Media Literacy Education*, 6(3). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss3/3/>

Measures levels of news media literacy among 500 teenagers using a scale measure based on Potter's model of media literacy and adapted to news media specifically. The model suggests that individuals who are literate in news media think deeply about media experiences, believe they are in control of media's influence, and have high levels of basic knowledge about media content, industries, and effects. Highly news-literate teens were more likely to be intrinsically motivated to consume news, more skeptical, and more knowledgeable about current events than their less news-literate counterparts.

#medialiteracy #news #audiences #television

Martens, H., & Hobbs, R. (2015). How media literacy supports civic engagement in a digital age. *Atlantic Journal of Communication*, 23(2), 120–137.

Explores 400 American 11th-grade students' participation in a selected-admissions media literacy program as it relates to their news and advertising analysis skills, media knowledge, Internet use and information-gathering motives, and potential civic engagement. Students in the selective program ($n = 146$) demonstrated higher levels of media literacy analysis than did 246 students in a regular, nonselective program in the same school ($n = 246$), as determined by critical analysis of a news story and ad, media knowledge (based on test items), and Internet use and information-gathering motives (based on determination of amount of use and purposes for using the Internet). Critical analysis ability, media knowledge, and information seeking contributed positively to intent toward civic engagement (as determined by a scale measuring students' intent to engage in nine types of political and civic activities); amount of time on the Internet did not. Highlights the benefits of participation in a media literacy program, particularly in terms of seeking out information, analyzing news media, and enhancing the potential for civic engagement.

#medialiteracy #digital/technologytools #advertising #news

Mitchell, A. (2015). *State of the news media 2015*. Retrieved from <http://tinyurl.com/nmv6x5n>

Analyzes current news outlets through early 2015. Finds that 39 out of the top 50 news sites get more traffic from mobile devices than from desktop computers. Half of adults accessing the Web obtain news from Facebook through friend recommendations and algorithms. While network television news has increased in viewership, cable network news has experienced a decline. Users are increasingly accessing news via podcasts as well as online radio news programs through mobile devices. Weekday newspaper circulation has declined 19% since 2004, leading three newspaper companies to spin off 100 newspapers in 2014. News outlets continue to have difficulty earning significant digital revenues, even though mobile ad spending increased 78% in 2014. Digital-only media outlets such as First Look Media, Gigaom, BuzzFeed, and The New Republic have struggled or have been discontinued, while Vice News, Vox.com, Politico, and Quartz have expanded, as has digital nonprofit journalism such as *The Texas Tribune*. Indicates that digital news outlets are expanding, although many struggle financially.

#medialiteracy #audiences #advertising #news

Scharrer, E., & Ramasubramanian, S. (2015). Intervening in the media's influence on stereotypes of race and ethnicity: The role of media literacy education. *Journal of Social Issues*, 71(1), 171–185.

Reviews quantitative and qualitative research on the potential for media literacy education to intervene in the media's influence on racial and ethnic stereotypes. Situates media literacy theory and practice in the field. Explores quantitative research on the effect of media literacy training in reducing racial/ethnic prejudice. Reports on a qualitative study of early adolescents taking part in a media literacy curriculum on stereotypes. This topic is underresearched, but holds promise for the ability to shape media-related knowledge, attitudes, and behaviors, and to encourage an active and critical stance toward media.

#medialiteracy #mediaeffects #representations #gender

Sekarasih, L., Walsh, K. R., & Scharrer, E. (2015). "Media violence is made to attract and entertain people": Responses to media literacy lessons on the effects of and institutional motives behind media violence. *Journal of Media Literacy Education*, 6(3). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss3/1/>

Investigates the question, How do sixth graders respond to a media literacy lesson that was designed to introduce the concept of the presence of commercial interest in media production, particularly regarding the prevalence of media violence? Responses indicate youths' ability to think critically and understand producers' intent of including violence in media. Recognizing the commercial interest behind media violence is more difficult to understand. Recommends finding a balance between instilling critical thinking skills and acknowledging children's personal media experiences.

#medialiteracy #mediaeffects #advertising #representations

Tukachinsky, R., Mastro, D., & Yarchi, M. (2015). Documenting portrayals of race/ethnicity on primetime television over a 20-year span and their association with national-level racial/ethnic attitudes. *Journal of Social Issues*, 71(1), 17–38.

Employs multilevel modeling to analyze the content of 345 of the most-viewed US television shows from 1987 to 2009, and based on this analysis, predicts national-level racial/ethnic perceptions for the same time period using data from the American National Election Studies. Reveals severe underrepresentation of Latinos, Asian Americans, and Native Americans. Depictions of ethnic minorities tended toward stereotypes, such as overrepresentation of hyper-sexualized Latino characters. Indicates that both the quantity and quality of diverse media representations contribute to White people's racial attitudes.

#medialiteracy #mediaeffects #representations #audiences

Vickery, J. R. (2014). The role of after-school digital media clubs in closing participation gaps and expanding social networks. *Equity & Excellence in Education*, 47, 78–95.

Examines opportunities available at after-school digital media clubs for youth to participate in the creation of interest-driven learning ecologies through media production. Ethnographic research was conducted over the course of an academic year at two after-school digital media clubs in a large, ethnically diverse, low-income public high school. Clubs provided students with opportunities to develop digital literacies that could be used to acquire cultural and social capital. Restrictive school policies limited youths' ability to share work online; therefore, opportunities were missed to develop network literacies, which are crucial to more equitable modes of online participation.

#medialiteracy #digital/technologytools #multiliteracies #mediaeffects

Yettick, H. (2015). One small droplet: News media coverage of peer-reviewed and university-based education research and academic expertise. *Educational Researcher*, 44(3), 173–184.

Provides a content analysis of citations and references in news coverage of education topics in newspapers, online-only outlets, and *Education Week*, focusing on K–12 education in 2010, as well as interviews with 33 bloggers and journalists. Finds that news reports on education, in contrast with coverage of science or medical research, are more likely to cite think-tank or government reports and far less likely to cite peer-reviewed journal reports (such as those published by the American Educational Research Association, academic experts, and universities), reflecting news outlets' lack of appreciation of the value of peer review. However, op-ed writers, online-only outlets, and *Education Week* are more likely to cite university research. Contributing to this phenomenon is the fact that universities are less likely than think tanks or governments to publicize their research, as well as the fact that education research receives only 2% of all government research funding. Another factor is that education research findings are often more complex and nuanced than science or medical research findings, posing challenges for educa-

tion journalists to report those findings. Suggests the need for more extensive training in social science research methods for current and potential education journalists.
#medialiteracy #news #audiences #mediaeffects

Other Related Research

Begoray, D. L., Banister, E. M., Higgins, J. W., & Wilmot, R. (2015). Puppets on a string? How young adolescents explore gender and health in advertising. *Journal of Media Literacy Education*, 6(3). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss3/5/>

Brown, L., Brown, J., & Richards, B. (2015). Media representations of Islam and international Muslim student well-being. *International Journal of Educational Research*, 69, 50–58.

Chae, D. H., Clouston, S., Hatzenbuehler, M. L., Kramer, M. R., Cooper, H. L. F., Wilson, S. M., . . . Link, B. G. (2015, April 24). Association between an Internet-based measure of area racism and black mortality. *PLoS ONE*, 10(4). Retrieved from <http://tinyurl.com/novnjr>

Colwell, J., & Hutchison, A. C. (2015). Supporting teachers in integrating digital technology into language arts instruction to promote literacy. *Journal of Digital Learning in Teacher Education*, 31(2), 56–63.

