Discourse/Narrative Analysis/Cultural Difference


Uses discourse analysis to study synchronous chats and asynchronous posts in an online course for preservice middle school teachers taught by the first author. Students constructed the asynchronous postings as teacher-centered but student-controlled. Over time, the chats became a hybrid space with both conventional teacher discourses and student rearticulation of conventional social relations. The article ends with implications for teachers related to the challenges and potential of being decentered in the classroom.


Analyzes language used by a small group of Black queer youth to assert agency and undercut the effects of marginalization and oppression. The youth engaged in analysis along with the researcher to identify the function of borderland discourses, such as Gaybonics, to position themselves as agents. Addresses implications for youth activism beyond the assertion of agency.


Examines discourses in focus interviews with bilingual adults enrolled in a program to become teachers of English Language Learners. Corporate structures, individual agency, and face-to-face interaction all played a role in participants’ identification processes related to bilingualism and becoming ELL teachers. Underlying tensions were evident in participants’ discourses related to bilingual identity. Despite their own bilingual identities, participants did not necessar-
ily view bilingualism as a resource. The researchers used these findings to create interventions that would serve the goal of developing more critically minded bilingual teachers.


Analyzes interviews with children in a 3rd grade classroom that had been engaged in critical literacy practices. The interviews centered on a social action project that the children took up on their own that involved desegregating gender divisions at lunch tables. Discourse analytic tools based on Gee's (1999) methods were used to identify the students' cultural models, situated meanings, and social identities. The authors advocate a sociological approach to critical literacy that helps students to grapple with the intersection of social structures, texts, and their lived realities.


Analyzes the discourse of one teacher to determine how she used narratives during a Holocaust unit to build an ethos of authority as a teacher. Rhetorical features of the narratives were examined in relation to each narrative subgenre. The majority of narratives were event and experience narratives that conveyed basic information. Hypothetical and dramatic narratives provided a bridge between imagination and historical fact. Implications point to the important function of narrative to shape knowledge and artfully construct teacher authority.


Using the example of the Ebonics debate, the author shows how pedagogical discourses are shaped by the political economy and the rhetoric of fast capital. Implications point to new pedagogies that strengthen connections between rhetorical analysis and writing by incorporating analysis of how we talk about the teaching of writing.


Within the framework of Banks' (1998) model of multicultural curriculum transformation, the author studied an African American English teacher's work in a predominantly White school. The teacher provided her students with a critical transformational approach to English studies valued by her students, but discourses and belief systems within the school created obstacles and lack of support for her work. The author concludes that teachers' cultural and racial identities shape their curricular decisions and that critical multicultural education is important in all contexts.


Analyzes children's uses of gay-themed discourses in teacher-led class discussions and in non-instructional peer talk in a 5th grade class. Finds that students' peer talk openly included gay-themes, whereas instructional talk precluded such themes. Argues for pedagogic conversations that situate sexualities as discursively constructed and presents an example of how this might work in practice.


Reviews scholarship on critical discourse analysis across five social science databases with the purpose of understanding how educators use CDA and how its use by educators shapes CDA.
method and theory. Findings show that definitions of CDA and theories of language underlying the studies are multifarious, methods are rarely delineated, and research contexts are integral to the empirical studies. The review demonstrates that educational researchers are reconceptualizing CDA for their purposes in educational contexts.


Examines the writing and conversations of a diverse group of 8th grade students who attend a voluntary after-school writing group where they discuss and write about race relations at their desegregated school. Conflating racism with race talk, the students were comfortable writing fiction about racism in school life but not in representing their school as a place where race was a subject of discussion or action. Findings suggest the importance of educators listening carefully to young people’s understandings of race and helping them to distinguish between talk about race and racist talk.

**Other Related Research:**


Literacy


Examines the discrepancy between assessment information derived from teacher ratings based on observation checklists and standardized tests for 205 kindergarten students in rural Canada to determine the degree to which contextual assessments are valid judgments about children’s early literacy skill development. Focuses on whether teacher rating-scale data were valid in relation to outcomes obtained on standardized measures, the extent to which they were discrepant, and the variables that influenced the discrepancy between results obtained on the two measures. Finds systematic discrepancy between teachers’ rating of students’ emergent literacy skills and students’ performance on a standardized direct measure, discrepancies closely associated with child, family, student gender, and behavioral factors. Suggests the need for training teachers in the validity of these different measures, particularly in terms of variations in students’ sociocultural backgrounds.


Examines the effects of literacy learning delivered via laptop computers for 11- to 12-year-old students. Researchers randomly assigned the 155 students to an ICT group or a control group. Finds that using the computer did not lead to higher spelling outcomes. For reading, a reduction of students’ scores was found as a result of the ICT intervention.

Argues that issues surrounding adolescent literacies problematize the relationship between the acquisition of core skills, the need to connect with a more expansive repertoire of literate practices, and a middle-school reform initiative that encourages greater connectedness to the world of the adolescent. Explores the concept of adolescent literacy through the terms public literacy and private literacy via a case study representing one teacher and one student’s construction of literacy in an 8th-grade homeroom. Argues that the private literacies of adolescents need to be teased out and embedded within middle-school reform.


Surveys Head Start preschool teachers nationally to find that teachers employ a range of different strategies to foster literacy learning, with a particular focus on print awareness and book understanding and less emphasis on phonological awareness. Teachers focus on creating contexts to foster literacy learning and support the need for daily literacy instruction.


