

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. The 2010 version of the bibliography involves a major change—the bibliography is now available solely as a downloadable PDF file at <http://www.ncte.org/journals/rte/issues/v45-2>. As the length of the bibliography has grown from 15 pages in 2003 to 88 pages in 2010, we and the editors of the journal concluded that the bibliography should not compete for limited print space with research reports and that it could be more useful for readers if it were in a more searchable PDF file format (see description at the end of this introduction).

In addition to an increase in the sheer *number* of studies reported in this bibliography, as editors of the annotated bibliography, which we have been compiling since 2003, we have noted a number of trends in the *types* of research published over the past seven years, trends that reflect changes in English teaching. One of the most pronounced developments since 2003 has been the increased number of studies related to the use of digital/technology tools (e.g., blogs, wikis, online forums, podcasts, digital storytelling/video, etc.) in teaching English, studies that often appear in the growing number of newly created open-access learning technology journals (<http://tinyurl.com/24pyzp5>). Given the explosion of research on uses of digital/technology tools in teaching English, in 2009 we split what had been one category, “Technology/Media/Information Literacy,” into two separate categories,

“Digital/Technology Tools” and “Media Literacy/Use,” with the former referring to research on uses of digital/technology tools to teach English as well as students’ uses of digital tools and the latter referring to research on analysis and production of media in the classroom as well as students’ media use in the home. While a number of studies in the 2010 Bibliography document the increased use of digital/media tools in the English classroom, they also suggest that given students’ heavy use of digital/media tools in their homes, issues of integration and adoption of digital/media tools in largely print-based curriculum frameworks remain a challenge for English teachers. For example, as the nature of writing has changed to more online, multimodal, remixed forms of communication for multiple, often global, audiences, composition researchers (see “Writing”) have increasingly focused on alternative ways of evaluating and assessing writing quality based on criteria of visual rhetoric/design, multimodality, interactivity, connectivity, reception, and engagement that go beyond criteria that have been employed to assess students’ print texts, topics addressed in our 2010 review.

Another major development since 2003 has been the growth in research on students’ acquisition of second language literacies (see “Second Language Literacy”), family/community literacies (see “Literacy”), critical discourse analysis (CDA)/cultural research on school/community cultural practices and students’ identity construction (see “Discourse/Cultural Analysis”), and multicultural literature (see “Literature”) related to the increased numbers of students from non-dominant cultures, who will comprise the majority of students in American schools in 2030. This research provides English teachers with an understanding of how to connect to and build on students’ cultural background experiences in their teaching, and also illustrates the value of adopting a socio-cultural perspective on literacy learning.

A third development in the research has been the increased attention to the importance of high quality professional development and teacher education in improving student learning (see “Professional Development/Teacher Education” and “Reading”). This research documents the value of providing preservice and inservice teachers with methods based on current theory and research, particularly in terms of uses of technology/digital tools.

Creation of a Searchable PDF Bibliography

With the shift to a PDF format, we have also been able to enhance the searchability of the bibliography by adding keyword tags. Each abstract has been assigned four tags, beginning with a section tag, for example, #digital/technologytools, and, in many cases, followed by another section tag, for example, #reading. Readers can thus use the “Find” feature on Adobe Acrobat to search for particular topics using keyword tags listed in the beginning of each section as well as by browsing thematically categorized sections. Readers may also employ “Find” to conduct their own keyword searches, for example, searching for author names.

Another major trend we have noted over the past seven years has been that researchers are increasingly studying integration and transfer of literacy practices across different domains, for example, how reading relates to writing, or how digital tools are employed in literacy, reading, writing, media, or second language learning. This increase in cross-domain research has made it more difficult for us as bibliography editors to assign studies to certain section categories and for readers to find relevant research. One reason for switching the 2010 version of the bibliography to a downloadable PDF file is to assist readers in locating studies that fall in multiple section categories. The use of multiple keyword tags addresses this major challenge of locating studies that fall into multiple categories, for example, studies that deal with the use of technology tools in teaching reading. When a reader enters “#digital/technologytools #reading” or “#reading #digital/technologytools” in the Find box, they will then access studies across categories that treat this combination of research topics.

To search the bibliography, readers should first note the list of up to 12 tags for all nine sections of the bibliography, listed below and then repeated at the beginning of each section. These tags represent the most common topics inductively derived from the abstracted studies. While there could be many more tags, the editors wanted to limit the number of tags to a manageable number. There are also three generic tags referring to participants' age level: #child, #adolescent, #adult, tags employed when the participants' age was a particularly significant aspect of a study, for example, research on early childhood literacy. Again, readers can search for studies that fall in several different sections by entering in both section tags, for example, #literaryresponse/literature/narrative #reading.

While this search system lacks the power of an online ERIC or library database search systems—something that we hope to address with future improvements—we believe that this searchable bibliography, which has been edited to select high-quality research and which includes abstracts created by the editors, continues to provide a valuable service to the *RTE* research community.

Digital/Technology Tools tags: #digital/technologytools #digitaldivide #socialnetworking #academictchnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops #referencing/citations/informationliteracy #games

Discourse/Cultural Analysis tags: #discourse/culturalanalysis #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography

Literacy tags: #literacy #development #identity #linguistic #literacy assessment #familyliteracy #adulthoodliteracy #communityliteracy #spelling

Literary Response/Literature/Narrative tags: #literaryresponse/literature/narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aesthetic response #adolescentliterature #perspectivetaking #developmental differences

Media Literacy/Use tags: #medialiteracy/use #games #films #television #advertising #music #news #audiences #mediaeffects #representations #gender #multiliteracies #multitasking

Professional Development/Teacher Education tags: #professional development/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevant pedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/turnover #studentteaching #actionresearch/inquiry cycles

Reading tags: #reading #comprehension #decoding #vocabulary #fluency #strategies #readingtests #independentreading #policy #motivation/engagement #strugglingreaders #contentliteracy

Second Language Literacy tags: #secondlanguage literacy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #cognitive

Writing tags: #writing #writinginstruction #argumentation #writing strategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Digital/Technology Tools

Tags: #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops #referencing/citations/informationliteracy #games

Arslan, R. S., & Sahin-Kizil, A. (2010). How can the use of blog software facilitate the writing process of English language learners? *Computer Assisted Language Learning*, 23(3), 183–197.

Compares the effects of writing instruction employing blogs versus process-oriented instruction on college students in TEFL courses. Finds that the blog writing instruction resulted in higher levels of improvement in students' writing.

#digital/technologytools #writing #secondlanguage literacy #blogs/wikis

CDW-G. (2010). *CDW-G 2010 21st-Century Classroom Report: Preparing students for the future or the past?* Vernon Hills, IL: CDW-G. Retrieved June 15, 2010 from <http://www.cdwg.com/21stcenturyclassroomreport>

Reports the results of an online survey of 1000 high school students, teachers, and district IT professionals about how technology is used in their schools. Sample included people at urban,

rural, and suburban schools across the United States. Key findings of this survey research indicate that the majority of students (84%) believe technology is important to their education and future, but that almost half (43%) do not believe their schools are preparing them to use technology. Also, technology is used more frequently as a teaching tool than a learning tool; many students report that they are not given opportunities to use technology in class (only 26% report this opportunity), but many teachers (60%) are using technology to teach. Ninety-six percent of students report using technology at home to complete assignments, and both students and staff report using technology in their personal lives. Finally, students, teachers, and IT professionals would like their districts to focus more on 21st century skills.

#digital/technologytools #academictechnologyuse #onlineeducation #adolescent

Dymoke, S., & Hughes, J. (2009). Using a poetry wiki: How can the medium support pre-service teachers of English in their professional learning about writing poetry and teaching poetry writing in a digital age? *English Teaching: Practice and Critique*, 8(3), 91–106.

Investigates the affordances a poetry wiki offered 56 preservice teachers in learning how to teach poetry in their future classrooms. Researchers were also interested in how these preservice teachers perceived themselves as writers and how they intervened in each other's wiki writing. Fifty-two of the participants had no previous experience with wikis. Qualitative, "insider" research revealed that confidence grew among those preservice teachers who participated in the poetry wiki. Participants also recognized the potential pedagogical value of wikis for collaborative writing purposes. Sixty-three poems were published, although the digital affordances (i.e., podcast poems) for the most part were not utilized. Teachers primarily used the wiki to share and comment on each other's poems.

#digital/technologytools #professionaldevelopment/teachereducation #writing #blogs/wikis

Figg, C. & McCartney, R. (2010). Impacting academic achievement with student learners teaching digital storytelling to others: The ATTCSE digital video project. *Contemporary Issues in Technology and Teacher Education*, 10(1). Retrieved May 20, 2010 from <http://www.citejournal.org/vol10/iss1/languagearts/article3.cfm>

Reports on the second year of a three-year study focused on developing TPCK (technology pedagogical content knowledge) for teacher candidates. Eighteen teacher candidates, their two university researchers, 14 at-risk students age 9–12, and 14 parents, worked together for two weeks on an educational digital storytelling project during the summer. Finds that teacher candidates experienced "facilitation" rather than direct "teaching," valued the connection with students' families, and increased pedagogical understandings of teaching with technology. Students improved their writing skills, were motivated by parents, and were exposed to future educational opportunities. Parents were able to see their children performing successfully academically, expressed positive comments about education, and valued working with technology.

#digital/technologytools #professionaldevelopment/teachereducation #video

Games, I. A. (2010). *Gamestar Mechanic*: Learning a designer mindset through communicational competence with the language of games. *Learning, Media and Technology*, 35(1), 31–52.

Analyzes children's participation with the Gamestar Mechanic (www.gamestarmechanic.com) multiplayer online role-playing game over a three-year period, a game involving children designing game-like activities. Finds that through participation in this game, children acquire thinking skills and literacies constituting "language of games," as well as a positive understanding of games.