De Kosnik, A., El Ghaoui, L., Cuntz-Leng, V., Godbehere, A., Horbinski, A., Hutz, A., . . . Pham, V. (2015). Watching, creating, and archiving: Observations on the quantity and temporality of fannish productivity in online fan fiction archives. *Convergence: The Journal of Research into New Media Technologies*, 21(1), 145–164.

Drotner, K., & Kobbernagel, C. (2014). Toppling hierarchies? Media and information literacies, ethnicity, and performative media practices. *Learning, Media and Technology*, 39, 409–428.

García-Ruiz, R., Ramírez-García, A., & Rodríguez-Rosell, M. M. (2014). Media literacy education for a new prosumer citizenship. *Comunicar*, 22(43), 15–23.

Hobbs, R., & McGee, S. (2014). Teaching about propaganda: An examination of the historical roots of media literacy. *Journal of Media Literacy Education*, 6(2). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss2/5/>

Husbye, N. E., & Vander Zanden, S. (2015). Composing film: Multimodality and production in elementary classrooms. *Theory Into Practice*, 54, 109–116.

Johnston-Goodstar, K., Richards-Schuster, K., & Sethi, J. K. (2014). Exploring critical youth media practice: Connections and contributions for social work. *Social Work*, 59, 339–346.

Lee, L., Chen, D., Li, J., & Lin, T. (2015). Understanding new media literacy: The development of a measuring instrument. *Computers & Education*, 85, 84–93.

Nielsen Company. (2015). State of the media: Audio today—how America listens. Retrieved from <http://tinyurl.com/lu3x5tm>

Norris, A. (2014). Make-her-spaces as hybrid places: Designing and resisting self constructions in urban classrooms. *Equity & Excellence in Education*, 47, 63–77.

Powell, C. W. (2014). School, activism and politics at the movies: Educator reactions to the film *Waiting for "Superman."* *Teachers College Record*, 116(3), 28–56.

Seo, H., Houston, J. B., Knight, L. A. T., Kennedy, E. J., & English, A. B. (2014). Teens' social media use and collective action. *New Media & Society*, 16, 883–902.

Vanderhoven, E. E., Schellen, T. T., & Valcke, M. M. (2014). Educating teens about the risks on social network sites. An intervention study in secondary education. *Comunicar*, 22(43), 123–131.

Verboord, M. (2014). The impact of peer-produced criticism on cultural evaluation: A multilevel analysis of discourse employment in online and offline film reviews. *New Media & Society*, 16, 921–940.

Professional Learning/Teacher Education

Tags: #professionallearning/teachereducation #instructionaldesign #preservice #inservice #critical/reflectivepractice #culturallyrelevantpedagogy #teachereducators #teacherknowledge #teacheridentity #mentoring/coaching #actionresearch/inquirycycles #collaborativelearning #dispositions

Brevik, L. M. (2014). Making implicit practice explicit: How do upper secondary teachers describe their reading comprehension strategies instruction? *International Journal of Educational Research*, 67, 52–66.

Explores the effects of a four-week professional development course on 21 upper secondary teachers' design of reading comprehension strategy instruction. Explores which strategies teachers promoted, how these differed across subjects, how their instruction was made explicit through professional development, and how the course contributed to the activation of tacit knowledge. Draws on classroom observation data, written narratives, and interviews. Found that teachers' practices and instructional design for reading comprehension changed from implicit to explicit, especially with regard to combining multiple strategies and stressing the importance of subject area in instructional design.

#professionallearning/teachereducation #instructionaldesign #comprehension #teacherknowledge

Ely, E., Kennedy, M. J., Pullen, P. C., Williams, M. C., & Hirsch, S. E. (2014). Improving instruction of future teachers: A multimedia approach that supports implementation of evidence-based vocabulary practices. *Teaching and Teacher Education*, 44, 35–43.

Examines the benefits of a multimedia-based intervention of video modeling and a podcast called Content Acquisition Podcast (CAP) for 49 preservice teachers enrolled in the elementary education or special education undergraduate program at the same university. All participants completed a pretest about vocabulary instruction and were randomly assigned to receive methods of vocabulary instruction either through CAP plus video (the treatment) or through reading a text (the control). Statistical analysis of data collected from pre- and post-tests and observations shows that preservice teachers who received instruction through CAP plus video fared better than those who read the text. Finds that situated and supported learning through multimedia instruction improves understanding and practice.

#professionallearning/teachereducation #digital/technologytools #preservice #vocabulary

Fayne, H. R. (2014). Preparing preservice teachers in a virtual space: A case study of a literacy methods course. *Teacher Educator*, 49, 305–316.

Investigates how a literacy methods instructor takes into account contextual factors of preservice teachers in order to promote success in an online course. Data collection included two surveys, one that determined each student's level of self-directedness and one that measured knowledge of the course topic, which was phonics and word study instruction. Students' class interactions on the university's online course management system also provided valuable insights for the instructor. Students scoring high and low in both self-directedness and course content knowledge were selected for case studies to further investigate how individuals interact with online course material. Suggests that students with low levels of self-directedness can still be successful in online courses, especially when there is a strong teaching presence and immediate feedback. Promotes ongoing investigations of online learning with preservice teachers.

#professionallearning/teachereducation #preservice #onlineeducation

Godley, A. J., Reaser, J., & Moore, K. G. (2015). Pre-service English language arts teachers' development of critical language awareness for teaching. *Linguistics and Education*. Advance online publication. <http://www.sciencedirect.com/science/journal/08985898>

Examines the development of critical language awareness in teacher education through an online course on the topic of language variation. Illustrates the impact of the online course on 24 preservice English language arts teachers. In their teaching, participants showed greater comfort with addressing discourses of language variation than discourses of race and power. Qualitative analysis identified key themes and tensions in participants' conceptual understanding of critical language awareness.

#professionallearning/teachereducation #preservice #critical/reflectivepractice

Hunt-Barron, S., Tracy, K. N., Howell, E., & Kaminski, R. (2015). Obstacles to enhancing professional development with digital tools in rural landscapes. *Journal of Research in Rural Education, 30*(2), 1–14.

Describes the application of online tools to enhance professional development in writing instruction through a multiple case study focused on English language arts teachers in rural school districts. Demonstrates a variety of uses for blogging through Google Sites, including the opportunity for teachers to report and reflect on the implementation of instructional approaches explored in professional development sessions. Other practices include the use of blogs to support or raise concerns about professional learning. Includes discussion of the limited participation in blogging discovered through the study.

#professionallearning/teachereducation #digital/technologytools #critical/reflectivepractice

Kosnik, C., Menna, L., Dharamshi, P., Miyata, C., Cleovoulou, Y., & Beck, C. (2015). Four spheres of knowledge required: An international study of the professional development of literacy/English teacher educators. *Journal of Education for Teaching: International Research and Pedagogy, 41*, 52–77.

Reports on professional development (PD) practices, including informal practices, formal practices, and communities of practice, among 28 literacy teacher educators (LTEs) in four countries: Canada, the United States, England, and Australia. Uses grounded theory to explore what knowledge LTEs need and what forms of PD they engage in, and then focuses on four spheres of knowledge that emerged from this inquiry: research, pedagogy of higher education, literacy and literacy teaching, and current school district and government initiatives. While various forms of PD are valuable, PD programs are not constructed systematically and the burden of constructing their own PD programs adds layers to the already exhausting responsibilities of LTEs.

#professionallearning/teachereducation #teachereducators #teacherknowledge

Masuda, A. M. (2014). Exploring preservice teachers' emerging understandings of disciplinary literacy. *Literacy Research and Instruction, 53*, 326–346.