Examines the influence of "literacy brokers" who mediate and influence the journal publications of research from non-English-speaking scholars into English. Analyzes the development of three texts to document these literacy brokers’ considerable influence on the construction of academic knowledge in the process of translating and editing the work of non-English-speaking scholars.


Examines the impact of Early Head Start on three-year-olds from 3000 families enrolled in 17 programs. Compared to control-group children, children in the program performed better in cognitive and language development, displayed higher emotional engagement, and showed lower aggressive behavior. The parents in the program provided more emotional support and language activity, read more frequently, and spanked less than did control parents. The most prominent impact was found in programs that combined home-visiting and center-based services.


Examines the effects of morphological awareness, phonological memory, and phonological decoding on 4th- through 9th-graders’ reading comprehension, reading vocabulary, spelling, and accuracy and rate of decoding morphologically complex words. Morphological awareness made a significant, unique contribution to reading comprehension, reading vocabulary, and spelling for all grade levels and to all decoding rate measures for 8th and 9th graders. Suggests the importance of morphological awareness on literacy development.


Tracks syntactic development of 120 participants ages 7 to 49 in conversational versus expository discourse. Finds greater syntactic complexity in expository than conversational discourse for all age groups, although there were individual differences across discourses. Growth in complexity, particularly in mean length of T-unit and relative clause production continues into early adulthood and then stabilizes.
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Literary Response/Literature


Investigates whether commercial phonics-based programs were more effective than literature-based programs in developing 100 students' reading and reading strategies in four 2nd grade classrooms. Students in each classroom (two phonics-based and two literature-based) read aloud and retold leveled stories that were challenging but not frustrating. The researchers followed standard miscue analysis procedures, and followed with both unaided and aided retelling. All students were also given a standardized phonics test. Data were analyzed according to the type of language cues the children used (graphophonic, syntactic, semantic) and their comprehension. Analysis revealed a decided advantage for the students in literature-based classrooms who not only exhibited the ability to use phonics to decode, but also to use semantic and syntactic cues to self-correct, thus increasing the likelihood of comprehension.


Analyzes a group of largely African-American middle-school students' discussion responses to identified textual/literary features of three "culturally conscious" African American children's books. Identifies the recurring cultural themes of forging family and friend relationships, confronting and overcoming racism, and surviving city life. Categorizes responses based on 13 categories related to application of cultural knowledge and literary understanding (for example, uncovering motives, affirming or opposing choices, distinguishing viewpoints, and scrutinizing depictions). Finds a high level of engagement with the theme of beliefs in the supernatural as well as evidence of code-switch from AAVE to Standard English in written literary responses. Suggests the value of focusing on recurring cultural themes in teaching multicultural literature.

Analyzes a group of working-class, late-elementary-age students’ literary responses, writing, and identity construction, students with whom the researcher worked with over a four-year period. Finds that her students enjoy writing and sharing horror fiction that dramatizes violence derived from popular culture versions of horror fiction, as well as sharing responses to more canonical literary texts. The meshing of the researcher’s own middle-class discourses and turn-taking practices with the students’ working-class discourses and language use created a carnivalesque (Bakhtinian), bilingual hybrid discourse for negotiating differences between home and school cultures. Suggests the need to import “the real” from popular culture into the classroom.


Describes the behaviors and language used by one 2nd-grade teacher to promote small-group dialogue about mystery books and related literary concepts. Analysis of teacher-student talk suggests that teacher-fronted discourse can be important to achieving students’ eventual participation in true dialogue. Findings also suggest that the use of non-evaluative responses and linguistic and paralinguistic cues can help scaffold students’ participation into genuine classroom dialogue.


Analyzes children’s responses to picture books, in which students expressed responses through stories, drawing, or drama; 2nd grade students’ responses to seven re-readings of *Louis the Fish*, and changes in responses in the same two males at ages 5 and 7 and ages 7 and 13 to two fantasy novels. Finds that employing imaginative approaches and texts can foster rich responses in children.


Draws on Bakhtin’s notion of “ideological becoming” to consider how dialogic exchanges focused on works of literature can support or subvert critical understandings. Analyzes two female college students’ responses to “The Yellow Wallpaper” (Gilman, 1899) to determine how they changed their critical stance on inequities in gender and marriage as they participated in post-reading events in their literature class. Finds that the students shifted away from voicing an initial critical stance after participating in a class discussion to adopt a reading that reflected dominant ideologies, reflecting the influence of “norming” effects of group attitudes. Suggests that literature teachers who introduce multiple perspectives need to have explicit strategies for supporting students’ emerging critical perspectives.


Studies the effect of three different teacher authority conditions on two 9th grade classes’ discussions of poetry: the teacher taught 1) a poem he had written, 2) a poem he had taught many times previously, and 3) a poem that he saw for the first time along with his students. Analyzes turn-taking, kinds of reasoning, and knowledge sources in the discussions. Finds significant differences in treatment effect; the condition in which there is less influence of teacher authority fosters more student dialogue, although the treatment effect can vary according to differences in the social dynamics at work in discussions.

Examines which book-length works were taught most frequently in Alabama high school English language arts classrooms in order to examine integration of multicultural texts. Finds that common lists of selections tended to have a Eurocentric and patriarchic bias, but that a wide variety of books are taught, and that what teachers consider “classics” do not necessarily reflect the traditional canon. Suggests that lack of resources, concerns about censorship, time constraints, and lack of knowledge about multicultural literature affect teachers’ decisions to teach multicultural literature in the classroom.