#digital/technologytools #medialiteracy/use #literacy #games

Gray, L., Thomas, N., Lewis, L., & Tice, P. (2010). *Teachers' use of educational technology in U.S. public schools*. Washington, D.C.: U.S. Department of Education Institute for Educational Science. Retrieved May 20, 2010 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010040>

Reports the results of a national survey of teachers during the winter and spring of 2009 pertaining to the availability and use of educational technology by public elementary/secondary teachers. Surveys were distributed by mail and web to a representative sample of full-time teachers from the fifty states and District of Columbia (3,983) from a sample of representative schools. The survey response rate was 79%. Key findings of teachers' use of technology in public schools include almost all teachers (97%) having access to a computer in their classrooms daily and Internet access availability on 93% of classroom computers daily. The ratio of students to computers in classrooms daily was 5.3 to 1. Access to technology devices in classrooms daily: LCD projectors (36%), interactive whiteboards (23%), digital cameras (14%). Most teachers used electronic grading systems (94%). The most common technological tools used by teachers for instructional or administrative purposes included word processing software (96%), the Internet (94%), presentation software (63%), and spreadsheets (61%). Notably, student use of technology differed by schools' poverty concentration, most dramatically for learning or practicing basic skills (low poverty = 61%; high poverty = 83%).

#digital/technologytools #professionaldevelopment/teachereducation
#digitaldivide #academictechnologyuse

Grunwald Associates. (2010). *Educators, technology and 21st century skills: Dispelling five myths*. Bethesda, MD: Grunwald Associates

Surveys 783 teachers and 274 principals in 2009 regarding use of technology in their schools. Finds wide disparities in teacher use of technology, but disparities are not due to years of experience. The 22% of teachers who were defined as frequent users devoted 31% of class time to using technology to support learning, while the 34% of teachers defined as infrequent users devoted 10% or less of class time to using technology. Secondary teachers are more frequent users than elementary teachers; science, social studies, and math teachers are the most frequent users. Frequent users also believe that technology helps them engage both high-achieving students and students with academic needs. Technology implementation typically occurs through a train-the-trainer model as opposed to occurring in support teams.

#digital/technologytools #professionaldevelopment/teachereducation #academictechnologyuse
#digitaldivide

Harris Interactive. (2010). *The secret life of teens*. Santa Clara, CA: McAfee, Inc.

Retrieved June 20, 2010 from http://us.mcafee.com/en-us/local/docs/lives_of_teens.pdf

Surveys 955 14- to 17-year-olds regarding their online practices. Finds that 69% include their physical location in their profiles; 28% chat with people they do not know in offline worlds, with females more likely to do so than males; 24% share their email address; 12% share their cell phone number; 14% admit they engaged in cyberbullying; and 22% indicate they do not know how to respond to cyberbullying. Forty-two percent do not disclose their online practices to parents, while 36% indicated that they would change their practices if they knew parents were monitoring those practices. Sixty-two percent download media and 46% admit to downloading videos or music from a free service. Suggests the many adolescents are not aware of issues of privacy or legal aspects of downloading media.

#technology/digitaltools #medialiteracy/use #socialnetworking #adolescent

Hillesund, T. (2010). Digital reading spaces: How expert readers handle books, the Web and electronic paper. *First Monday*, 15(4-5). Retrieved July 10, 2010 from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/2762/2504>

Interviews ten academics about their reading practices with print versus digital texts, focusing on the increase in short-term interactive response to and skimming of online texts versus sustained reading of long-form print texts. Finds that while participants employed continuous reading of novels, in reading scholarly articles and books, they employ discontinuous, non-linear reading to extract or annotate relevant material, particularly in reading of online texts associated with

research projects. Finds that online browsing often results in finding unexpected new material. Suggests that differences in formats or browser designs entail adopting different types of reading practices. Raises questions as to potential affordances of web/e-readers to foster long-term, sustained reading associated with reading of print texts.

#technology/digitaltools #reading #comprehension #strategies

Honan, E. (2009). Fighting the rip: Using digital texts in classrooms. *Changing English: Practice and Critique*, 8(3), 21–35.

Investigates the use of digital texts within four classrooms from four socio-economically diverse schools (low and middle/upper SES) in Australia. Each classroom was observed five times, individual teachers were interviewed, and focus groups with students were conducted. Patterns of complexity, fragility, continuity, conservation, and authenticity were observed. Finds that all teachers, regardless of school, valued traditional academic literacy practices (books, printed word, essay writing), despite attempts to engage with digital texts in literacy settings.

#digital/technologytools #digitalreading #digitaldivide #literacydefinitions

Houge, T. T., & Geier, C. (2009). Delivering one-to-one tutoring in literacy via videoconferencing. *Journal of Adolescent & Adult Literacy*, 53(2), 154–163.

Investigates the effectiveness of one-to-one literacy tutoring sessions conducted using videoconferencing technology to assist students with reading comprehension difficulties. Sixty-one adolescents in grades 4–12 in schools across ten states participated in the study. Each student was randomly paired with university-aged reading tutors with no prior teaching experience. Sixteen, one-hour, bi-weekly tutoring sessions were held. Tutoring session instructional strategies and assessments are described in great detail. All students' spelling and reading assessment scores significantly improved from pre- to post-test.

#digital/technologytools #literacy #reading #video

Hughes, J., & Robertson, L. (2010). Transforming practice: Using digital video to engage students. *Contemporary Issues in Technology and Teacher Education*, 10(1). Retrieved June 10, 2010 from <http://www.citejournal.org/vol10/iss1/languagearts/article2.cfm>

Utilizing case study research, this article explores three novice English teachers' creations of personal digital literacy autobiographies, and their subsequent pedagogical use of technology and media with their own students. Data analysis of field notes, teachers' writing, individual teacher interviews, teachers' digital stories, and their students' digital creations revealed a focus on the collaborative, multimodal performative, and adoption of critical stances afforded by composing digital stories, as well as the teachers' revised understandings of literacy.

#digital/technologytools #professionaldevelopment/teachereducation #video #literacydefinitions

Lam, W. S. E. (2009). Multiliteracies on instant messaging in negotiating local, translocal, and transnational affiliations: A case of an adolescent immigrant. *Reading Research Quarterly*, 44(4), 377–397.

Analyzes the use of instant messaging by a high school Chinese girl, Kaiyee, who migrated to the United States two years prior to this study. Through instant messaging, Kaiyee developed and maintained networks with multiple linguistic and cultural communities within and across both countries. Case study methods and data collection took place over the course of eight months, and consisted of computer screen recordings of Kaiyee's chat sessions, eight reflective interviews, and school observations. Analysis illustrates the ability of Kaiyee to develop linguistically in both English and Chinese languages, as well as to construct transnational social networks using digital tools. Suggests that the adolescents' positioning in the digital networks allows them to develop useful linguistic dispositions and diverse perspectives.

#digital/technologytools #secondlanguage/secondlanguage #instantmessage #literacydefinitions

Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). *Social media & mobile internet use among teens and young adults*. Washington, D.C.: Pew Internet & American Life Project. Retrieved May 25, 2010 from <http://pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx>

Surveys adolescent and adult use of social media and mobile devices in 2009. Finds a decline in teen blogging since 2006 and a slight increase in adult blogging. Seventy-three percent of teens and 47% of adults use social networking websites—a sharp increase from 2006; 73% of adult users have a Facebook profile. Nineteen percent of online adults and 8% of online adolescents employ Twitter. Seventy-five percent of adolescents own a cell phone; 66% of adolescents employ texting on a daily basis. Eighteen- to twenty-nine-year-olds access the internet wirelessly using either a laptop (55%) or a cell phone (55%). Sixty-two percent of online adolescents obtain news online. Eight percent of online adolescents participate in online virtual worlds such as Second Life, about the same as in 2007. Thirty-eight percent of online adolescents share digital content online; 30% of online adults share content—an increase from 2007; 21% of adolescents and 15% of adults report remixing content.

#digital/technologyuse #medialiteracy/use #adolescent #adult

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, D.C.: Center for Technology in Learning/U.S. Department of Education.

Conducts a meta-analysis of more than one thousand studies published between 1996 and 2008 that contrasted online and face-to-face (f-t-f) learning. Identifies 51 independent effects. Students in online classes performed better than those in f-t-f classes, particularly for classes that blended online and f-t-f learning that provided students additional learning time and instruction not provided by students in control conditions. Given the paucity of studies at the K–12 level, generalization regarding differences in K–12 classes was not recommended.

#digital/technologytools #onlineeducation #academictechnologyuse #literacydefinitions

Miller, S. M. (2010). Reframing multimodal composing for student learning: Lessons on purpose from the Buffalo DV project. *Contemporary Issues in Technology and Teacher Education*, 10(2). Retrieved July 10, 2010 from <http://www.citejournal.org/vol10/iss2/languagearts/article3.cfm>

Explores the impact of digital video composing on practicing urban English teachers' pedagogy. Uses ethnographic case studies of twenty urban classrooms to document teaching and learning practices after a college course and professional development workshop focused on multimodal composition. This research provides evidence that digital video composing can be a powerful tool for transforming learning and teaching in English classrooms. Through using digital video, teachers and students co-constructed purposes for literacy assignments, transforming teachers' pedagogies and students' learning. In addition, the author shares a model of multimodal literacy pedagogy.