Investigates preservice teachers' understanding of disciplinary literacies in a semester-long course designed to address literacies in secondary school academic disciplines. Course design was based on four tenets of disciplinary literacy that were used as the instructor planned and implemented strategies throughout the semester. Collected data, including three reflections and one lesson plan, provided insights into how the preservice teachers were growing in their understanding and use of disciplinary literacies. Findings suggest that the course increased awareness of lesson planning and teaching with a disciplinary lens, but that more development was required. The use of an annotated lesson plan to develop critical thinking about instruction could further understanding. Concludes with an argument for teacher educators to work more diligently toward preparing preservice teachers with the knowledge of disciplinary literacies.

#professionallearning/teachereducation #preservice #contentliteracy

O'Byrne, W. I., & Smith, S. A. (2015). Multicultural education and multiliteracies: Exploration and exposure of literacy practices with preservice teachers. *Reading & Writing Quarterly, 31*, 168–184.

Studies how preservice teachers develop their understandings of the role of multicultural education in teaching literacy to struggling readers and writers. In the setting of a hybrid class

over the course of a semester, teacher educator researchers facilitated face-to-face and online course work using instructional modes of direct instruction and experience of multicultural education; instruction was framed by culturally relevant teaching (CRT) and the five dimensions of multicultural education. Preservice teachers were encouraged to examine their own perspectives of the definitions of multicultural education and what it looks like in classrooms. Data were collected from online discussion posts, field notes, and a demographic survey. Analysis was conducted over the course of the semester and allowed the researchers to see changes in preservice teacher perceptions. Indicates that students were able to develop CRT implementation strategies at a basic level, used the blended learning to varying success, and were challenged by discussing issues of identity.

#professionallearning/teachereducation #preservice #culturallyrelevantpedagogy

Rodriguez, T. L. (2015). A content area reading course re-imagined: A situated case study of disciplinary literacies pedagogy in secondary English teacher education. *Literacy Research and Instruction, 54*, 163–184.

Investigates the impact of a disciplinary literacies approach to a content area reading course. This situated case study uses narrative research methodology to explore one student's experience with the design and facilitation of an online book club. Explores ways the student constructs a professional identity; uses disciplinary knowledge, discourses, and literacies; and makes pedagogical decisions. Highlights the distinct conceptions of reading and English/language arts content and pedagogy. Discusses implications for secondary teacher preparation, disciplinary literacy courses, and literacy policy.

#professionallearning/teachereducation #preservice #contentliteracy #teacheridentity

Rogers, R. (2014). Coaching literacy teachers as they design critical literacy practices. *Reading & Writing Quarterly, 30*, 241–261.

Examines an accelerated literacy instruction practicum course in an urban elementary school. When 11 teachers are given the opportunity to construct critical literacy education, what practices emerge? How does the researcher/instructor support design of critical literacy practices? Inductive, cross-comparative analysis of multiple qualitative data sets led to vignettes illustrating teachers' journeys with critical literacy. Teachers were coached in social justice approaches, multiple literacies, and genre approaches to help them design critical literacy practices. Recommends that coaches consider hybrid approaches to critical literacy, ask teachers to share their practice with others, and view critical literacy as a framework versus a skill to enhance comprehension and engagement.

#professionallearning/teachereducation #criticalliteracy #mentoring/coaching #actionresearch/inquiry cycles

Shoffner, M., Sedberry, T., Alsup, J., & Johnson, T. S. (2014). The difficulty of teacher dispositions: Considering professional dispositions for preservice English teachers. *Teacher Educator, 49*, 175–192.

Describes how a group of teacher educators working with preservice English teachers addressed the issue of professional dispositions in their teacher education program. Based on the National Accreditation of Colleges of Teacher Education standards, a dispositions assessment was created and given to 31 preservice teachers before their semester of student teaching. Then, focus groups of mentor teachers and supervisors investigated their own perceptions of the dispositions of preservice teachers. Analysis of focus groups and preservice teacher questionnaire results compared commonalities and discrepancies in how preservice teachers self-identified and the perception of mentor teachers and supervisors. Commitment to improving performance, interactions with others, and openness to feedback were three main themes identified by the mentor teachers and supervisors as dispositions that needed development. However, the preservice teachers self-identified commitment to improving performance as a strength. Concludes

that early and frequent discussions about dispositions are required to better prepare English teachers for the field.

#professionallearning/teachereducation #preservice #dispositions

Skinner, E., Hagood, M., & Provost, M. (2014). Creating a new literacies coaching ethos. *Reading & Writing Quarterly*, 30, 215–232.

Explores how literacy coaches use teacher backgrounds in professional learning communities (PLCs) around multimodal new literacies. Two case studies conducted over two years in two underperforming middle schools, one with a mandated PLC and the other with a voluntary PLC, included matrix and discourse analysis. Participants situated their views of literacy in relation to their schools, in which print-based assessments trumped other forms of literacy and learning. Stresses that literacy educators should address teacher, student, and school identity in designing new literacies curricula and instruction.

#professionallearning/teachereducation #multiliteracies #collaborativelearning
#instructionaldesign

Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional Science*, 43, 259–282.

Investigates the use of collaborative design–based research as a structure for teaching learning through the perspectives of situative and activity theories. Uses three illustrative cases to describe the concepts of situatedness, agency, and the cyclical nature of learning and change. Defines key principles for professional development and explores the impact of collaborative design on individual, team, and system learning.

#professionallearning/teachereducation #inservice #collaborativelearning

Other Related Research

Barr, D. J., Boulay, B., Selman, R. L., McCormick, R., Lowenstein, E., Gamse, B., . . . Leonard, M. B. (2015). A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, 117(2), 1–52.

Bruce, D., & Chiu, M. (2015). Composing with new technology: Teacher reflections on learning digital video. *Journal of Teacher Education*, 66, 272–287.

Driver, M. K., Pullen, P. C., Kennedy, M. J., Williams, M. C., & Ely, E. (2014). Using instructional technology to improve preservice teachers' knowledge of phonological awareness. *Teacher Education and Special Education*, 37, 309–329.

Gillespie, A., Graham, S., & Kluhara, S. (2014). High school teachers' use of writing to support student teaching: A national survey. *Reading and Writing*, 27, 1043–1072.

Haddix, M. (2015). Preparing community-engaged teachers. *Theory Into Practice*, 54, 63–70.

Hoaglund, A. E., Birkenfeld, K. J., & Bluiett, T. (2014). Data meeting model: Developing data focused pre-service teachers. *Reading Improvement*, 51(3), 313–318.

Jones, S., & Rainville, K. (2014). Flowing toward understanding: Suffering, humility, and compassion in literacy coaching. *Reading & Writing Quarterly*, 30, 270–287.

Schieble, M., Vetter, A., & Meacham, M. (2015). A discourse analytic approach to video analysis of teaching: Aligning desired identities with practice. *Journal of Teacher Education*, 66, 245–260.

Soslau, E. (2015). Development of a post-lesson observation conferencing protocol: Situated in theory, research, and practice. *Teaching and Teacher Education*, 49, 22–35.

Stephens, D., & Mills, H. (2014). Coaching as inquiry: The South Carolina Reading Initiative. *Reading & Writing Quarterly*, 30, 190–206.

- Washburn, E. K., & Mulcahy, C. A. (2014). Expanding preservice teachers' knowledge of the English language: Recommendations for teacher educators. *Reading & Writing Quarterly, 30*, 328–347.
- Zenkov, K., Pellegrino, A., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser, S., & McCamis, M. (2014). Picturing kids and “kids” as researchers: Preservice teachers and effective writing instruction for diverse youth and English language learners. *New Educator, 10*, 306–330.
- Zoss, M., Holbrook, T., McGrail, E., & Albers, P. (2014). Knotty articulations: Professors and preservice teachers on teaching literacy in urban schools. *English Education, 47*, 38–79.