Analyzes 12 female middle-school students’ children’s book writing in terms of “recontextualizations” of settings, characters, language, and popular culture in ways that mediate between their community and school cultures. Finds that students create characters of color to address the lack of such characters in their school reading. African American Vernacular English for use in dialogue, popular culture artifacts, and music in constructing characters’ appearance and practices. Suggests the value of using writing of children’s books to foster critical literacies.


Analyzes preserve English teachers’ responses to a young adult novel portraying challenges to normative sexual stereotypes. Draws on consciousness theory to examine how participants’ responses reflect tensions between the normative discourses related to sexuality operating in teacher education programs and methods courses versus the need to interrogate those normative discourses. Develops theories on how preservice English teachers’ conscious awareness of their own identities evolved during their teacher education programs.


Follows six 16-year-old Black girls as they studied Morrison’s *The Bluest Eye* in their high school English class. Finds that these girls used their reading of the novel to explore their own life experiences rather than to explore the story itself. As they did so, they examined the forces that created boundaries in their own lives, challenged these boundaries, and worked together to construct their identities as young Black women.


Investigates the influence of teacher- versus student-centered approaches to literary education on students’ book-reading frequency later in life. Eighty-five mother-tongue teachers in Dutch secondary education were retrospectively questioned about their literature instruction in a random year between 1975 and 1998. About 700 former students of these teachers were interviewed about their current reading frequency. Finds that a student-centered approach to literature teaching is associated with higher book-reading frequency, while a teacher-centered approach is associated with lower book-reading frequency in later life.


Investigates the reading-to-write processes of literary scholars. Focuses on the special “topoi” or
commonplaces used by scholars, and the extent to which they engage in knowledge building. Nine English department faculty members read four poems under think-aloud conditions and composed written arguments. Finds that different “topoi” are used during reading and during writing arguments. Some topoi are used for communal knowledge-building, others merely seem to function as audience appeals.

Other Related Research:


Reading


Explores the affective responses adolescents report while reading expository texts during a computer-based task. Focuses on the relationship between students’ affective responses and the intensity of these responses and decisions to continue reading. Finds that the substance and intensity of affective responses to text content influence further participation. If interest is alive, students are likely to continue reading; when the text was experienced as only mildly interesting or “boring,” students took the first opportunity to quit reading.


Reports on two vocabulary studies conducted in K-2nd grade classrooms and implemented by the regular teacher. Study 1 examined vocabulary growth in response to pretesting, number of times books were read, and meaning explanations. Finds that repeated readings of books led to a 12% gain in word meanings, adding explanation of words added 10% for a total gain of 22%, but that reading books two versus four times had different effects by grade level. Study 2 tested a more intensive format for word instruction and transfer, with additional works taught and
multiple opportunities for review. Study 2 finds that a greater number of words were learned and attributes this to added reviews and the instruction of word meanings.


Examines whether poor comprehenders have comprehension difficulties in general, or problems with making particular types of inferences. Analyzes the performance of 10 poor and 10 normal nine-year-old readers on two reading comprehension tests. Finds that poor comprehenders were able to make cohesive inferences, but performed poorly on generating knowledge-based and elaborative inferences. Concludes that poor comprehenders would benefit from support in the use of real-world knowledge to generate inferences during reading.


Investigates the teaching patterns and levels of support displayed by young African American mothers while interacting with their preschool-aged children in their homes. Mother-child interactions were videotaped, coded, and later categorized into two styles (story readers and story tellers) and three teaching patterns (low support and low teaching; support and low teaching; support and teaching). Finds that children’s vocabulary and school readiness are improved when they are exposed to a more interactive and supportive maternal teaching pattern.


Investigates the role of morphemic structure on students’ word-reading skills through two studies. The first study analyzed 2nd through 3rd grade and 5th through 6th grade students’ reading of words that contain a base word plus affix, versus a similar word with only one morpheme (e.g., hilly versus silly). The second study compared middle and high school students’ reading of derived words that were phonologically transparent (e.g., security) versus derived words with a sound shift (e.g., precision). Finds that morphemic structure plays a role in reading derived words: students read derived words more quickly and accurately than similar words that contained only one morpheme. At the secondary level, students more quickly and accurately read phonologically transparent derived words. Emphasizes the need to include morphemic analysis in models of word-reading development.


Examines the reading motivation of 4th grade students by interviewing a random sample of students from various achievement levels and levels of motivation (as perceived by their teachers). Finds that students are motivated to read narrative texts that connect to their personal interests, that have specific characteristics such as being “funny,” and that they are allowed to choose themselves. Factors that contributed to motivation for expository texts include the knowledge students gain, as well as personal interest and choice. Students described being motivated to read by family members, teachers, and their own intrinsic motivation. Children in the study frequently mentioned peers as influencing what books to select and being motivated to read them.

Reports the findings of one high-poverty elementary school's change process as it moved from a rating of under-performing to moving off of this list four years later. Focuses on the critical elements of change required each year in the process, including attention to context, coherence, coaching, and compassion. Findings indicate that change requires a district commitment to stability in the teaching force and staff of the school over multiple years to allow a committed staff to work through multiple years of learning and work on core issues. Coherence also involves a staff commitment to a common literacy framework used to guide literacy teaching, learning, and assessments, and high-quality professional development that spans multiple years. Coaching by professionals and peers was critical to success as well as ongoing observations and feedback from the principal. Attention to understanding the challenges facing parents and their children in this context and developing compassion for these individuals was also key to the school's success.