#digital/technologytools #professionaldevelopment/teachereducation #video #literacydefinition

Newspaper Association of America/New Media Innovation Lab. (2010). *Youth are moving to mobile devices for their communication needs: R you here?* Arlington, VA: Newspaper Association of America Foundation. Retrieved July 13, 2010 from <http://tinyurl.com/27x3h3s>

Surveys 1,500 16- to 20-year-old respondents regarding their use of mobile devices to access news content. Finds that smartphones are replacing desktop/laptop computers or TVs as a primary tool for accessing information and connecting with friends, with a preference for texting over use of email. Two-thirds visit a news site monthly, with 23% visiting these sites only with phones. Suggests that news outlets need to provide their content via mobile devices.

#digital/technologytools #medialiteracy/use #instantmessage #socialnetworking

O'Byrne, W. I., & McVerry, J. G. (2009). Measuring the dispositions of online reading comre-

hension: A preliminary validation study. In K. M. Leander, D. W. Rowe, D. K. Dickinson, M. K. Hundley, R. T. Jimenez, & V. J. Risko (Eds.), *58th Yearbook of the National Reading Conference* (pp. 262–375). Oak Creek, WI: National Reading Conference, Inc.

Develops and validates an instrument for determining dispositions related to online reading comprehension given differences between print-based versus online reading comprehension, as well as the role of affective dimensions shaping acquisition of online information. Identifies five dispositions: persistence, flexibility, collaboration, reflection, and critical stance. Establishes content item validity through item review by educators and researchers, leading to achieving high item agreement. Results of factor analysis of a sample of 1,276 seventh and eighth graders found that reflective thinking, collaboration, and persistence had reliability coefficients over 0.7. Suggests the need for more validation research on these items, as well as predictive validity research on how the instrument is related to actual online reading comprehension.

#digital/technologytools #reading #onlinereading #adolescent

Project Tomorrow. (2010). *Speak up survey: Learning in the 21st century: 2010 trends update*. Irvine, CA: Project Tomorrow. Retrieved July 7, 2010 from http://www.tomorrow.org/speakup/learning21Report_2010_Update.html

Reports on survey data from 299,677 K–12 students, 38,642 teachers, 3,947 administrators, and 26,312 parents obtained in fall 2009 on their Internet use. Twenty-seven percent of high school students took at least one class online last year, double the number of students taking online courses in 2008. While 52% of preservice teachers have taken online courses and 38% are engaged in online teacher networks, only 4% report that they are receiving preparation methods for teaching online courses. Thirty-four percent of parents report that they have taken an online course. Forty percent of administrators report that funding cuts have limited the attempts to offer more online courses and 26% express doubts about teachers' ability to provide online instruction. Suggests the need for increased teacher preparation in teaching online courses.

#digital/technologytools #professionaldevelopment/teacher education #onlineducation #academictechnologyuse

Samson, S. (2010). Information literacy learning outcomes and student success. *The Journal of Academic Librarianship*, 36(3), 202–210.

Compares first-year college students who received some information literacy instruction in their composition classes with advanced level college students who received more extensive information literacy instruction based on comparisons between students' uses of library information resources. First-year students were more likely to cite newspapers and web sites as scholarly resources while advanced students employed significantly more total citations, primary sources, and books and images to document their research. While there was no significant differences in whether they used library databases, advanced students were more likely to employ subject-specific databases, employ interlibrary loan service, and personal research into their projects. First-year students were more likely to employ quotes from resources as filler in their reports. Advanced students were significantly more likely to recognize bias in publications.

#digital/technologytools #literacy #referencing/citations/informationliteracy #academic technologyuse

Schonfeld, R. C., & Housewright, R. (2010). Faculty survey 2009: Key strategic insights for libraries, publishers, and societies. New York: Ithaka S+R. Retrieved June 14, 2010 from <http://www.ithaka.org/ithaka-s-r/research/faculty-surveys-2000-2009/faculty-survey-2009>

Surveys faculty regarding their library access to scholarship, changes in print-to-digital knowledge sharing, and their own publishing/tenure-review process. Three thousand twenty-five survey responses indicate that, while 31% expect e-books will be valuable in five years, most faculty do not foresee e-books replacing print texts. Faculty who define themselves more as teachers perceive the library's teaching and research support as valuable, while faculty defining

themselves as researchers perceive these functions as somewhat less important. Faculty are less likely to use the library collection as their primary portal to research given access to alternative digital resources. Faculty support the shift from print to digital journals with 60% of humanists and 80% of scientists supporting the idea of having only digital journal copies. Less than a third put their work in institutional repositories. Eighty-five percent find it important that their peers have access to their own publications; 40% indicate that journals should provide free access to articles. However, faculty still favor scholarly impact as more important than open access.
#technology/digitaltools #medialiteracy/use #writing #reading

Suhr, K. A., Hernandez, D. A., Grimes, D., & Warschauer, M. (2010). Laptops and fourth-grade literacy: Assisting the jump over the fourth-grade slump. *Journal of Technology, Learning, and Assessment*, 9(5). Retrieved July 13, 2010 from <http://escholarship.bc.edu/jtla/vol9/5/>

Investigates the impact of technology, specifically one-to-one laptop programs, on the “fourth-grade slump” phenomenon (a slowing in reading and writing progress). This quasi-experimental study investigated whether a one-to-one laptop program could help improve English language arts (ELA) test scores of adolescents, comparing the state ELA scores for two years between a laptop group and a non-laptop group. Descriptive data from observations, interviews, surveys, and document analysis were also used to understand the nature of the literacy instruction occurring in each classroom. Findings revealed that laptops were used in a variety of ways to support literacy in the laptop classrooms but most commonly for writing and Internet research. These two activities were also the dominant laptop practices at students’ homes. High levels of student engagement were reported by teachers and confirmed by observations. Neither the laptop group nor the non-laptop group experienced the “fourth-grade slump”; however, the non-laptop group experienced a decrease in ELA score gains during fifth grade. Students who participated in the laptop group significantly outperformed the non-laptop group in their change in ELA scores, literary response and analysis, and writing strategies during the second year.
#digital/technologytools #secondlanguage/ literacy #laptops #digitalreading

Turner, K. H., & Katic, E. K. (2009). The influence of technological literacy on students’ writing. *Journal of Educational Computing Research*, 41(3), 253–270.

Examines the role of technology in high school students’ writing processes and products. Researchers asked two questions: 1) How do students appropriate technological influences? 2) How do these influences affect their writing processes? Nine students were involved in the case study. Data analysis revealed several themes including students’ use of technology tools, references to technology affordances, use of technological terms, use of non-textual representations, use of non-linear processes to develop arguments, appearance of non-linear organization of writing products, and interruptions by technology. Research findings indicate that for these students, the influence of technology contributed more to the students’ writing than hindered it. The authors recommend that writing instruction should not always be based on a linear model, and that technology should be incorporated into writing instruction.
#digital/technologytools #writing #blogs/wikis #literacydefinition

Vigdor, J. L., & Ladd, H. F. (2010). *Scaling the digital divide: Home computer technology and student achievement*. NBER Working Paper No. 16078. Washington, D.C.: The National Bureau of Economics Research.

Analyzes questionnaire responses from one million North Carolina public school students completed between 2000 and 2005 to determine home media use. Finds SES and racial gaps in home computer access. Based on analysis of within-student variation in home computer access and across-ZIP code variation in the introduction of high-speed internet service into homes, finds a modest but statistically significant negative impact on student math and reading test scores. Suggests that increased use of computer access in the home may compete with time devoted to homework.
#digital/technologytools #medialiteracy/use #digitaldivide #adolescent

Other Related Research

Albers, P., & Sanders, J. (Eds.). (2010). *Literacies, the arts, and multimodality*. Urbana, IL: National Council of Teachers of English.

Alexander, J. (2009). Gaming, student literacies, and the composition classroom: Some possibilities for transformation. *College Composition and Communication*, 61(1), 35–63.

Alvermann, D. E. (2010). *Adolescents' online literacies: Connecting classrooms, digital media, and popular culture*. New York: Peter Lang.

Anderson, J. Q., & Rainie, L. (2010). *The future of social relations*. Washington, D.C.: Pew Research Center's Internet & American Life Project. Retrieved July 7, 2010 from <http://pewinternet.org/Reports/2010/The-future-of-social-relations.aspx>

Asselin, M., & Moayeri, M. (2010). New tools for new literacies research: An exploration of usability testing software. *International Journal of Research & Method in Education*, 33(1), 41–53.

Bacabac, F. E. (2010). The role of collaborative chat invention in first-year writing: Re-investigating the transferability of preliminary ideas from chat to print. *Journal of Literacy and Technology*, 11(1), 2–41.

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Discourse/Cultural Analysis

Tags: #discourse/culturalanalysis #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography

Andrews, D. J. C. (2009). The construction of Black high-achiever identities in a predominantly White high school. *Anthropology & Education Quarterly*, 40(3), 297–317.

Examines how black students construct their racial and achievement self-concepts in a predominantly white high school to enact a black achiever identity. Listens to students talk about the importance of race and achievement to their lives. Suggests that students do not maintain school success by simply having a strong racial self-concept or a strong achievement self-concept. Suggests being a black or African American achiever in a predominantly white high school means embodying racial group pride as well as having a critical understanding of how race and racism operate to potentially constrain one's success.

#discourse/culturalanalysis #race #schooling #identity

Bloome, D., Beierle, M., Grigorenko, M., & Goldman, S. (2009). Learning over time: Uses of intercontextuality, collective memories, and classroom chronotopes in the construction of learning opportunities in a ninth-grade language arts classroom. *Language and Education*, 23(4), 313–334.

Explores three areas of time as a process—intercontextuality, collective memories, and chronotopes—in order to understand how teachers and students construct learning opportunities in five consecutive video-recorded lessons in a ninth-grade English classroom. Focuses on contextualization cues and how people acted and reacted to each other on a moment-by-moment basis. Finds that teacher and students made competing efforts at intercontextuality, that collective memories were accompanied by moral obligations, and that the juxtaposition of differing chronotopes positioned students as agentive or passive. Contributes to a theory of learning over time in classrooms as socially, linguistically, and cognitively constructed.