Reading

Tags: #reading #comprehension #vocabulary #fluency #readingtests #policy #motivation/engagement #strugglingreaders #contentliteracy

Baker, D. L., Biancarosa, G., Park, B. J., Bousselot, T., Smith, J-L., Baker, S., Kame'enui, E., Alanzo, J., & Tindal, G. (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing, 28*, 57–104.

Explores the validity and diagnostic efficiency of oral reading fluency (ORF) measures for middle school students, considering ORF form effects, time of assessment, and individual differences. Findings include: (1) individual differences account for the majority of variance; (2) a single ORF score is equally predictive of state assessment performance as means across multiple passages; (3) ORF and reading comprehension scores explain 55% to 58% of variance; and (4) a combination of ORF and reading comprehension scores more accurately identifies students at risk for not passing state assessments than ORF alone. Concludes that ORF scores, in combination with curriculum-based measures and reading comprehension measures, improved the predictive validity and diagnostic efficiency of fluency measures, and that multiple measures are beneficial when targeting student interventions.

#reading #readingtests #fluency #comprehension

Barth, A. E., Barnes, M., Francis, D., Vaughn, S., & York, M. (2015). Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. *Reading and Writing, 28*, 587–609.

Studies effects of textual distance on accuracy and speed of text consistency judgments among adequate and struggling adolescent comprehenders ($n = 1,203$). Uses multiple regressions to examine students' ability to retrieve and integrate informational text with global and local coherence. Finds that inferential processing moderately contributes to reading comprehension at local and global levels, and is moderated by comprehension skill. Suggests that factors other than text integration may be of more influence with struggling readers.

#reading #comprehension #strugglingreaders

Bean, R. M., Dole, J. A., Nelson, K. L., Belcastro, E. G., & Zigmond, N. (2015). The sustainability of a national reading reform initiative in two states. *Reading & Writing Quarterly, 31*, 30–55.

Investigates the extent to which Reading First schools in Pennsylvania and Utah have sustained key elements of the reform over time, and the extent to which reading achievement has continued to improve over time. Surveys and interviews, as well as state reading achievement scores, indicate that elements of Reading First were retained after Reading First funding was terminated, including assessment and instructional practices. The availability of a reading coach declined from 90.4% to 53.8% in Pennsylvania, and opportunities for professional development declined in Utah. While both states had shown steady increases in reading achievement during the initiative, the rate of achievement declined over time. Discusses implications for the sustainability of initiatives such as the Common Core State Standards.

#reading #professionallearning/teachereducation #policy

Guerin, A., & Murphy, B. (2015). Repeated reading as a method to improve reading fluency for struggling adolescent readers. *Journal of Adolescent & Adult Literacy*, 58, 551–560.

Examines the influence of assessment-based repeated readings on fluency (prosody, comprehension, rate, accuracy) levels of three struggling adolescent readers. Assessment scores, along with qualitative data, show positive results for all three students. Methodology includes instruction in self-directed learning and use of assessment scores to pinpoint skills that promote strategic reading. Emphasizes that instruction based on a complex definition of fluency enables students to become more strategic when reading.
#reading #fluency #strugglingreaders

Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, 49, 387–416.

Explores the extent to which language arts instruction embedded with Concept-Oriented Reading Instruction (CORI) supports for motivation and engagement (competence, choice, importance, and collaboration) increases informational text comprehension, motivation, and engagement in integrated literacy/history instruction. Participation in CORI, a composite of motivational and instructional supports, increased comprehension for middle school students (Cohen effect .73). Correlation ($r = .65, p < .006$) was found between students' perceived motivation-engagement support and the richness and completeness of their portfolios. Extends evidence for effectiveness of CORI to literacy/history informational text comprehension among middle school students.
#reading #motivation/engagement #comprehension

Kim, Y. S., Petscher, Y., & Foorman, B. (2015). The unique relation of silent reading fluency to end-of-year reading comprehension: Understanding individual differences at the student, classroom, school, and district levels. *Reading and Writing*, 28, 131–150.

Explores variance in reading comprehension attributable to students, classes, schools, and districts, and examines value of screening measures, a maze task and a spelling task, to predict reading comprehension in upper-level grades across the state of Florida ($n = 1,078,177$). A four-level model was used to allow the differences between students to be separated from classroom, school, and district differences. Significant differences among elementary-aged students were attributed to student variables with less variation attributable to classrooms. In grades 6–10 the variance due to students was comparable to that of classrooms. Variation attributable to schools and districts was consistent across grade levels. Students' silent reading fluency in the fall, as measured through a maze task, was uniquely and consistently predictive of spring reading comprehension. Suggests that maze fluency tasks have potential for use as reading comprehension screening measures in grades 3–10.
#reading #readingtests #comprehension #fluency

Klauda, S. L., & Guthrie, J. T. (2015). Comparing relations of motivation, engagement, and achievement among struggling and advanced adolescent readers. *Reading and Writing*, 28, 239–269.

Investigates developmental discontinuities in connections among motivation, engagement, and achievement of advanced and struggling readers. Constructs of reading motivation are measured through a questionnaire, while reading achievement is assessed through measures of fluency (Woodcock-Johnson), comprehension (Gates-MacGinitie), and comprehension of informational text (researcher-developed). Motivation and engagement predict achievement more strongly in advanced readers, suggesting a developmental discontinuity between advanced and struggling readers. Holds implications for future research on associations among motivation, engagement, and achievement of low-performing students.
#reading #motivation/engagement #readingtests #comprehension

Language and Reading Research Consortium. (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly*, 50, 151–169.

Confirms the premise of reading comprehension as the product of word recognition and listening comprehension. Finds that the influence of decoding skill on reading comprehension decreases with increasing grades, while the influence of listening comprehension increases. Uses structural equation modeling to determine the influence of fluency and vocabulary. An elaborated model provides a more comprehensive view of critical influences on reading in the early grades, with significant pedagogical implications.

#reading #comprehension #fluency #vocabulary

McMaster, K. L., van den Broek, P., Espin, C. A., Pinto, V., Janda, B., Lam, E., . . . van Boekel, M. (2015). Developing a reading comprehension intervention: Translating cognitive theory to educational practice. *Contemporary Educational Psychology*, 40, 28–40.

Translates cognitive models of reading comprehension to educational practice. Asks how type (causal versus general) and timing (online versus offline) of questions affect reading comprehension in fourth graders struggling with reading comprehension and not with decoding or word recognition ($n = 92$). Also explores the fit and feasibility of an intervention when implemented in a school setting. Findings suggest that type and timing of questions influence comprehension. Discusses challenges of translating cognitive theory to practice.

#reading #comprehension #strugglingreaders

Paige, D. D., Rasinski, T., Magpuri-Lavell, T., & Smith, G. S. (2014). Interpreting the relationships among prosody, automaticity, accuracy, and silent reading comprehension in secondary students. *Journal of Literacy Research*, 46, 123–156.

Explores relationships of fluency indicators of word recognition accuracy, automaticity, prosody, and vocabulary with silent reading comprehension. Accuracy, prosody, and vocabulary explained 50.1% to 52.7% of the variance in silent reading comprehension. Word recognition accuracy did not contribute to silent reading comprehension, while prosody partially mediated between automaticity and comprehension. Supports the relationship between prosody and comprehension in secondary students.

#reading #fluency #comprehension

Schwabe, F., McElvany, N., & Trendtel, M. (2015). The school age gender gap in reading achievement: Examining the influences of item format and intrinsic reading motivation. *Reading Research Quarterly*, 50, 219–232.