Investigates the use of stimulating tasks to increase students' situational interest, during integrated reading and science instruction in 3rd grade. Two classrooms provided a high number of stimulating tasks, while two other classrooms provided a low number of stimulating tasks related to reading. Finds that a number of stimulating tasks increased students' motivation, which in turn was associated with increased reading comprehension on a standardized test.


Investigates individual differences in reading styles, and the degree to which competent adult readers are aware of their reading style. Participants read a long expository text while their eye fixation patterns were registered. Awareness of reading behavior was assessed by a questionnaire. Identifies three types of readers: fast linear readers, slow linear readers, and topic structure processors. Readers were aware of their reading speed, look-back, and re-reading behaviors. Looking back correlated positively with success in recalling the main points of the text. Concludes that look-back behavior is an indication of strategic reading.


Describes the Reading First Assessment Committee's (RFAC) framework for gauging the adequacy of tools available to assess reading measures used with students in grades K-3. This information is intended to provide state and local educational agencies with information that might help in the selection of reading assessment instruments. Applies the framework to a sample of tests, describing the selection and coding system. Provides findings centered on the "trustworthiness" of assessments available to practitioners. Indicates that if high and rigorous standards were used to assess trustworthiness, then very few tests would meet the minimal requirements. Suggests that the test developers use the RFAC's documents to improve their work, and school districts use these methods in selecting assessments.


Reports part of a larger ethnographic study of language and work in a small circuit-board manufacturing plant with a racially, ethnically, and linguistically diverse work force. Studied the preparation and use of quality-control documents, embedded within a sociocultural perspective on literacy, and collected observational and interview data over two time periods. Found that work teams generally organize according to ethnolinguistic background and often invoke local power and agency in engaging in quality-control documents.

Examines longitudinal data collected at four points in time across the kindergarten and first-grade years as part of a large national study of more than 8,000 students. Attempts to understand the relative importance of various individual and school-level factors on reading achievement at the end of 1st grade. Uses a three-level (time-student-growth) model to characterize students' growth during the first two years of school. Finds that student-level variables such as socioeconomic status (SES), race, and mother's age at her first birth were best able to explain differences in initial status at kindergarten entry. SES also predicted summer reading growth. Suggests that the achievement gap is in major part due to differences in reading skills at kindergarten entry, combined with the decline of reading skills during non-instructional periods such as summer.


Explores reading fluency as a contributor to reading proficiency of 9th grade students. Assessed reading fluency development among 9th graders and found a moderately strong correlation between fluency and overall reading proficiency as measured by a standardized achievement test. Findings suggest that reading fluency is a significant variable in secondary students' reading and overall academic development. Calls for more research into the role of reading fluency among older students, especially those experiencing difficulty in achieving high levels of literacy.


Investigates the effectiveness of an instructional program designed to teach 2nd-grade children how to comprehend compare-contrast expository text. Demographically similar 7-8-year-olds participating in this study during the 15 sessions were randomly assigned by classrooms in three schools to the following conditions: text structure, content only, and no instruction. Finds that the text structure participants learned content and are able to demonstrate transfer of what they learned to content beyond that used in instruction. Suggests that content area instruction has optimal impact when it addresses both text structure and text content.


Examines the processing strategies of 11- to 13-year-old students in making sense of two conflicting accounts of a historical event. Examines the relation between students' strategies during processing (using a think-aloud methodology) and the complexity of their subsequent reasoning about the historical event. Finds a positive relation between processing and reasoning. Students who made more effort to establish connections within and across texts, and explained the connections during processing, produced more complex explanations after reading.


Describes two studies that document children's exposure to, and experiences with, information text as read-alouds in preschool (Study 1) and home (Study 2) contexts. Study 1 gathered information from preschool through 3rd grade teachers about read-aloud frequency and titles of selections. The other study (Study 2) explored the types of books read aloud by parents and other family members to one class of kindergarten students during a seven-month time period.
through the use of reading logs. The studies looked at and classified 3,677 titles into text types; narrative, informational, mixed, and other. The first study documented the 1,487 books read aloud to preschool through 3rd grade students and noted 77% (1,132) of books were narratives compared to 8% (120) informational books and 1% mixed (20) texts. The second study followed kindergartners to find that 77% (1,132) were narrative with 7% (110) informational and 3% (50) mixed. The findings in these two studies confirmed that informational texts are a small proportion of read-alouds in early childhood classrooms, scarcity of informational text read-alouds appear as early as preschool and continues at least through 3rd grade, informational books maintain their low status even when teachers read more than one book, young children have very limited experience with informational texts as read-alouds at home, and especially in Study 2 (at home with kindergartners) there is some evidence that boys may hear more informational texts than girls. Brings to the critical front the consequences of limited experiences with informational text throughout and beyond the early childhood years as an area for ongoing attention and research.

**Other Related Research:**


### Professional Development/Teacher Education


Tracks two California teachers' resistance to the mandated Open Court literacy instruction in that state. Finds that teachers were motivated to resist, given their professional principles; they are often limited in the degree to which they can act on those principles within the context of controls inherent in mandated instructional programs, undermining their creativity, expectations, use of alternative methods, and sense of professionalism. Finds that these teachers also face being ostracized by their colleagues. Suggests that mandated programs may undermine the professionalism of high-quality teachers.