#discourse/culturalanalysis #curriculum # pedagogy #ethnography

Dooley, C. M., & Assa, L. C. (2009). Contexts matter: Two teachers' language arts instruction in this high-stakes era. *Journal of Literacy Research*, 41(3), 354–391.

Employs retrospective cross-case analysis comparing two fourth-grade language arts teachers' beliefs and practices as they respond to high-stakes tests in both urban and suburban settings. Results show teachers' beliefs about literacy instruction to be somewhat similar with both believing that a text-rich atmosphere engages students' interests, that social interactions around texts aids comprehension, and that “best practices” such as guided reading and literature discussions are useful methods, while harshly criticizing high stakes testing. However, analyses show classroom practices of the two teachers differed dramatically thus creating inequitable educational opportunities. Students in the suburban setting spent more time socially constructing knowledge about texts, themes, and topics while students in the urban school spent more time individually practicing the skills necessary to achieve understanding of a text's inherent meaning. Suggests research on the influence of high-stakes assessments needs to investigate teachers' practices in contexts shaped by difference in schools/communities' SES.

#discourse/culturalanalysis #pedagogy #class #curriculum

Dutro, E. (2009). Children writing “hard times”: Lived experiences of poverty and the class-privileged assumptions of a mandated curriculum. *Language Arts*, 87(2), 89–98.

Analyzes the disjuncture between students' lived experiences of poverty and social class-based assumptions embedded in a mandated third-grade literacy curriculum. Finds that students' responses to the writing prompt “What are some signs of hard times?” for responding to the story *Leah's Pony* about The Great Depression and anticipated responses provided by the curriculum disregarded both children's lived experiences of poverty and their deep engagement with the story, assuming that students' responses would be text-dependent and historical as codified through the curriculum's structure and language. Reveals that while the curriculum's “possible responses” section conveyed poverty as temporary, students' responses were highly personal, emotional, and sophisticated. Calls for individual and collective teacher inquiry into sustaining equitable literacy classrooms and attention to specific ways students speak back to curricula.

#discourse/culturalanalysis #writing #class #curriculum

Gratier, M., Greenfield, P. M., & Isaac, A. (2010). Tacit communicative style and cultural attunement in classroom interaction. *Mind Culture & Activity*, 16(4), 296–316.

Uses quantitative and qualitative methods to examine the effects of a teacher's cultural representations and tacit communication style on interactive practices in two second-grade classrooms peopled predominantly by Latino/Latina immigrant children. Video and acoustic analyses of matched samples of classroom activities reveal two distinct discourse styles, one that is more group oriented and the other more individual oriented. Describes evidence of greater cultural attunement between teacher and students when they share a common tacit communicative style. #discourse/culturalanalysis #schooling #culturaldifference #sociolinguistics

Hammett, R., & Bainbridge, J. (2009). Pre-service teachers explore cultural identity and ideology through picture books. *Literacy*, 43(3), 152–159.

Draws on early data from a cross-Canada research project where pre-service teachers discuss cultural identities and explore pedagogical possibilities of picture books with diverse representations of Canadians. Reports participants' expressed understandings of multiculturalism and their own experiences with it, as well as their thoughts on classroom implementation of curriculum that incorporates picture books with multicultural/diversity themes. Includes a case study of one Canadian province to further explore the wider context of pre-service teachers' understandings and ideologies by examining discourses in policy and practices. #discourse/culturalanalysis #professionaldevelopment/teachereducation #literaryresponse/literature/narrative #identity

Handsfield, L. J., & Jimenez, R. T. (2009). Cognition and misrecognition: A Bourdieuan analysis of cognitive strategy instruction in a linguistically and culturally diverse classroom. *Journal of Literacy Research*, 41(2), 151–195.

Conducts a case study of a third-grade teacher's literacy instruction for linguistically and culturally diverse students using Bourdieu's social practice theory to examine a teacher's linguistic and literate habitus and her use of cognitive strategy instruction (CSI). Spotlights CSI as a site of "struggle for the monopoly of legitimate discourse" (Bourdieu, 1983, p. 317) in the field of reading instruction and its effects for linguistically and culturally diverse students. Discusses how CSI may be employed in less prescriptive ways that are more closely attuned to students' socially, historically, and politically situated literacy practices. #discourse/culturalanalysis #literacy #reading #pedagogy

Jay, M. (2009). Race-ing through the school day: African American educators' experiences with race and racism in schools. *International Journal of Qualitative Studies in Education*, 22(6), 671–685.

Examines the ways African American educators experience themselves as raced individuals in their school settings and explores their perceptions of racial discrimination, subordination, and isolation. Confirms several tenets of critical race theory including the assertion that racism is not aberrant, but endemic and permanent in American society, and routinely exists in public schools. Suggests that those most directly positioned to bring about necessary, concrete change aimed at addressing racial discrimination and prejudice in schools are building-level administrators. #discourse/culturalanalysis #race #schooling #identity

Kinloch, V. (2010). "To not be a traitor of Black English": Youth perceptions of language rights in an urban context. *Teachers College Record*, 112(1), 103–141.

Conducts an ethnographic analysis of how youth perceive language rights vis-à-vis Black English and Academic English in their struggle to acquire academic success. Findings point to the potential for additional research on youth perceptions of language given current debates in education on student achievement, multiple perspectives, and the intersections of student lived experiences with pedagogical practices. Recommends teachers and researchers continue

to identify ways in which student voices, writings, and experiences are excluded from schools so as to challenge monolingualism in multicultural, multilingual contexts.

#discourse/culturalanalysis #literacy #ethnography #politics

Kirkland, D. E. (2010). English(es) in urban contexts: Politics, pluralism, and possibilities. *English Education*, 42(3), 293–306.

Draws from data gathered in two original research studies to answer the question: How do urban youth use language(s) for social, cultural, and political purposes? Applies ethnographic methods and critical discourse analysis to explore variance in youths' language practices. Demonstrates how three urban youth use words as "linguistic toys" and engage in sophisticated "genre play" which underscore the pluralism and hybridity of urban Englishes. Concludes that English education and teacher preparation must revise curricula to incorporate a study of various Englishes in urban settings.

#discourse/culturalanalysis #ethnography #politics #sociolinguistics

Kynard, C. (2010). Narrating Black female's color-consciousness and counterstories in and out of school. *Harvard Educational Review*, 80(1), 30–52.

Provides a window into a present-day "hush harbor," a site where a group of black women build generative virtual spaces for counter-stories to challenge institutional racism. Discusses the need for student alliances that interrogate taken-for-granted institutional practices that invalidate out-of-school literacies. Makes connections with instructional practices that disenfranchise Black students with research agendas that claim to alleviate inequity while really perpetuating it.

#discourse/culturalanalysis #race #gender #identity

Li, G. (2010). Race, class, and schooling: Multicultural families doing the hard work of home literacy in America's inner city. *Reading & Writing Quarterly*, 26(2), 140–165.

Draws on a larger ethnographic study to document (a) how and for what purposes literacy is used in three culturally diverse families of low socioeconomic status and (b) what various cultural, socioeconomic, and environmental factors shape the families' literacy practices in their home milieus in an urban context. Data analysis reveals families use literacy in both first and second languages for a variety of purposes that are, however, seriously constrained by various out-of-school factors. Findings suggest the need to broaden existing efforts to improve minority literacy education within classrooms and schools to address the "limit situations" outside of school that affect students' lives and impede their school achievement. Recommends concerted efforts to improve the social and physical environment as well implement pedagogical practices that connect students' learning inside school with their lived realities outside school.

#discourse/culturalanalysis #literacy #race #schooling

Lopez, M. M., & Franquiz, M. E. (2009). "We teach reading this way because it is the model we've adopted": Asymmetries in language and literacy policies in a two-way immersion programme. *Research Papers in Education*, 24(2), 175–200.

Mixed methods study of a Two Way Immersion (TWI) program in Texas where official discourse and policies reflected social justice and equitable language and literacy goals for all students. Findings reveal a marked incongruence between the interpretation and enactment of policies with asymmetrical language and literacy outcomes where the English language and literacy development of Spanish-dominant students was constrained but not the Spanish language and literacy development of their English-dominant peers. Findings suggest educators examine literacy ideologies in policies and practice and be reflexive regarding the local implementation of policy, particularly in meeting the language and literacy needs of students from linguistically subjugated communities

#discourse/culturalanalysis #secondlanguage #literacy #policy

Medina, C. (2010). "Reading across communities" in biliteracy practices: Examining translocal discourses and cultural flows in literature discussions. *Reading Research Quarterly*, 45(1), 40–60.

Applies discourse analysis to the literature discussion responses of five fifth-grade students who had recently immigrated to the United States from Mexico and El Salvador. Finds that students' background knowledge and experience is dynamic, valuable, and central to their engagement with literature. Students reinvented texts as they moved through a series of locations complicated by the personal and communal, past and present, and nature of media. Argues that researchers and educators must be less interested in what background knowledge students bring to texts and instead ask how students make sense of multiple social locations across time and space. Suggests a "reading-across-communities" approach that foregrounds what students' responses reveal about their dynamic cultural production as well as expanding the pedagogical boundaries of what is an acceptable response in literature discussion and allowing students to bring their identity and experience to literacy practices.

#discourse/culturalanalysis #literary response/literature/narrative #culture #identity

Ngo, B. (2010). Doing "diversity" at Dynamic High: Problems and possibilities of multicultural education in practice. *Education and Urban Society*, 42(4), 473–495.