Uses differential item functioning to analyze relationships among gender, test item format, and intrinsic motivation. Girls tended to perform better than boys on constructed-response items. Holds implications for assessments in light of gender-sensitive educational practice.

#reading #motivation/engagement #readingtests #gender

Schwanenflugel, P. J., Westmoreland, M. R., & Benjamin, R. G. (2015). Reading fluency skill and the prosodic marking of linguistic focus. *Reading and Writing*, 28, 9–30.

Examines relationships between discourse prosody function and oral reading prosody in third graders ($n = 120$). Results indicate that linguistic prosodic features of contrastive stress, exclamation, and direct quotation are apparent in oral reading during the period when children are learning to read fluently. Implications include consideration of reading expressiveness as a targeted area of oral reading instruction, and the possibility of measuring oral reading expressiveness as part of fluency assessments. Extends understanding of reading prosody to include elements of linguistic focusing and the idea that children bring knowledge of discourse prosody to oral reading prosody.

#reading #fluency

Tighe, E. L., Wagner, R. K., & Schatschneider, C. (2015). Applying a multiple group causal indicator modeling framework to the reading comprehension skills of third, seventh, and tenth grade students. *Reading and Writing, 28*, 439–466.

Demonstrates the utility of a causal indicator modeling framework to investigate predictors of reading comprehension. A four-factor multiple indicator multiple cause (MIMIC) model of reading comprehension provided adequate fit and accounted for reading comprehension variance (73%–87%) across grades 3, 7, and 10. Contributions of verbal reasoning, nonverbal reasoning, and working memory to reading comprehension were stable across grade levels. Contribution of decoding skills to reading comprehension was higher in third grade and remained stable in grades 7 and 10. Suggests that MIMIC models may explain individual differences in the development of reading comprehension.

#reading #readingtests #comprehension

Young, C., Mohr, K. A. J., & Rasinski, T. (2015). Reading together: A successful reading fluency intervention. *Literacy Research and Instruction, 54*, 67–81.

Reports results of a reading fluency intervention (Reading Together) that combines repeated readings and the Neurological Impress Method. Researchers recruited and trained volunteers to deliver the intervention to struggling readers in grades 3–5. Paired-samples *t*-tests compared overall reading and fluency scores. Statistically significant outcome measures between treatment and comparison groups suggest that the Reading Together intervention is a viable method of increasing struggling students' reading proficiency and can be delivered by volunteers.

#reading #fluency #strugglingreaders

Other Related Research

Cummings, K. D., Stoolmiller, M. L., Baker, S. K., Fien, H., & Kame'enui, E. J. (2015). Using school-level student achievement to engage in formative evaluation: Comparative school-level rates of oral reading fluency growth conditioned by initial skill for second grade students. *Reading and Writing, 28*, 105–130.

De Naeghel, J., Valcke, M., De Meyer, I., Warlop, N., van Braak, J., & Van Keer, H. (2014). The role of teacher behavior in adolescents' intrinsic reading motivation. *Reading and Writing, 27*, 1547–1565.

Fitzgerald, J., Hiebert, E. H., Bowen, K., Relyea-Kim, E. J., Kung, M., & Elmore, J. (2015). Text complexity: Primary teachers' views. *Literacy Research and Instruction, 54*, 19–54.

Förster, N., & Souvignier, E. (2014). Learning progress assessment and goal setting: Effects on reading achievement, reading motivation and reading self-concept. *Learning and Instruction, 32*, 91–100.

Fulmer, S. M., D'Mello, S. K., Strain, A., & Graesser, A. C. (2015). Interest-based text preference moderates the effect of text difficulty on engagement and learning. *Contemporary Educational Psychology, 41*, 98–110.

Georgiou, G. K., Papadopoulos, T. C., & Kaizer, E. L. (2014). Different RAN components relate to reading at different points in time. *Reading and Writing, 27*, 1379–1394.

Haria, P. D., & Midgette, E. (2014). A genre-specific reading comprehension strategy to enhance struggling fifth-grade readers' ability to critically analyze argumentative text. *Reading & Writing Quarterly, 30*, 297–327.

Leu, D. J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (2015). The new literacies of online research and comprehension: Rethinking the reading achievement gap. *Reading Research Quarterly, 50*, 37–59.

- Mason, L., Pluchino, P., & Tornatora, M. C. (2015). Eye-movement modeling of integrative reading of an illustrated text: Effects on processing and learning. *Contemporary Educational Psychology, 41*, 172–187.
- McGeown, S. P., Duncan, L. G., Griffiths, Y. M., & Stothard, S. E. (2014). Exploring the relationship between adolescents' reading skills, reading motivation and reading habits. *Reading and Writing, 28*, 545–569.
- Miller, B. W., Anderson, R. C., Morris, J., Lin, T. J., Jadallah, M., & Sun, J. (2014). The effects of reading to prepare for argumentative discussion on cognitive engagement and conceptual growth. *Learning and Instruction, 33*, 67–80.
- Parker, D. C., Zaslofsky, A. F., Burns, M. K., Kanive, R., Hodgson, J., Scholin, S. E., & Klingbeil, D. A. (2015). A brief report of the diagnostic accuracy of oral reading fluency and reading inventory levels for reading failure risk among second- and third-grade students. *Reading & Writing Quarterly, 31*, 172–187.
- Seok, S., & DaCosta, B. (2014). Oral reading fluency as a predictor of silent reading fluency at secondary and postsecondary levels. *Journal of Adolescent & Adult Literacy, 58*, 157–166.
- Spörer, N., & Schünemann, N. (2014). Improvements of self-regulation procedures for fifth graders' reading competence: Analyzing effects on reading comprehension, reading strategy performance, and motivation for reading. *Learning and Instruction, 33*, 147–157.
- Wilson, A. A., Boatright, M. D., & Landon-Hays, M. (2014). Middle school teachers' discipline-specific use of gestures and implications for disciplinary literacy instruction. *Journal of Literacy Research, 46*, 234–262.
- Wright, T. S., & Neuman, S. B. (2014). Paucity and disparity in kindergarten oral vocabulary instruction. *Journal of Literacy Research, 46*, 330–357.
- Zawoyski, A. M., Ardoin, S. P., & Binder, K. S. (2015). Using eye tracking to observe differential effects of repeated readings for second-grade students as a function of achievement level. *Reading Research Quarterly, 50*, 171–184.

Second Language Literacy

Tags: #secondlanguage literacy #secondlanguageassessment #ESLinstruction #foreignlanguage instruction #languageacquisition #culturalvalues/models #communityliteracy #diaspora #linguisticresources #heritagelearners #bilingual

Carlo, M. S., Barr, C. D., August, D., Calderón, M., & Artzi, L. (2014). Language of instruction as a moderator for transfer of reading comprehension skills among Spanish-speaking English language learners. *Bilingual Research Journal, 37*, 287–310.

Describes a longitudinal study investigating the role of language of instruction in moderating the relationships between initial levels of English oral language proficiency and Spanish reading comprehension, and growth in English reading comprehension. Researchers followed Spanish-speaking ELs in English-only literacy instruction, an early-exit bilingual program, or a late-exit bilingual program, from third through fifth grade. English language proficiency, word accuracy, and passage reading comprehension were measured at four points over three years. All groups experienced significant growth in English reading comprehension. Those in the early-exit group who had a strong foundation in Spanish as well as formal literacy instruction in English showed the fastest growth and reached the same level as the English-only group.
#secondlanguage literacy #ESLinstruction #bilingual #comprehension

Creese, A., Blackledge, A., & Takhi, J. K. (2014). The ideal 'native speaker' teacher: Negotiating authenticity and legitimacy in the language classroom. *Modern Language Journal, 98*, 937–951.