Examines the development over five years of preservice teachers learning to teach to diversity and address issues of equity. Finds that teachers benefited most from including aspects of cul-
tural and language difference, examination of issues of equity, and modeling of culturally responsive pedagogy in their methods courses. For their practicum and student teaching experience, teachers benefited from ongoing support and scaffolding of a focus on these aspects of their program by supervisors, cooperating teachers, and cohort interactions.


Analyzes the teacher education experience of one teacher moving through the contexts of his university program, student teaching site, and first job—in learning how to teach. Finds that he confronts tensions within his program and between his program’s beliefs about teaching and those operating in the schools. Suggests the need for teacher education programs to provide greater conceptual unity, and that when such programs do not provide conceptual unity, even strong student teachers can emerge without essential critical tools to inform and motivate their teaching.


Analyzes issues associated with implementation of The Manitoba School Improvement Program on teachers’, administrators’, and educational consultants’ attempts to evaluate student work. Finds that a focus on evaluation and evidence-based decision-making can be transformed from a reaction to external mandates to a central orientation focused on assessing the fundamental aims of schooling. Finds that the quality of the curriculum of professional development plays an important role in the effectiveness of the program.


Examines issues of transplanting the culturally and institutionally grounded Japanese practice of lesson study into American contexts. Identifies three critical needs: expanding the knowledge base about lesson study in Japan and the US, explicating how lesson study serves as a mechanism for innovation, and fostering design-based research cycles. Suggests the need to consider refining the use of lesson study within this country.


Examines the discourses in preservice literacy teachers’ narratives in terms of the dialogic tensions associated with the development of their professional identities during their teacher education program and experiences in community-based internships. Finds tensions between authoritative and internally persuasive discourses associated with operating in culturally diverse settings, particularly in terms of challenging their discourses of diversity and social justice. Suggests the value of immersing preservice teachers in and fostering reflections about diverse community-based experiences.

**Other Related Research:**


**Second Language Literacy**


Compares the development of phonological awareness and word decoding in English and Chinese for 204 five- and six-year-olds who were monolingual English-, bilingual English-Chinese-, or Chinese-speaking. Finds that the three groups demonstrated different progress in their early literacy and phonological awareness acquisition. Because of differences in the two writing systems and the specific strategies needed to decode words in each, bilingualism per se did not influence overall decoding results. Rather, children’s level of proficiency in each language, their progress in literacy development, and the relation between the two writing systems were most influential. Stresses the importance of considering all these factors in research examining how children become literate in two languages.


Investigates the theoretical and practical tensions within and among English fluency and content-area academics for English language learners. Subjects are representative of California’s high school cohorts, considering both residency and schooling prior to immigration (n=355). Finds that the complexity of learning English and academic success are also reflections of student opportunity and teacher expectations to gain and demonstrate competency in content areas. Invites all stakeholders to look at academic rigor across English language models and longer-term access to education beyond high school.


Engages working-class immigrant parents in conversations and written narratives about their engagement in the educational lives of their children. Discusses practices and structures for dialogues that describe participation inside and outside the classroom. Claims process-oriented interactions in particular spaces, using specific forms of capital, creates parental engagement that benefit children’s school experiences.


Describes a literacy project designed to encourage students’ in-class use of both Spanish and English through collecting and translating family stories. The program built on 4th grade Latino students’ funds of knowledge by focusing on their languages and families as key cultural resources. Provides examples of how students collected family stories, wrote them down and
brought them to school. Stories were then written up and translated into Spanish or English, and published in a collection. Suggests that connecting with families, building on funds of knowledge, and valuing bilingual literacy in the classroom enhance students' intellectual development and support bilingualism.


Replicates an earlier study that analyzes student self-corrections and revisions of narrative compositions. Students in this research were fluent in Spanish and Nahuatl and had participated in the initial study. Investigates how bilinguals might, or might not, apply the Common Underlying Proficiency (CUP) (Cummins, 2000) and "interdependence hypothesis" (Cummins, 1981, 1991). It appears that the underlying proficiencies of self-correction and revision from students' national Spanish are evident in their indigenous Nahuatl. Confirms missed opportunities in formal school setting when bilinguals receive instruction in one language.


Examines how students in two 5th grade classrooms collaboratively generate knowledge through drama. A critical analysis of the student text, produced through a range of dramatic techniques, illustrates how students' identities and their understandings of school-based literacy practices come together. Fictional lives and actual lives and identities are explored through drama, giving students dynamic, in-between spaces to express themselves. Researchers show how students' perspectives and knowledge can be put in the service of students' own educational and social empowerment.


Examines validity of language instruments used to test the English oral language proficiency of English Language Learners. Subjects for this research are non-Hispanic White and Hispanic native English speakers representing various socioeconomic levels. Uses frequency and t-tests and ANOVA to compare mean assessment scores and individual variables and correlations. Concludes that depending on the assessment utilized, native English speakers are not scored as "fluent." Highlights that English Language Learners with low scores on these assessments are poised for academic failures and become unnecessary candidates for special education referral.


Uses data from a longitudinal study involving 135 Latino 4th-grade students documenting students' acquisition of literacy skills in Spanish and English. Explores relationships among decoding skills, vocabulary knowledge, listening, and reading comprehension in relation to language of initial instruction. Examines possible cross-linguistic effects and attempts to add to a holistic model of reading development for Spanish speakers learning to read in English. Finds that oral language and reading proficiencies appear to be strongly mediated by instructional language, and that at the upper-elementary level oral language proficiencies exhibit stronger effects on reading comprehension outcomes. Notes a significant relationship between vocabulary knowledge in Spanish and English reading fluency.