Examines how students, teachers and staff understood and addressed cultural difference at an urban, public high school in the United States. Reveals that the school's multicultural practices contradictorily sustained and exacerbated problems and made teachers resistant to multicultural education. Elucidates the ways in which pedagogy that focuses on tensions and conflicts arising from cultural differences offer important possibilities for multicultural education.

#discourse/culturalanalysis #race #culture #pedagogy #schooling #identity

Paris, D. (2009). "They're in my culture, they speak the same way": African American language in multiethnic high schools. *Harvard Educational Review*, 79(3), 428–448.

Explores linguistic and cultural ways in which youth in a multiethnic urban high school employ linguistic features of African American Language (AAL) across ethnic lines. Discusses how knowledge about the use of AAL in multiethnic contexts may be applied to language and literacy education and how such linguistic and cultural sharing can help forge interethnic understanding in changing urban schools. Fosters an understanding of the workings of AAL while shedding light on opportunities for including it to enact a pedagogy of pluralism.

#discourse/culturalanalysis #literacy #pedagogy

Richardson, E. (2009). *My ill literacy narrative: Growing up Black, po and a girl, in the hood.* *Gender and Education*, 21(6), 753–767.

Explores the social construction of poor African American female adolescents and the identity work girls perform to navigate and rework those constructions. Uses a social semiotic perspective to analyze five social encounters from the author's own street lit-neo slave narrative of a poor Black urban girl's path to Ph.D. Includes vignettes which demonstrate how ideologies of gender, race, class, and sex encode and constrain young Black female bodies. Offers a counter-narrative by reading those stories from what the author calls "the bottom up."

#discourse/culturalanalysis #gender #race #identity

Winans, A. E. (2010). Cultivating racial literacy in white, segregated settings: Emotions as site of ethical engagement and inquiry. *Curriculum Inquiry*, 40(3), 475–491.

Explores how white students approach racial literacy in a segregated, rural college setting in the United States. Argues for the importance of understanding how emotions inform and propel students' responses to the ethical challenge of racial literacy. Shows that white students who defended a color-blind stance of ethical judgment accept the emotions, beliefs, and innocent identities linked to their home communities. Shows other white students, adopting a stance of ethical awareness, engaged critically with their emotions so that emotions functioned as a site

of ethical inquiry. Uses critical emotion studies to consider how emotions might function as a site of engagement and possibility.

#discourse/culturalanalysis #race #culturaldifference #pedagogy

Other Related Research

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Literacy

Tags: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adult literacy #communityliteracy #spelling

Berninger, V. W., Abbott, R. D., Nagy, W., & Carlisle, J. (2010). Growth in phonological, orthographic, and morphological awareness in grades 1 to 6. *Journal of Psycholinguistic Research*, 39(2), 141–163.

Uses longitudinal data to examine the role of three kinds of linguistic awareness (phonological, orthographic, and morphological) and how each develops across the elementary school grades. Using growth curve analyses of longitudinal assessment results finds that word-level phonological and orthographic awareness show greatest growth during the primary grades but some additional growth thereafter. Finds that three kinds of morphological awareness show greatest growth in the first three or four grades but one—derivation—continues to show substantial growth after fourth grade. Makes the case that phonological awareness, while necessary, is not sufficient for learning to read English—all three kinds of linguistic awareness that are growing during the primary grades need to be coordinated and applied to literacy learning. States that recommendations made by the National Reading Panel need to be amended so that the research evidence supporting the importance of both orthographic and morphological awareness, not only phonological awareness, is acknowledged.

#literacy #reading #development #linguistic

Greenberg, D., Pae, H. K., Morris, R. D., Calhoun, M. B., & Nanda, A. O. (2009). Measuring adult literacy students' reading skills. *Annals of Dyslexia*, 59(2), 133–149.

Investigates the use of reading tests with low-literacy adults that have been normed on children. Administers Form A of the Gray Oral Reading Test (GORT) to 193 adults who read at approximately third- through fifth-grade reading equivalency levels. Finds that when test procedures are followed comprehension scores are not correlated with accuracy, rate, and fluency, and the comprehension subtest correlates poorly with other reading-related tests. Many adults exhibited an “atypical” pattern in which they were more successful at higher-level passages rather than earlier passages. Results indicate that educators and researchers should be very cautious when interpreting the test results of adults who have difficulty reading when children’s norm-referenced tests are administered.

#literacy #reading #literacyassessment #adulthood

MacGillivray, L., Ardell, A. L., & Curwen, M. S. (2010). Libraries, churches, and schools: The literate lives of mothers and children in a homeless shelter. *Urban Education, 45*(2), 221–245.

Poses the question, “How do mothers and children in a homeless shelter interact with literacy?” and uses a social literacy framework to understand the participants and their actions. Employs a qualitative design and the collection of participant observation data in one homeless shelter. Includes findings from interviews with one shelter’s residents and other stakeholders such as teachers, administrators, shelter staff at various shelters, and homelessness experts across Los Angeles County, California. Identifies three institutions that were part of the participants’ lives: (a) the public library, in which choice was a major factor; (b) the church, which focused on reading the Bible; and (c) schools, where literacy was tied to evaluative outcomes. Findings focus on the influence of different institutions on the literacy practices of families in crisis and suggests ways to further support reading and writing for children living without homes.

#literacy #child #adulthood #communityliteracy

Maughan, B., Messer, J., Collishaw, S., Pickles, A., Snowling, M., Yule, W., & Rutter, M. (2009). Persistence of literacy problems: Spelling in adolescence and at mid-life. *The Journal of Child Psychology and Psychiatry and Allied Disciplines, 50*(8), 893–901.

Uses data from the Isle of Wight epidemiological studies in which poor and normally developing adolescent readers were assessed in literacy including spelling skills. Participants were re-contacted at mid-life (44/45 years), completed a spelling test, and reported on educational accomplishment, perceived adult spelling competence, and problems in day-to-day literacy tasks. Finds that individual differences in spelling were highly persistent across the 30-year follow-up with correlations between spelling at ages 14 and 44 years of $r = .91$ for poor readers and $r = .89$ for normally developing readers. Poor readers’ spelling remained markedly impaired at mid-life, with some evidence that they had fallen further behind over the follow-up period. Notes that exposure to reading materials in home and work environments helped some poor readers improve their skills and recommends encouraging young people with reading difficulties to maintain their exposure to reading and writing over the long term.

#literacy #adolescent #adulthood #spelling

National Center for Educational Statistics. *The condition of education 2010*. Washington, D.C.: U.S. Department of Education Institute for Educational Sciences. Retrieved July 12, 2010 from <http://nces.ed.gov/programs/coe>

Analyzes student achievement and teacher professional development in America’s high-poverty schools, which consist of 17% of all schools, an increase of 5% since 1999/2000. Finds that 46% of Latino/Hispanic and 34% of Black students attend high-poverty elementary schools, compared to 5% of White students. Sixteen percent of students in high poverty schools are limited-English proficient (LEP) compared to 2% attending low-poverty schools. Eighth-grade students in high-poverty schools had an average NAEP reading score of 243 versus a score of 277 for students in low-poverty school, a difference of 34 points, an increase of 1% since 1998. Thirty-eight percent of teachers in high-poverty schools had a master’s degree compared to

52% of teachers in low-poverty schools. Sixty-eight percent of 12th grade students in high-poverty schools graduated compared to 91% percent of 12th grade students in low-poverty schools. Only 28% of students from high-poverty schools enroll in college immediately after high school, compared to 52% of students from low-poverty secondary schools. Twenty-two percent of teachers in high-poverty schools had less than three years of teaching experience, compared to 15% of teachers in low-poverty schools.

#discourse/culturalanalysis #literacy #class #schooling

Nichols, S., & Cormack, P. (2009). Making boys at home in school? Theorising and researching literacy (dis)connections. *English in Australia*, 44(3), 47–59.

Provides a review of boys' education contained in three influential commissioned reports from Australia and the UK government. Analyzes the reports with a critical lens indicating that the results were drawn on the basis of minimal research engagement with students' out of school lives. Conducts a study in six schools in South Australia that employs a socio-cultural lens to understand students' out-of-school lives and the relationship between these experiences and their in-school lives. Identifies knowledge about students' encounters with literacy practices outside the formal classroom, and shows that supporting teachers as they learn about boys' out-of-school literacies can produce some pedagogical changes which benefited the boys and all students in the setting.

#literacy #discourse/culturalanalysis #child #communityliteracy

Oganeyova, K. (2010). Talking past each other: Academic and media framing of literacy. *Digital Culture & Education*, 2. Retrieved May 27, 2010 from http://www.digitalcultureandeducation.com/uncategorized/oganeyova_2010_html/

Conducts a content analysis of thematic coverage of literacy in 329 articles in *The New York Times* from 2006 to 2009. Employs semantic mapping analysis to determine how the topic of literacy is framed by *The New York Times* as determined by the saliency of coverage of literacy based on the number of articles on the topic as well as the article length. Literacy as topic was framed primarily in terms of traditional print-based notions of literacy that emphasizes language competence within traditional notion of schooling, as opposed to social, new media notions of literacy.

#literacy #medialiteracy/use #digital/technologicalliteracy #news

Peck, S. M. (2010). Not on the same page but working together: Lessons from an award-winning urban elementary school. *The Reading Teacher*, 63(5), 394–403.

Conducts a longitudinal ethnographic and phenomenological inquiry to explore the change process that led a marginal school to become one of the highest achieving elementary schools in a large, urban district. Suggests that when teachers place literacy at the center of instruction in all areas by implementing inquiry-based learning vs. textbook-led instruction, align curriculum with local and state standards and assessments, and commit to responsive assessment-based literacy instruction, that gains in reading achievement can be observed. Also, finds that teachers better meet the needs, interests, and lives of their students and have more control over their teaching as they seek to become culturally relevant educators.