Explores language and literacy practices of multilingual youth in a 32-month ethnographic, discourse analytic, and interpretive research study in a Punjabi community/heritage language school in Birmingham, England. Focuses on how authenticity and legitimacy were activated by teachers to legitimize and authenticate their standing in the classroom. Examples of ways ideologies and wider social structures (e.g., the high value of native speakerness) promoted the high value of correct (standard) pronunciation of Punjabi in order to produce more accurate written text. Status was negotiated when the Punjabi teacher was newly arrived; she was on the one hand a “pure” model of the Punjabi language, while on the other hand delegitimized by heritage Punjabi teens in the United Kingdom as unable to produce their variety of English, thus undermining her ability to teach. Finds that teachers are viewed as authentic or legitimate, as a member of a group or not, through a complex web of circumstances. Concludes that ideological orientations that recognize diversity, draw on many linguistic and community repertoires, use local knowledge, translanguaging, and skillfully engage linguistic resources work to establish/negotiate authenticity and legitimacy in the heritage classroom.

#secondlanguage/literacy #language/acquisition #cultural/values/models #heritage/learners

Flores, N., Kleyn, T., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled long-term English language learners. *Journal of Language, Identity & Education, 14*, 113–132.

Explores the phenomenon of labeling bilingual students as *long-term English language learners* (LTELLs) due to seven or more years of being labeled as English language learners and receiving language learning services in schools. Offers critical examination of the categorization of bilingual youth in ways that suggest they are linguistically deficient. Research questions include: (1) How do students negotiate the discourse of partiality that positions them as LTELLs? And (2), how do students describe their ethnolinguistic and academic identities? Uses qualitative methods (interviews, writing artifacts, classroom observations) to explore the lived realities of these students through their views and experiences. Finds that the *LTELL* label does more harm than good because it promotes narrow, partial understandings of multilinguals and even pathologizes students through normalizing a racist system that privileges monolingual speakers of mainstream English. Suggests the need for better and more direct connections between students’ language practices and ethnolinguistic identities and their classes (e.g., fluid language practices can be legitimate tools for meaning making and resisting idealized monolingualism).

#secondlanguage/literacy #identity #linguistic/resources #bilingual

Guardado, M., & Becker, A. (2014). ‘Glued to the family’: The role of familism in heritage language development strategies. *Language, Culture and Curriculum, 27*, 163–181.

Examines the role of familism in heritage language development through the use of an ethnographic case study of one Hispanic Canadian family. Familism in this study includes participants’ sense of membership with family in transnational and diasporic contexts, as well as connections to members of their extended family and local community members who become surrogate family members. Data show heritage language development is connected to a sense of family attachment and identity, specific strategies for socializing the use of home language and literacy practices, and the opportunity to access a community linguistic and cultural site where heritage language and literacy practices are validated and strongly valued. Studies the patterns of heritage language use in the focal family to show language socialization occurring at multiple levels. Suggests that youths’ sense of belonging to local heritage language-speaking peer groups and desire to connect with family in multiple diasporic locations are strong indicators of persistent heritage language development. Youths’ affective ties with heritage language based on desires for meaningful social interactions are supported by parental strategies for the maintenance and development of heritage language proficiency at home and in community settings. Concludes that family and affective factors are instrumental for heritage language development.

#secondlanguage/literacy #immigrant/refugee #community/literacy #heritage/learners

Hanauer, D. I. (2015). Measuring voice in poetry written by second language learners. *Written Communication*, 32, 66–86.

Considers the use of creative writing, specifically poetry, as a pedagogical tool for developing writing proficiency among multilingual English language learners. Poetry written by multilingual learners was examined for indicators of *voice* (a linguistic feature linked to expression), social construction, and dialogic interaction among the personal, available linguistic resources, and sociocultural contexts. Data were examined for representations of voice in two ways: with human inter-rating and with computational linguistic analysis. Both analyses indicated distinctive voice markings across 100 poems (10 poems written by 10 different L2 writers). Indicates that creative writing can be used not solely as a process-oriented affective outlet, but also to provide opportunities for formative language development assessment and strategic instructional decision making.

#secondlanguage literacy #writing #secondlanguageassessment #ESLinstruction #foreignlanguageinstruction

Howard, E. R., Páez, M. M., August, D. L., Barr, C. D., Kenyon, D., & Malabonga, V. (2014). The importance of SES, home and school language and literacy practices, and oral vocabulary in bilingual children's English reading development. *Bilingual Research Journal*, 37, 120–141.

Studies the role that socioeconomic status (SES), home and school language and literacy practices, and oral vocabulary play in English reading outcomes among Latino English language learners. Compares results from English language proficiency tests of elementary-age students using hierarchical multiple regression. Finds that English oral vocabulary is a significant predictor of English reading accuracy and comprehension, once SES and home and school language and literacy factors have been considered. Another key finding is the importance of examining reading development in context; all children in the study were Spanish-speaking English language learners, yet SES, home and school language, and literacy environments differentially influenced English reading at each grade level. Points to the importance of a comprehensive approach to vocabulary instruction for ELLs.

#secondlanguage literacy #ESLinstruction #bilingual #vocabulary

Jegerski, J., & Ponti, E. (2014). Peer review among students of Spanish as a heritage language: The effectiveness of a metalinguistic literacy task. *Linguistics and Education*, 26, 70–82.

Considers the context of Spanish foreign language courses that are increasingly populated by heritage learners of the language, and the need for language teaching methods and materials that are developed for the unique strengths and needs of this population. Employs both qualitative and quantitative data to assess the effectiveness of peer review of academic writing tasks as a method of writing instruction designed for heritage language learners of Spanish. Analyzes questionnaires, peer review comments, and qualitative reflections on the learning and writing process. Concludes that heritage learners offered linguistic peer feedback that was accurate, with a greater emphasis on formal language use than on essay content or organization or on language use related to language contact and variations of Spanish. Heritage learners in the study also expressed explicit preference for teacher feedback over peer feedback on their writing. Although the length of essays increased, qualitative analyses did not show systematic increases in syntactic complexity or lexical density.

#secondlanguage literacy #foreignlanguageinstruction #linguisticresources #heritagelearners

Sparrow, W. (2014). Unconventional word segmentation in emerging bilingual students' writing: A longitudinal analysis. *Applied Linguistics*, 35, 263–282.

Describes a longitudinal study examining biliteracy development to investigate patterns in unconventional word segmentation (hyper- and hyposegmentation regarding word boundaries) in Spanish/English writing of 25 emerging bilinguals from first through third grade. Finds that children tended to leave fewer spaces in their writing than conventions require and that

there were more instances of leaving unconventional spaces in Spanish than in English writing. #secondlanguage/ literacy #writing #bilingual

Thorstensson Dávila, L. (2015). Diaspora literacies: An exploration of what reading means to young African immigrant women. *Journal of Adolescent & Adult Literacy*, 58, 639–647.

Uncovers complex linguistic repertoires in two newcomer multilingual participants, one from Somalia and one from Congo. Outlines a year-long qualitative study situated in an ESL class in a large, urban high school, with the following research questions: What aspects of identity do young female high school ELs engage as first and second/additional language readers? What strategies do they deploy as they develop the ability to read in multiple languages? What does it mean to these young women to be growing in their abilities to read in multiple languages? Finds intersections among identity, motivation, and resilience. Highlights participant practices such as translanguaging and reading for enjoyment. #secondlanguage/ literacy #linguisticresources #diaspora #identity

Other Related Research

Allard, E., Mortimer, K., Gallo, S., Link, H., & Wortham, S. (2014). Immigrant Spanish as liability or asset? Generational diversity in language ideologies at school. *Journal of Language, Identity & Education*, 13, 335–353.