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Analyzes the reading performance of 183 Spanish-speaking students in K-2nd grade in three schools with varying instructional programs: structured “English immersion,” developmental bilingual, and dual language. Examines factors outside of the instructional program such as ethnic composition, socioeconomic level, and language use in the community; family language and literacy activities; and their interplay with the types of school programs. Finds that while students’ performance outcomes are higher in the language of instruction, attributing this solely to instructional program is problematic. Suggests that language exposure at home and in the community interacts with language of instruction at school to influence performance outcomes in reading in Spanish and English, and that longer-term studies must take these factors into account.


Uses a best-evidence synthesis methodology to glean insights from experimental studies focusing on the effects of language of instruction for English learners’ reading success (bilingual versus English-only). From the systematic literature search, 17 studies were found that met inclusion standards. Finds the majority of studies support a bilingual approach, and a smaller number show no difference between approaches. Of special note were the positive results obtained from paired bilingual approaches, in which students receive instruction in each language at separate times of the school day. Stresses the need for additional high-quality studies examining the effects of bilingual versus “English-immersion” instructional programs.


Examines the cross-language phonological and orthographic relationship for 45 1st and 3rd grade, native Korean-speaking students acquiring literacy in Korean and English. While cross-linguistic transfer of phonological skills has been documented in alphabetic languages with similar writing systems, the Korean language provided an opportunity to compare alphabetic languages with visually distinct orthographies. Finds that phonological skills in the first and second language were highly correlated, and that first-language phonological skills facilitate decoding in English. Finds limited orthographic transfer in learning to read two different writing systems. Results suggest the importance of paying attention to the specific ways students’ first-language skills can be transferred to second-language literacy skills.

Other Related Research:


**Technology/Media**


Compares instructional effects of media analysis on middle-school students’ understanding of Channel One programming—with some students receiving media analysis instruction versus a control group that did not receive instruction. Finds that students in all groups remember more ads than news stories. Students receiving instruction recall more news stories and ads and viewed the ads from a more critical perspective than control group students: about a third of the students thought that the school had control over the ads. Suggests the need for media-literacy instruction in conjunction with using Channel One programming.


Investigates how 40 graduate students’ participation in Blackboard online discussions about teaching YA literature affects their discourse and learning. Finds that discussing a book online over a period of time enhances both their individual understandings and the quality of their group’s discussion due to time for reflection and organizing thoughts before posting discussion items. Attributes some of the success of the online discussions to face-to-face support in class.


Reports on the use of asynchronous discussion as part of a college-level literacy course. Notes that this preferred discussion form creates a “text of talk” of students’ reflection and scaffolding. Cautions that although this text of talk that has the potential to promote reflection, given the response time and removal of the instructor as the dominant presence as in face-to-face discussions, instructors need to structure online discussions to promote both communication and
critical thinking and to promote writing online as both process (discussion) and product (document to be assessed).


Analyzes how a fanfiction site devoted to the anime series Card Captor Sakura serves to help ELL students build social connections with other site users and develop their writing through peer feedback. Finds instances of positive, constructive feedback to writing, the development of a sense of community membership, and intolerance to flaming practices. Suggests the value of providing students with supportive audiences found on these sites.


In contrast to the usual survey analyses of media use, observes 400 people’s 5,000 hours of actual media uses in their homes in Muncie, Indiana. Finds high levels of “concurrent media exposure” (CME) due to the increased interest in media “multitasking.” Notes how common CME is, how much of the media day it occupies, and what media are regularly combined in concurrent exposures. Among a range of findings, reports that TV-viewing is commonly combined with other media, with TV and the Web being the most common CME pair. When experienced simultaneously with TV viewing, radio, or the Internet, magazines and newspapers demand the most selective attention, suggesting that print media requires more attention relative to other background media. These CME pairings vary with different age groups of the media users. Suggests the need to study the influence of CME multitasking on people’s understanding of media texts.


Reviews research on students’ database searches. Finds that students are often attempting to find “correct answers” or specific information related to a question as opposed to knowing how to use or synthesize information to address a question or topic, browse in an unsystematic manner without any defined sense of purpose or direction, and have difficulty judging the validity or reliability of information on a site. Suggests that students need to be continually self-monitoring to determine if the information they are acquiring addresses their questions. And, as they are navigating hypertext links on sites, they need to critically reflect on the information so that they are purposefully making choices to click on certain links.


Examines the functions of Instant Messaging (IM) among seven youths who regularly use it to understand what functions IM served in participants’ lives and how their social identities shaped and were shaped by it. Conducted interviews, videotaped IM sessions, and adapted a verbal reporting procedure to document the IM strategies used. Using analysis based in grounded theory, found that participants manipulated the tone, voice, word choice, and subject matter of their messages to fit their communication needs, negotiating multiple narratives in the process. On the level of social networks, participants designed their practice to enhance social relationships and statuses across contexts.