#literacy #professionaldevelopment/teachereducation #policy #adult

Rodriquez, E. T., Tamis-LeMonda, C. S., Spellmann, M. E., Pan, B. A., Raikes, H., & Luze, J. L-G. G. (2009). The formative role of home literacy experiences across the first three years of life in children from low-income families. *Journal of Applied Developmental Psychology*, 30(6), 677–694.

Investigates the language and literacy environments of 1046 children from low-income families at three points across their first years of life: at 14, 24, and 36 months of age. Examines children's participation in literacy activities, the quality of mothers' engagements with their children, and the provision of age-appropriate learning materials. Finds that each aspect of the literacy environment uniquely contributed to the prediction of children's language and cognitive skills at

each age, beyond child and family characteristics and that experiences at each of the three ages explained unique variance in children's 36-month language and cognitive skills. Documents the enormous variation that exists in the literacy environments of children from low-income families across the first three years of life. Recommends targeted early interventions with young children and parents from low-income families beginning as early as the first year of life.

#literacy #familyliteracy #communityliteracy #child

Steckel, B. (2009). Fulfilling the promise of literacy coaches in urban schools: What does it take to make an impact? *The Reading Teacher*, 63(1), 14–23.

Contains case studies of two urban elementary schools that were supported by effective literacy coaches. Describes the improvements in reading and writing instruction and in the overall school culture that study participants attributed to the efforts of the coaches. Identifies the coaches' beliefs and practices, considered by study participants to have had a positive impact on teachers, and identified as helpful to teachers to improve classroom instruction and change school culture. Outlines the school leadership and management decisions needed to support the coaches' work, including providing time and resources to sustain improvements.

#literacy #professionaldevelopment/teachereducation #reading #writing

Townsend, M., & Konold, T. R. (2010). Measuring early literacy skills: A latent variable investigation of the phonological awareness literacy screening for preschool. *Journal of Psychoeducational Assessment*, 28(2), 115–128.

Investigates the psychometric properties of the Phonological Awareness Literacy Screening for Preschool (PALS-PreK) instrument used with a sample of 4518 children in a statewide literacy project. PALS-PreK assesses emergent literacy skills in preschool-aged children including alphabet knowledge, phonological awareness, and print concepts. Uses Factor Analysis to evaluate the underlying structure of the assessment leading to an alphabet factor and a print and phonological factor. Results suggest that PALS-PreK effectively measures the most important precursors to successful literacy acquisition with generally the same degree of accuracy for boys and girls. Because of the need for instructional transparency of assessments in order to increase preschool teachers' capabilities in literacy instruction, the analysis supports using PALS-PreK as a tool for guiding instruction in preschool contexts.

#literacy #reading #literacyassessment #child

Weigel, D. J., Martin, S. S., & Bennett, K. K. (2010). Pathways to literacy: Connections between family assets and preschool children's emergent literacy skills. *Journal of Early Childhood Research*, 8(1), 5–22.

Examines influences of family assets on preschool-aged children's literacy development. One year of information from 85 families considers the work of researchers to describe family assets, including: family resources, family routines, and parenting stress. Uses three family asset variables via three scales as described in the article and each child's literacy outcomes. Analysis utilizes correlations and the use of structural modeling computer programs to test a model. Concludes that the more frequent the reported routines in the household, the more likely parents were to engage their children in literacy enhancing activities which in turn show higher print knowledge and reading interest.

#literacy #reading #familyliteracy #child

Wiseman, A. M. (2009). "When you do your best, there's someone to encourage you": Adolescents' views of family literacy. *Journal of Adolescent & Adult Literacy*, 53(2), 132–142

Conducts an ethnographic investigation of the ways adolescent students influenced their families' involvement within a poetry program designed to involve families in school life. Data were collected from focus groups, observations, interviews, out-of-school poetry events, and collections of poetry written by the urban eighth-grade middle-school students. Finds that adolescents play

an important role in family involvement programs at school, falling into three distinct groups: 1) students who believed that the poetry workshop was congruent with parent participation, 2) students who actively kept their parents away because of the personal nature of the poetry, and 3) students who blocked parent involvement because of perceived stress and time constraints of the parents. States that implementing programs that allow community and family participation can enhance literacy learning for adolescent students and suggests that it is important to align the goals of the program with ways that families interact.

#literacy #literaryresponse/literature/narrative #familyliteracy #adolescent

Other Related Research

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Literary Response/Literature/Narrative

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

Croce, K-A., Martens, P., Martens, R., & Maderazo, C. (2009). Students developing as meaning-makers of the pictorial and written texts in picturebooks. In K. M. Leander, D. W. Rowe, D. K. Dickinson, M. K. Hundley, R. T. Jimenez, & V. J. Risko (Eds.), *58th Yearbook of the National Reading Conference* (pp. 156-170). Oak Creek, WI: National Reading Conference, Inc.

Analyzes 19 third graders' responses to written texts and illustrations in two stories, one in the beginning and one at the end of a semester, as well as students' own illustrations and reflections on creating their illustrations related to an integrated art/literature curriculum. Coding of student retellings, interview reflections, and field-note observations indicated marked increases over time in story comprehension/inferences of the writing and pictorial text, use of artistic language, and inferences about the meaning of illustrations. Suggests the value of incorporating art instruction to help students integrate responses to print and images.

#literaryresponse/literature/narrative #reading #instruction #engagement

Dixon, P., & Bortolussi, M. (2009). Readers' knowledge of popular genre. *Discourse Processes*, 46(6), 541-571.

Examines college students' knowledge of popular genres as determined by short essays on fantasy, science fiction, or romance. Semantic/lexical analysis of the essays identified four clusters: (1) science and technology as a key theme in science fiction, (2) women and courtship as a theme of romance novels, (3) narrative and plot structure, and (4) a focus on feelings depicted in the text or evoked in the reader. Individual differences in prior reading experience of a genre had little influence on essays on fantasy and science fiction, although essays on romance did differ according to prior reading experience. Readers with little experience with romance focused on the theme and plot structure, while more experienced readers focused more on their own and characters' emotions. Suggests that rather than genre knowledge developing primarily from reading experience in a genre, that readers acquire knowledge of some genres from a variety of popular cultural sources, for example, knowledge of fantasy and science fiction from films.

#literaryresponse/literature/narrative #genreknowledge #storydevelopment #engagement

Fitzgerald, C. (2009). What do teens want? *Publishers Weekly*, 256(43), 22-26. Retrieved July 13, 2010 from <http://tinyurl.com/2dzreddb>

Reports on results of The Teenreads.com 2009 Reader Survey completed by 4073 respondents regarding their reading in the previous three or six months. Seventy-five percent of respondents were 18-years-old or younger and 96% were females. Thirty-four percent read more than 10 books a month for pleasure during the school year; 24% read six to 10, and 28% read three to five. The most popular genres were romance (51%), humor (45%), mystery (33%), sci-fi/fantasy (31%), and action/superhero (26%). Eighty-three percent of teens are influenced by their friends' book recommendations versus family members (52%), teachers (47%) and librarians (36%). Eighty-five percent visit their favorite authors' websites for information about upcoming titles. Forty-six percent of the respondents watch online book trailers, and 45% have purchased books

after watching them. Eighty-three percent like to read a book before they see the movie version. While only 17% are in book clubs, 45% are interested in either being in a club (38%) or starting one (7%). Forty-nine percent indicate that they have no interest in reading e-books. Seventy-seven percent play online games; 56% indicated they would like more online tie-ins to books. Suggests that many teens are active readers and that online resources shape their reading choices. #literaryresponse/literature/narrative #medialiteracy/use #engagement #adolescentliterature

Harris, A. R., & Walton, M. D. (2009). "Thank you for making me write this": Narrative skills and the management of conflict in urban schools. *Urban Review: Issues and Ideas in Public Education*, 41(4), 287–311.

Analyzes 364 narratives about personal experiences with conflict written by urban fourth, fifth, and sixth graders in terms of children's narrative and perspective-taking skills and the responses to conflict they described. Several features of narrative were reliably coded, including level of violence described in the story, children's descriptions of internal states, moral evaluations, and responses to conflict. Children described the use of communication as a response to conflict more than any other response. Qualitative analyses revealed a relationship between children's response to conflict and their narrative skills, moral evaluations, and descriptions of emotion, intentions, and mental states. Children who reported the use of communication in response to conflict wrote stories containing very low levels of violence and also displayed attentiveness to others' internal states and strong narrative form. In contrast, children whose narratives reported the use of retaliation in response to conflict were unlikely to report about internal states or to display strong narrative form. Recommendations are given for dealing with conflict in the classroom, for focusing on narrative skill development, and for creating a narrative culture within schools. #literaryresponse/literature/narrative #culturalvalues/models #storydevelopment #genreknowledge

Hoffman, A. R. (2010). The BFG and the Spaghetti Book Club: A case study of children as critics. *Children's Literature in Education*, 41(3). Retrieved July 8, 2010 from <http://www.springerlink.com/content/r7405625h371270/fulltext.html>

Using an archive of children's book reviews of Roald Dahl's *The BFG* posted on the website of the Spaghetti Book Club, this study analyzed 30 reviews and accompanying illustrations produced by fourth-grade students. Analysis reveals children's capacity to create personal meaning in tandem with text while demonstrating sophisticated negotiations between self and story. Reviews indicate that many approached text as an opportunity for aesthetic experience, while also maintaining self-awareness of themselves as children within a larger community. Calls into question distinctions between fantasy and reality in reader response studies. #literaryresponse/literature/narrative #medialiteracy/use #aestheticresponse #genreknowledge

Lewis, E. C. & Chandler-Olcott, K. (2009). From screen to page: Secondary English teachers' perspectives on redesigning their teaching of literature in a new literacies era. In K. M. Leander, D. W. Rowe, D. K. Dickinson, M. K. Hundley, R. T. Jimenez, & V. J. Risko (Eds.), *58th Yearbook of the National Reading Conference* (pp. 205-217). Oak Creek, WI: National Reading Conference, Inc.