Armstrong, T. C. (2014). Naturalism and ideological work: How is family language policy renegotiated as both parents and children learn a threatened minority language? *International Journal of Bilingual Education and Bilingualism*, 17, 570–585.

Arteagoitia, I., & Howard, E. R. (2015). The role of the native language in the literacy development of Latino students in the United States. In J. Cenoz & D. Gorter (Eds.), *Multilingual education: Between language learning and translanguaging* (pp. 61–83). Cambridge, United Kingdom: Cambridge University Press.

Athanases, S. Z., & de Oliveira, L. C. (2014). Scaffolding versus routine support for Latina/o youth in an urban school: Tensions in building toward disciplinary literacy. *Journal of Literacy Research*, 46, 168–175.

Bailey, A. L., & Carroll, P. E. (2015). Assessment of English language learners in the era of new academic content standards. *Review of Research in Education*, 39, 253–294.

Basturkmen, H., & Shackleford, N. (2015). How content lecturers help students with language: An observational study of language-related episodes in interaction in first year accounting classrooms. *English for Specific Purposes*, 37, 87–97.

Bisson, M.-J., van Heuven, W. J. B., Conklin, K., & Tunney, R. J. (2014). The role of repeated exposure to multimodal input in incidental acquisition of foreign language vocabulary. *Language Learning*, 64, 855–877.

Bunch, G. C., Walqui, A., & Pearson, P. D. (2014). Complex text and new common standards in the United States: Pedagogical implications for English learners. *TESOL Quarterly*, 48, 533–559.

Carroll, P. E., & Bailey, A. L. (2015). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing*. Advance online publication. <http://ltj.sagepub.com/>

Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics*, 35, 243–262.

Cheng, L., & Sun, Y. (2015). Interpreting the impact of the Ontario secondary school literacy test on second language students within an argument-based validation framework. *Language Assessment Quarterly*, 12(1), 50–66.

- Cho, H. (2014). "Go for broke and speak your mind!": Building a community of practice with bilingual pre-service teachers. *Qualitative Report*, 19(49), 1–22.
- Cho, H. (2014). "It's very complicated": Exploring heritage language identity with heritage language teachers in a teacher preparation program. *Language and Education*, 28, 181–195.
- Cruz, E., & Woodbury, A. C. (2014). Collaboration in the context of teaching, scholarship, and language revitalization: Experience from the Chatino language documentation project. *Language Documentation & Conservation*, 8, 262–286.
- Daniel, S. M. (2015). Empathetic, critical integrations of multiple perspectives: A core practice for language teacher education? *TESOL Journal*, 6(1), 149–176.
- DeFeo, D. J. (2015). Spanish is foreign: Heritage speakers' interpretations of the introductory Spanish language curriculum. *International Multilingual Research Journal*, 9(2), 108–124.
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Writing

Tags: #writing #writinginstruction #writingpedagogy #writingassessment #writingstrategies #writingquality #argumentation #authorialidentity #writing-to-learn #disciplinarywriting #feedback #self-assessment #revision #collaborativewriting

Aull, L. (2015). Connecting writing and language in assessment: Examining style, tone, and argument in the U.S. Common Core standards and in exemplary student writing. *Assessing Writing, 24*, 59–73.

Investigates the troublesome dichotomy between writing and language in assessment. Parses sample essays from a Common Core appendix, suggesting explicit ways of linking style, tone, and argument to students' (grades 9–12) discursive choices. Calls for greater attention to “hard evidence”—that is, to assessment language and actual uses of academic writing.
#writing #writingassessment #writingstrategies #writingquality

Barone, T. A., Sinatra, R., Eschenauer, R., & Brasco, R. (2014). Examining writing performance and self-perception for low socioeconomic young adolescents. *Journal of Education and Learning, 3*(3), 158–171.

Explores how students perceived changes in their writing abilities after participating in an intensive summer literacy institute focused on reading-to-write. Participants were low-income students in grades 5–7 who lived in an urban housing project ($n = 250$). Employs a mixed-methods approach using interviews, writing samples, and statistical analysis. Reveals that all students perceived improvement in their writing and that pre- and post-test results for 157 students showed improvement. Demonstrates the importance of active learning in the summer to prevent summer writing loss.
#writing #authorialidentity #writing-to-learn

Compton-Lilly, C. (2014). The development of writing habitus: A ten-year case study of a young writer. *Written Communication, 31*, 371–403.

Analyzes how one student's writing dispositions shifted over 10 years (grade 1 through high school). Uses interviews and writing samples to understand the ways in which a student conceptualized his own writing ability and identity both inside and outside of school. Reveals the importance of writer-perceived acknowledgement and validation for the future success of the writer in contexts outside of school.
#writing #authorialidentity #feedback

Corcelles Seuba, M., & Castelló, M. (2015). Learning philosophical thinking through collaborative writing in secondary education. *Journal of Writing Research, 7*(1), 157–200.

Investigates how interaction during collaborative writing enhances secondary students' learning of philosophical thinking. Analyzes peer conversations and quality of individual and group texts during a collaborative argument-writing activity. Finds that the quality of interaction and use of planning guides were related to the quality of the final text and the development of problematization, conceptualization, and argumentation.
#writing #disciplinarywriting #argumentation #collaborativewriting

Dunsmuir, S., Kyriacou, M., Batuwitige, S., Hinson, E., Ingram, V., & O'Sullivan, S. (2015). An evaluation of the Writing Assessment Measure (WAM) for children's narrative writing. *Assessing Writing, 23*, 1–18.

Evaluates the reliability and validity of a writing measure to assess the narrative writing skills of 97 students (ages 7–11) from one primary school in England. Finds that the scoring system

is consistent and stable over time, and that narratives could be scored reliably by different raters. Also finds evidence of validity. Concludes that the writing measure has potential utility for professionals assessing children's writing.

#writing #writingquality #writingassessment

Fidalgo, R., Torrance, M., Rijlaarsdam, G., van den Bergh, H., & Lourdes Alvarez, M. (2015). Strategy-focused writing instruction: Just observing and reflecting on a model benefits 6th grade students. *Contemporary Educational Psychology, 41*, 37–50.

Examines the effects of four different components of writing strategy instruction—modeling, direct instruction, peer feedback, and solo practice—on the writing performance of sixth-grade students ($n = 62$). Finds that strategy-focused intervention was effective, both for product and process. Concludes that modeling, combined with group reflection on models, was a particularly effective way to improve students' writing performance.

#writing #writinginstruction #writingstrategies

Gillespie, A., & Graham, S. (2014). A meta-analysis of writing interventions for students with learning disabilities. *Exceptional Children, 80*, 454–473.

Scrutinizes writing interventions for students with learning disabilities (grades 1–12). Researchers collected 281 total publications on the subject, limiting data analysis to the 43 that met strict inclusion criteria for experimental quality. Calculation of effect sizes of the post-test data indicated that interventions—particularly strategy instruction, dictation, goal setting, and process writing—have positive, statistically significant effects across all grades ($ES = 0.74$). Calls for more true experiments on writing interventions, as well as more multifaceted, evidence-based approaches to pedagogy.

#writing #writingquality #writingstrategies #writingpedagogy

Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing, 27*, 1015–1042.

Studies how US middle and high school instructors teach writing. Samples 285 instructors of middle school language arts, social studies, and science (41% response rate). Notes a rift between instructional practices for writing and Common Core State Standards. Finds overall that middle school students spend little time writing—or being taught how to write.

#writing #writinginstruction #writingassessment

Heitmann, P., Hecht, M., Schwanewedel, J., & Schipolowski, S. (2014). Students' argumentative writing skills in science and first-language education: Commonalities and differences. *International Journal of Science Education, 36*, 3148–3170.