Discusses the results of a four-year longitudinal study of the attitudes, beliefs, and experiences of 18 preservice teachers about the use of popular culture in the primary literacy curriculum in England against the backdrop of increased centralization and government control of teacher education in England. Focuses on group interview data of years one and three for three of the original 18 participants purposefully selected because of the theoretical frameworks they represented in their responses. Illustrates that positive attitudes toward the use of popular media related to the way in which popular-culture texts could be used to enhance motivation and orient children toward schooled literacy practices rather than valuing popular media in its own right or as a way to promote critical literacy. Using Bourdieu's formula (habitus x capital) + field = practice (1984, p. 101), concludes that habitus counteracted preservice teachers' inclinations to use popular culture, based on their utilitarian beliefs that popular texts could be used to orient children to schooled literacy practices.


Draws on data gathered from a five-month phenomenological study of middle-school students' perceptions of the effects of computer-based technologies on a learning community in an online synchronous environment. Twenty-four 8th-grade students participated in the Web Pen Pals Project, a university-secondary telecollaborative partnership, which brings middle-school students together with preservice teachers enrolled in an adolescent literature course in online chat rooms to discuss young adult literature. The complexities of creating a community are explored through interviews of the middle school participants, which reveal several themes affecting the development of a learning community: 1) obstacles to community-making, which include anonymity and lack of ease with technology; 2) establishing friendships; 3) an emergent language system; and 4) the symbolic inversion of traditional "teacher" and "student" roles.


Examines a group of English teachers' experiences with a top-down technology implementation effort. Identifies tensions between community expectations for technology instruction and the teachers' sense of what is and is not an appropriate curricular goal in English class, as well as tensions between the teachers' views of literacy and the goals of the technology initiative. Suggests the need to consider how technology integration is less about developing technical skill than about finding ways for teachers to determine how to incorporate any tool in ways that are consonant with their professional identity and principles.


Reports on a national survey of 1,051 parents with children age six months to six years and a series of focus groups across the country focusing on children's screen media use. Children ages four to eight view an average of about two hours of television a day. Households in which heavy TV use is supported by parents have children who watch more TV than other households. Parents of heavy-use households who use media to help occupy their children feel more positively about its educational and social impact on their children than parents of lower-use households.


Evaluates critical learning of 10- to 11-year-old students studying global citizenship through an online discussion environment. Analyzes the use of language as both a social reasoning tool and
cognitive learning tool in terms of (1) content analysis of the online discussion through a dia-
logical framework for social modes of thinking to measure social reasoning, and (2) keyword
identification and concept mapping connectivity to measure conceptual transfer from the online
discussion to individual students and higher-order thinking. Triangulation of data shows that
students using an online discussion forum increase the incidence of exploratory talk, broaden
their knowledge of global citizenship concepts, transfer conceptual knowledge from the discus-
sion to the individual, and use higher-order thinking. The study establishes that critical learn-
ing takes place through using a collaborative online discussion forum and finds that the dia-
logical framework for social modes of thinking and concept mapping based on information
and communication technologies provide useful evaluation tools to identify components of
critical learning.

Composition, 22(4), 459-470.

Compares the amount of time required to teach a face-to-face versus three online sections of
the same composition course. Finds that teaching composition online takes almost twice as
much time as face-to-face teaching due to differences in initial course development, kinds of
instructional designs required, socialization of students to online learning, and differences in
students' learning preferences.

Other Related Research:


of Social Education, 21(1), 122-134.


Review, 75(4), 409-434.

tate meta-cognition during online small group discussion. Instructional Science: An Interna-
tional Journal of Learning and Cognition, 33(5-6), 483-511.


CROSS, B. (2005). Split frame thinking and multiple scenario awareness: How boys' game exper-

DE VRIES, B., VAN DER MEIG, H., BOERSMA, K. T., & PIETERS, J. M. (2005). Embedding e-mail in
Research, 32(2), 167-183.

analyze transcripts of online asynchronous discussion groups: A review. Computers & Educa-
tion, 46(1), 6-28.

DICKEY, M. D. (2005). Engaging by design: How engagement strategies in popular computer and
video games can inform instructional design. Educational Technology Research and Devel-
opment, 53(2), 67-83.


ELLIS, R. A. (2006). Investigating the quality of student approaches to using technology in expe-


Writing


Examines the spelling performance and the narrative writings of 10-year-old poor comprehenders. Finds that poor comprehenders and control children did not differ in spelling ability. Poor comprehenders produced narratives of similar length and syntactic complexity to control children. However, poor comprehenders’ narratives captured less of the story content and contained a less sophisticated story structure than those of control children.


Tracks 189 Stanford students’ writing for two years as part of a five-year Stanford Study of Writing. Between the first and second years, changes in the kinds of student writing reflected shifts towards a focus on more disciplinary-specific assignments, but their self-confidence as writers declined during the first year but then rebounded by the end of the second year. Over the two years, students generated extensive digital writing both outside and within classes, developing a strong interest in performing self-sponsored writing. Highlights two students’ performances of texts that represent the increasing importance of performance of digital writing for audiences outside the classroom.


Examines how ideas are developed during outlining and how this is related to the quality of the resulting text. Finds that the beneficial effect of planning on text content depends on two factors that indicated knowledge transforming activities: (1) the extent to which new ideas are introduced during the organizational phase of planning, and (2) the extent to which rhetorical goals are incorporated in planning. Relatively less experienced writers show much less of these activities during planning. Provides implications for education.


Examines whether Self-Regulated Strategy Development (SRSD) is effective for improving the writing, knowledge of writing, and self-efficacy of struggling, 3rd-grade writers. The instruction focuses on learning writing strategies and knowledge for planning and composing stories and persuasive essays. Finds that SRSD had a positive impact on students’ writing performance and knowledge about writing. Peer support was found to enhance transfer to un instructed genres.