Analyzes 16 English teachers' methods of teaching literature through classroom observations, focus groups, and interviews relative to their integration of new digital/media literacies into their teaching. While literature instruction remains the central focus of their English instruction, teachers integrate new literacies into hybrid instructional activities—engaging in e-mail conversation between *Romeo and Juliet* characters, texting between characters in *The Crucible*, and creating MySpace profiles for characters from *Pride and Prejudice*. While students were engaged in these activities, their variation in technological expertise posed a challenge, suggesting the need for teachers to provide more overt instruction in use of digital/media tools in hybrid instructional activities.

#literaryresponse/literature/narrative #digital/technology tools #medialiteracy/use #instruction

Lewis, M. A., & Petrone, R. (2010). "Although adolescence need not be violent...": Preservice teachers' connections between "adolescence" and literacy curriculum. *Journal of Adolescent & Adult Literacy*, 53(5), 398–407.

Examines conceptions of adolescence held by 17 preservice teachers who then read five adolescent novels and created teaching activities. Analyzes participants' written responses to the novels and narratives explicating the activities they created. Finds that participants tend to essentialize adolescence and those conceptions carried over into their pedagogical beliefs about ways that they might engage their future students in adolescent literature. Argues for secondary literacy teachers and literacy teacher educators to rethink and complicate their normalized assumptions of adolescence and secondary students in order to forge stronger bonds between literature and lives.
#literaryresponse/literature/narrative #professionaldevelopment/teachereducation
#adolescentliterature #adolescent

Lewis, W. E., & Ferretti, R. P. (2009). Defending interpretations of literary texts: The effects of topoi instruction on the literary arguments of high school students. *Reading & Writing Quarterly*, 25(4), 250–270.

Analyzes the effects of instruction in "topoi" of literary analysis based on common literary themes on students' argumentative writing about literature. Low-ability 10th and 11th graders received instruction on the "ubiquity topos" related to consistent use of certain images, symbols, or language, or the "paradox topos" through analysis of tensions/contradiction in a text. They also received instruction in THE READER mnemonic (Graff, 2003: [THEsis supported by REAsons/Details; Explain how these details are related to the reasons or thesis; and Review of their argument]). Analysis of pre- versus post-argumentative essays found that this instruction resulted in higher quality essays in terms of citing supporting evidence and employing warrants; students focused more on the topos for which they had received instruction.
#literaryresponse/literature/narrative #writing #interpretation #instruction

Mar, R.A., Tackett, J. L., & Moore, C. (2010). Exposure to media and theory-of-mind development in preschoolers. *Cognitive Development*, 25(1), 69–78.

Examines 4- to 6-year-olds' inferred exposure to narrative children's literature, television, and film and assessed their theory-of-mind. Controlling for age, gender, vocabulary, and parental income, results indicate that exposure to children's narrative fiction predicted theory-of-mind abilities, as did exposure to children's movies, but not to children's television.
#literaryresponse/literature/narrative #medialiteracy/use #perspectivetaking #child

Morra, S., & Guobjornsdottir, G. (2010). Mental representation of literary characters as a distinct aspect of response to literature. *Scandinavian Journal of Educational Research*, 53(6), 591–615.

Analyzes character representations using cluster analysis of 13-year-old, 17-year-old, and adult readers (16 in each group) in responding to two texts, a Saga chapter, and a contemporary novel. Finds that character representations were affected by age, but not by expertise or gender, or other aspects of response. Participants' construction of mental models went beyond information present in texts (such as physical characteristics), along with descriptions of personality traits that were inferred from texts. Mental models were also affected by cultural schemata. Expertise impacted readers' ratings of both texts, whereas gender and age did not affect ratings.
#literaryresponse/literature/narrative #culturalvalues/models #developmentaldifferences

Myers, J., & Eberfors, F. (2010). Globalizing English through intercultural critical literacy. *English Education*, 42(2), 148–170.

Analyzes ten American and 32 Swedish English education students' ten-day online discussion responses to a short story portraying a relationship between an American and Swedish character that ends due to racial conflict. Discourse analysis of the students' posts focusing on cultural identities and stances identified five patterns: asserting/confirming ideas about story events,

identities, or practices; comparing to how people in one's own culture might act in a similar way; contextualizing or explaining cultural practices and identities; comparing information about cultural differences; and reflecting on how cultural differences influence practices. Rather than criticize others' cultural values, students' were open to valuing differences in others' cultural values. Suggests the value of mediating intercultural critical literacy through online forum exchanges across different cultures.

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

Peskin, J. (2010). The development of poetic literacy during the school years. *Discourse Processes*, 47, 77–103.

Examines whether and how 48 fourth-, eighth-, and twelfth-grade students recognize and process texts in poetic or prose form, using think-aloud protocols. Fourth graders did not recognize poems as differing from prose; eighth graders did distinguish between poetry and prose, but did not spend time seeking to understand the poems as poetry. Only the 12th graders spent a significant amount of time processing poetic texts by using their own genre-based expectations and the poetic devices particular to each text. Concludes that what students attend to and how they process a poetic text changes systematically across time, and that these changes involve the formal literary education they receive in school.

#literaryresponse/literature/narrative #genreknowledge #interpretation
#developmentaldifferences

Rennie, J., & Patterson, A. (2010). Young Australians reading in a digital world. In D. R. Cole & D. L. Pullen (Eds.), *Multiliteracies in motion: Current theory and practice* (pp. 207–223). New York: Routledge.

Surveys 606 14-year-old Australian students on their reading interests. Finds that while 40% reported frequently reading novels outside of school, 47% of those students were females as compared to 31% of males. Forty percent of females stated that they frequently read magazines, compared to only 16% of males. Females liked to read drama (57%) and romance (50%), while males did not like reading these genres. Over 70% could list a favorite author, with J. K. Rowling being the most frequently mentioned author. When students were asked to rate themselves as "readers" on a scale of 1 to 10, 33% placed themselves in a "high" category (8–10), 50% in a "medium" category (4–7), and 17% in a "low" category (1–3). Eighty-five percent of those in the "high" category frequently read novels outside of school compared to 1% of those in the "low" category; only 30% of those in the "low" category could name a favorite author. However, students' self-perceptions of themselves as readers depended on their notion of what counted as "reading" in school, which often precluded reading of online material.

#literaryresponse/literature/narrative #reading #adolescentliterature #engagement

Rojas, M. A. (2010). (Re)visioning U.S. Latino literatures in high school English classrooms. *English Education*, 42(3), 264–277.

Analyzes how U.S. Latino literatures are positioned within ninth- to eleventh-grade teacher-edition literature anthologies. Finds that instructional materials are structured in a linear, hierarchical manner around reading comprehension skills and literary terms related to standards and preparation for standardized tests. The diversity of authors included from different Latino/Latina groups was often limited to certain Mexican-American or Chicano/Chicana authors resulting in under-representation of Latino/Latina and Hispanic groups. Analysis of instructional materials for teaching about Sandra Cisneros indicates that she is depicted primarily in terms of her successes in moving beyond her working-class background as stereotypical symbol of a success story. This thematic framework was then used to define how her literature should be interpreted as a representation of the "other" relative to mainstream American literature. Suggests the need for more inclusive selection of authors from different groups and adoption of

alternative frameworks consistent with more authentic cultural and economic contexts shaping authors' lives.

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

Stevens, R. J., Van Meter, P., & Warcholak, N.D. (2010). The effects of explicitly teaching story structure to primary grade children. *Journal of Literacy Research, 42*(2), 159–198.

Investigates an instructional intervention designed to teach story structure to kindergarten and first-grade children from “disadvantaged” homes to improve their comprehension of narratives, in this case, picture storybooks. Results indicate that learning story structures allowed children to recall more ideas and answer more questions about structural elements of stories. Suggests that instruction about story structure can help emergent readers develop story comprehension.

#literaryresponse/literature/narrative #reading #interpretation #child

Thein, A. H. (2009). Identifying the history and logic of negative, ambivalent, and positive responses to literature: A case-study analysis of cultural models. *Journal of Literacy Research, 41*(3), 273–316.

Analyzes an adolescent female's cultural models of her working-class/school worlds and worlds portrayed in literature. Finds that she adopted a cultural model that even while life is difficult, good people who struggle to overcome adversities regain agency and deserve sympathy. Analysis of her responses indicates that this cultural model shaped her selection of texts (preferring novels about real life over fantasy) and interpretations of characters' actions. While this cultural model is productive in providing her with a sense of “flexible moral realism” in recognizing how characters' questionable actions may be shaped by challenging social contexts, at the same time, this model may be limiting in that she was critical of characters who are not motivated to change their social situation or status. Suggests the need to help students reflect on how the cultural models and stances they apply to texts may both enhance and limit their interpretations.

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

Tracy, B., Graham, S., & Reid, R. (2009). Teaching young students strategies for planning and drafting stories: The impact of self-regulated strategy development. *The Journal of Educational Research, 102*(5), 323–332.

Examines the effectiveness of SRSD (self-regulated strategy development) instruction in improving the story writing of third-grade students. Students were taught a general planning strategy and story-specific strategies for planning and drafting stories. One hundred twenty-seven children from six classes participated. Classes were randomly assigned to the SRSD condition and a control condition. Finds that students in the SRSD condition wrote longer and better stories. The story-writing gains that SRSD students made, were maintained over a short period of time. Concludes that the writing performance of young writers can be improved by teaching them planning strategies and self-regulatory procedures to use these strategies.