Examines students' argumentative writing in science by comparing it with argumentation in first-language education and with formal reasoning. Analyzes written arguments and reasoning of 10th-grade German students ($n = 3,274$). Finds that first-language education is a more important predictor of argumentation in science than reasoning ability.

#writing #argumentation #writing-to-learn #disciplinarywriting

Jeffery, J. V., & Wilcox, K. (2014). 'How do I do it if I don't like writing?': Adolescents' stances toward writing across disciplines. *Reading and Writing, 27*, 1095–1117.

Uses qualitative discourse analysis of interviews with middle and high school students ($n = 40$) to investigate adolescents' stances toward content-area writing. Draws upon data from the National Study of Writing Instruction to compare students' stances toward writing across disciplines, grade levels, and achievement histories. Finds that students expressed a higher proportion of positive stances toward writing in ELA classrooms than in social studies, math, or science because writing tasks in ELA most often afforded students the capacity to create arguments and express

ideas. Suggests that writing pedagogy in disciplinary classrooms must allow students to expand upon, not merely transmit, content knowledge.

#writing #discourse/culturalanalysis #disciplinarywriting

Juzwik, M. M., & McKenzie, C. (2015). Writing, religious faith, and rooted cosmopolitan dialogue: Portraits of two American evangelical men in a public school English classroom. *Written Communication, 32*, 121–149.

Employs portraiture methodology to explore how the “cosmopolitan turn” in literacy studies is complicated by the religious faiths of students and teachers in cosmopolitan-minded writing pedagogy. Narrates tensions that emerged in an English classroom for one evangelical Christian teacher and one evangelical Christian student, between being “worldly” and remaining rooted in one’s own faith traditions. Finds that the student rejected cosmopolitan dialogue in favor of honoring God. Raises questions about the significance of religious roots and the role writing plays in engaging youth across ethical difference.

#writing #writingpedagogy

Kim, Y. S., Al Otaiba, S., Wanzek, J., & Gatlin, B. (2015). Toward an understanding of dimensions, predictors, and the gender gap in written composition. *Journal of Educational Psychology, 107*, 79–95.

Compares various approaches to scoring texts written by second- and third-grade students, focusing on writing quality, productivity, and curriculum-based measurement (CBM). Finds that writing quality, productivity, and CBM are separable constructs but that quality and CBM are highly related.

#writing #writingquality #writingassessment

McNamara, D. S., Crossley, S. A., Roscoe, R. D., Allen, L. K., & Dai, J. (2015). A hierarchical classification approach to automated essay scoring. *Assessing Writing, 23*, 35–59.

Explores a new hierarchical classification approach to automated essay assessment. Analyzes essays ($n = 1,243$) with several prompts ($n = 14$) across grade levels ($n = 3$) and time limits ($n = 4$). Compares the automated score with the human score and finds that 55% of the automated scores matched and 92% of scores were adjacent, which demonstrates promise for this type of assessment in the future.

#writing #writingassessment #feedback

Ryan, M. E. (2014). Reflexive writers: Re-thinking writing development and assessment in schools. *Assessing Writing, 22*, 60–74.

Argues that making students aware of their writing choices and the impact of those choices on the writing product is a critical aspect of self-assessment. Explores how writers (ages 10–13) from two linguistically and culturally diverse schools make and manage decisions in various writing contexts. Identifies four modes of reflexivity in student writing and talk. Offers “stepping back” strategies to help students interrogate their writing decisions and to prompt self-reflection.

#writing #writingassessment #self-assessment

Singer Early, J., & Saidy, C. (2014). A study of a multiple component feedback approach to substantive revision for secondary ELL and multilingual writers. *Reading and Writing, 27*, 995–1014.

Assesses the effectiveness of a feedback-based revision intervention for 10th-grade ELL and multilingual students as they wrote argumentative essays. Compares the revising performance of those who received the intervention with those who did not and describes the type and frequency of revisions made. Finds that a feedback approach that combined direct teaching, model texts, and self- and peer-led feedback made a statistical difference in the likelihood that

students would revise for developing argument, and that struggling writers in this study learned to make sophisticated and substantive revisions.

#writing #writinginstruction #revision #feedback

Wilcox, K. C., Yagelski, R., & Yu, F. (2014). The nature of error in adolescent student writing. *Reading and Writing, 27*, 1073–1094.

Examines the error rates of L1 and L2 writers in English language arts and social studies. Analyzes 178 essays from 67 students (grades 10 and 12). Finds higher error rates in social studies than in English language arts and more errors in the written work of L2 writers than L1 writers. Also finds that most types of errors appeared infrequently.

#writing #secondlanguageliteracy #writingquality #writingassessment

Other Related Research

Abdollahzade, E., & Taak, M. (2014). Planning time and writing quality in expository writing. *Procedia-Social and Behavioral Sciences, 98*, 29–35.

Alharbi, A., Hott, B. L., Jones, B. A., & Henry, H. R. (2015). An evidence-based analysis of self-regulated strategy development writing interventions for students with specific learning disabilities. *Journal of Special Education and Rehabilitation, 16*(1–2), 55–67.

Alstad, Z., Sanders, E., Abbott, R. D., Barnett, A. L., Henderson, S. E., Connelly, V., & Berninger, V. W. (2015). Modes of alphabet letter production during middle childhood and adolescence: Interrelationships with each other and other writing skills. *Journal of Writing Research, 6*(3), 199–231.

Baaijen, V. M., Galbraith, D., & De Glopper, K. (2014). Effects of writing beliefs and planning on writing performance. *Learning and Instruction, 33*, 81–91.

Baba, K., & Nitta, R. (2014). Phase transitions in development of writing fluency from a complex dynamic systems perspective. *Language Learning, 64*, 1–35.

Babayigit, S. (2015). The dimensions of written expression: Language group and gender differences. *Learning and Instruction, 35*, 33–41.

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Beauvais, L., Favart, M., Passerault, J. M., & Beauvais, C. (2014). Temporal management of the writing process: Effects of genre and organizing constraints in grades 5, 7, and 9. *Written Communication, 31*, 251–279.

Boettger, R. K. (2014). Explicitly teaching five technical genres to English first-language adults in a multi-major technical writing course. *Journal of Writing Research, 6*, 29–59.

Bouwer, R., Béguin, A., Sanders, T., & van den Bergh, H. (2014). Effect of genre on the generalizability of writing scores. *Language Testing, 32*, 83–100.

Bray, L., Mrachko, A., & Lemons, C. (2014). Standardized writing opportunities: A case study of writing instruction in inclusive classrooms. *Teachers College Record, 116*(6), 1–40.

Chang, C. Y. H. (2015). Teacher modeling on EFL reviewers' audience-aware feedback and affectivity in L2 peer review. *Assessing Writing, 25*, 1–20.

Cheng, K. H., Liang, J. C., & Tsai, C. C. (2014). Examining the role of feedback messages in undergraduate students' writing performance during an online peer assessment activity. *Internet and Higher Education, 25*, 78–84.

Cheung, Y. L. (2015). A comparative study of paper-and-pen versus computer-delivered assessment modes on students' writing quality: A Singapore study. *Asia-Pacific Education Researcher*. Advance online publication. <http://link.springer.com/journal/40299>

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Comer, K. B., & Harker, M. (2015). The pedagogy of the digital archive of literacy narratives: A survey. *Computers and Composition*, 35, 65–85.

Cushing Weigle, S., & Friginal, E. (2015). Linguistic dimensions of impromptu test essays compared with successful student disciplinary writing: Effects of language background, topic, and L2 proficiency. *Journal of English for Academic Purposes*, 18, 25–39.

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