Examines how middle-school students and teachers in preservice and Master of Arts classes analyzed and scored the same set of writings in small-group evaluations. Finds that students and teachers evaluated the writings similarly. Concludes that there is general agreement about what constitutes good writing, and that evaluation of writing may provide an instructional entry for teachers.

Examines how gifted high school students and experts (cognitive psychologists, creative writers, and teachers) rated 27 short stories and 28 poems for creativity. Finds a strong degree of correlation between the ratings of the novices and those of the experts. Concludes that gifted novices would be able to offer their peers high-quality feedback.


Examines ways of encouraging students to consider more counterarguments when writing argumentative texts. Followed 184 college students as they wrote essays on TV violence. In Experiment 1, students who were given goal instructions generated more counterarguments and rebuttals than controls. In Experiment 2, students received persuasion goals and/or a text outlining counter arguments. Finds that the text had a positive effect on the quality of arguments, while persuasion goals reduced students' counterargumentation, making their thinking one-sided. Concludes that persuasion goals should be used with caution.


Examines the influence of genre and gender on comments written by 108 6th-grade teachers in response to two narrative and two persuasive texts. Finds significant genre differences. In commenting upon narratives, teachers emphasized process, conventions, artistic style, and format. For persuasive texts, meaning, organization, effort, and ideology were emphasized. Teachers tended to provide more criticisms when the text was attributed to a male writer. Female teachers wrote greater numbers of comments and corrections.


Examines what children know about the writing process. Sixty five- to nine-year-old children were interviewed about the content of a character's thinking at four moments of the writing process; anticipating, writing, revising, and rereading. Finds a developmental change in the focus of children's ideas about writing. Fourth-grade students showed an emergent concern with rhetorical aspects of writing.


Analyzes faculty comments on 598 college students' papers. Consistent with previous research, finds that comments focused largely on editing matters with few comments addressing development of ideas or organization. Suggests that this feedback may not foster student development of ideas.


Conducts a meta-analysis of 46 writing-to-learn studies. Finds small but positive effects on achievement, effects that vary by degree of reflection, frequency of writing, and grade level. No effects occur with feedback to writing on achievement.

Explores whether the training of linguistic fluency improves the writing skills of elementary school students. Conditions were systematically varied on two dimensions: implicit versus explicit instruction and attention to forms versus attention to meaning. As post-tests, writing tasks with varying degrees of translation freedom were used. Finds that students in the experimental groups outperformed the control students on the less constrained writing task.

Other Related Research:


Cumming, A., Kantor, R., Baba, K., Erdoes, U., Eouanzouli, K., & James, M. (2005). Differences in written discourse in independent and integrated prototype tasks for next generation TOEFL. *Assessing Writing, 10*(1), 5-43.


**Guidelines for the NCTE Promising Researcher Award Competition in Recognition of Bernard O'Donnell**

**Eligibility**
The 2007 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after the dissertations between December 1, 2004, and January 31, 2007. Studies entered into competition should be related to the teaching of English or the language arts, e.g., language development, literature, composition, teacher education/professional development, linguistics, etc., and should have employed a recognized research approach, e.g., historical, ethnographic, interpretive, experimental, etc. In recognition of the fact that the field has changed in recent years, the Committee on Research invites entries from a variety of scholarly perspectives.

**Procedures and Deadlines**

1. **Entrance:** Candidates must submit two (2) copies of a manuscript based on their research. Manuscripts should be written in format, style, and length appropriate for submission to a research journal such as *Research in the Teaching of English, College Composition and Communication, Curriculum Inquiry, Teaching and Teacher Education,* or *Anthropology and Education.* Normal manuscripts range between 25–50 double-spaced pages. (Tables, figures, references, and appendices are considered part of the “manuscript.”) All pages must be on standard 8 1/2” x 11” paper, must have at least 1” margins at the top, bottom, and both sides, and must be in a standard font. Manuscripts in any other form (abstracts, dissertation reports, reprints, or published articles, etc.) cannot be considered in this competition. Although manuscripts should conform to the publication standard of the above-mentioned journals, selection as a Promising Researcher does not guarantee eventual publication in those journals.

   Manuscripts should be sent to: NCTE, Promising Researcher Award Competition, 1111 W. Kenyon Road, Urbana, IL 61801-1096, Attention: Felisa Love. Manuscripts must be received on or before March 1, 2007. Accompanying all manuscripts must be a written statement verifying that the research was completed within the specified completion dates. This letter must come from someone other than the candidate (e.g., the major professor or a researcher knowledgeable in the field) who agrees to sponsor the candidate.

2. The **name, current address, position, and telephone number of the entrant** should be transmitted along with the manuscript to facilitate communication between the selection committee and the entrant. *This information should be on the cover page only.*

3. **Judging:** Manuscripts received on or before March 1, 2007, will be transmitted to members of the selection committee for evaluation. Results of the judging will be available after May 15, 2007, and entrants will be notified of the results shortly thereafter. Manuscripts will not be returned to the authors.

4. **Summary of Dates and Deadlines:**
   - December 1, 2004 – January 31, 2007: Completion dates for research entered
   - March 1, 2007: Deadline for receipt of manuscripts (two copies)
   - May 15, 2007: Results of final judging will be available