#literaryresponse/literature/narrative #writing #writinginstruction #child

Verheyden, L., Van Den Branden, K., Rijlaarsdam, G., Van Den Bergh, H., & De Maeyer, S. (2010). Written narrations by 8- to 10-year-old Turkish pupils in Flemish primary education: A follow-up of seven text features. *Journal of Research in Reading, 33*(1), 20–38.

Examines the development of narrative writing quality of young writers-at-risk from Turkish descent, and the impact of student background (age, SES, home language) and classroom-population (home language pattern of the classroom) on narrative writing quality. Participants were 106 third-grade and 111 fourth-grade students from seven different schools, who performed the same narrative writing assignment at the beginning and the end of the school year. A qualitative holistic measurement and six objective quantitative features were used to describe students'

narrative texts. Finds that the variance between students' texts is very large for all features. Home language (Turkish) was found to have a significant negative effect on text quality. The negative impact of low SES was much smaller.

#literaryresponse/literature/narrative #writing #secondlanguage/ literacy #writingquality

Weller, S. (2010). Comparing lecturer and student accounts of reading in the humanities. *Arts and Humanities in Higher Education*, 9(1), 87–106.

Compares British college students' perceptions of reading literature with those of their instructors. Finds that students perceive reading as evaluating alternative perspectives, relating ideas to their existing schema, and apprehending the text as object, while instructors perceive reading as intertextual and constructivist, challenging status-quo schema, and developing competing perspectives through text analysis. Suggests that for students, reading functions as a normative reinforcement of their status quo beliefs and ideas while for instructors reading functions to challenge and transform students' beliefs and ideas.

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

Other Related Research

Adomat, D. S. (2010). Dramatic interpretations: Performative responses of young children to picturebook read-alouds. *Children's Literature in Education*, 41(3). Retrieved July 8, 2010 from <http://tinyurl.com/2bc5g4a>

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Media Literacy/Use

Tags: #medialiteracy/use #games #films #television #advertising #music #news #audiences #mediaeffects #representations #gender #multiliteracies #multitasking

Carlson, S. A., Fulton, J. E., Lee, S. M., Foley, J. T., Heitzler, C., & Huhman, M. (2010). Influence of limit-setting and participation in physical activity on youth screen time. *Pediatrics*, 126(1), 89–96.

Surveys 7415 nine- to fifteen-year-olds and 5685 parents regarding media uses and parental guidelines. Of those children aged nine to ten, 38.9% reported viewing less than 30 minutes a day compared to 18.2% of children aged 14 to 15. Of the nine to ten year olds, 16.7% reported viewing more than two hours daily, the limit recommended by experts, compared to 38.9% of 14 to 15 year olds. Less than half of parents set viewing time limits; only 37% of children agreed that their parents set time limits. Children whose parents set viewing limits were more likely to view less television. Males, African American children, children from low-income families, and children who were not aware of parental limits were more likely to view more than two hours daily. Children who are more involved with sports teams, physical activities, or organized activities were less likely to view more than two hours daily.

#medialiteracy/use #television #child #adolescent

Cooper, R., & Tang, T. (2010). Predicting audience exposure to television in today's media environment: An empirical integration of active-audience and structural theories. *Journal of Broadcasting & Electronic Media*, 54(3), 400–418.

Identifies seven factors that best predict exposure to television: ritualistic motivations, use of the Internet, audience availability, the cost of multi-channel service, age, instrumental motivations, and gender. No single factor serves to explain variance in television exposure.

#medialiteracy/use #television #audiences #gender

Coyne, S. M., Robinson, S. L., & Nelson, D. A. (2010). Does reality backbite? Physical, verbal, and relational aggression in reality television programs. *Journal of Broadcasting & Electronic Media*, 54(2), 282–298.

Analyzes frequency of physical, verbal, and relational aggression in 10 most popular UK reality television versus non-reality television programs in 2007. Verbal aggression was the most frequent type of aggression in both types of programs. Finds more relational aggression (for example, the use of gossip to demean others) in reality than non-reality shows. Some shows that contain high levels of both verbal and relational aggression contain little physical aggression. Females were more likely to be portrayed as employing relational aggression. Interactive reality shows did not show more aggression overall than non-interactive shows.

#medialiteracy/use #television #representations #gender

Halverson, E. R. (2010). Film as identity exploration: A multimodal analysis of youth-produced films. *Teachers College Record*, 112(9). Retrieved June 3, 2010 from <http://www.tcrecord.org/library/abstract.asp?contentid=15948>

Develops a framework for analyzing use of semiotic and cinematography tools constituting identity construction and representations in youth-produced film as applied to analysis of a youth-produced film. Finds that this film portrays identity themes through use of film elements and editing. Suggests the importance of analyzing these films as a means by which marginalized youth explore their identity constructions in multimodal ways outside of traditional institutional literacy practices.

#medialiteracy/use #discourse/culturalanalysis #films #adolescent

Kaiser Family Foundation. (2010). *Generation M: Media in the lives of 8- to 18-year-olds*. Menlo Park, CA: Kaiser Family Foundation. Retrieved May 10, 2010 from <http://www.kff.org/entmedia/entmedia012010nr.cfm>

Surveys 2002 eight- to eighteen-year-olds' entertainment media use between October 2008 and May 2009. Finds that they average 7 hours and 38 minutes a day or more than 53 hours a week (with multitasking the 7½ hours is up to 10 hours and 45 minutes a day), an increase of one hour and 17 minutes since 2004. Since 2004, cell phone ownership has increased from 39% to 66% and iPod/MP3 players have increased from 18% to 76%, with mobile devices involving 49 minutes daily of listening to music, playing games, and watching videos. Only a third have parental rules limiting media use; those with rules devote less time to media than those without rules. One half indicate that their TV is on in the home "most of the time"; 71% have a TV in their bedroom. About half of heavy media users (more than 16 hours a day) indicate that they usually get lower grades than light users (less than 3 hours a day). Black children devote 6 hours a day to TV viewing; Hispanic children, 5½ hours; and White children, 3½ hours. Due to the increase in online viewing, TV viewing has increased by 25 minutes a day from 2004. Children devote 22 minutes a day to social networking (74% of 7th–12th graders have a profile); 17 minutes to playing games; and 15 minutes to visiting video sites. They also devote 25 minutes a day to reading books; reading of magazines and newspapers has declined from 14 minutes to 9 minutes. While 42% read newspapers in 1999, only 23% read newspapers in 2009. Females devote more time than males to social networking, listening to music, and reading, while males spend more time playing console video/computer games and going to video websites. In addition to this media use, they devote 1 hour and 35 minutes a day to texting.

#medialiteracy/use #technology/digitaltools #multitasking #television

Kaplan, M., & Hale, M. (2010). *Local TV news in the Los Angeles media market: Are stations serving the public interest?* Los Angeles: The Norman Lear Center, USC Annenberg School for Communication & Journalism.

Conducts content analysis of 11,000 news stories on 1,000 half-hours of local news on eight Los Angeles stations in August and September, 2009. Finds that local political/government news receives an average of 22 seconds of coverage while economic/business news averaged 29 seconds, contrasted with crime stories, 2.50 minutes; sports/weather, 3.36 minutes; "soft news," 3.36 minutes; teaser promotions, 2.10 minutes; and ads, 8.25 minutes; crime stories led in one in three broadcasts. About 4 minutes were devoted to any aspect of local Los Angeles events. Analysis of the *Los Angeles Times* coverage during the same time period indicated that 10% of its front page stories were devoted to local government news compared to 2.5% of lead TV news stories. Indicates that, in contrast to the newspaper, these eight stations provide little or no coverage of local government, business, or economic news.

#medialiteracy/use #discourse/culturalanalysis #news #television

Konijn, E. A., Van der Molen, J. H. W., & Nes, S. V. (2009). Emotions bias perceptions of realism in audiovisual media: Why we may take fiction for real. *Discourse Processes*, 46(4), 309–340.

Examines the influence of emotions on TV-viewers' responses to fictional versus documentary TV. Conducts two experiments manipulating viewers' emotions and program content (fiction versus reality-based). Finds that when viewers believe that a program is fiction, high emotion viewers perceive that program to be more realistic and having more informational value than low-emotion viewers. Finds that empathy influenced perceptions of realism and informational value. Suggests that high-emotions viewers are more likely to perceive fictional TV as realistic than low-emotion viewers.

#medialiteracy/use #audiences #television #adult

Lacy, S., Duffy, M., Riffe, D., Thorson, E., & Fleming, K. (2010). Citizen journalism web sites complement newspapers. *Newspaper Research Journal*, 31(2), 34–46.

Conducts a content analysis of 86 citizen blog sites, 53 citizen news sites, and 63 daily newspaper sites in June and July 2009 to determine the degree to which citizen journalism on blogs or news sites can compensate or compliment declines in daily newspapers' news coverage. Finds that only 25% of the citizen sites publish on a daily basis and have significantly fewer news items than daily newspaper sites which were more likely to include more interactive features such as RSS feeds. Citizen sites included more external links and links to local city sites. Suggests that while citizen journalism is not an adequate substitute for mainstream journalism, it can complement mainstream journalism by providing opinions and coverage of neighborhood news often not contained in daily newspaper sites.

#medialiteracy/use #digital/technologytools #news #audiences

Luther, C. A., & Legg, J. R. (2010). Gender differences in depictions of social and physical aggression in children's television cartoons in the US. *Journal of Children and Media*, 4(2), 191–205.

Conducts a content analysis of gender differences related to portrayals of physical and social aggression in children's television cartoons on Cartoon Network, Nickelodeon, and Toon Disney. Finds that male characters are more likely to display acts of physical aggression while female characters are more likely to display acts of social aggression. Acts of aggression occur between children or teen characters and not adult characters. There was little portrayal of retribution or defensive responses to these acts of aggression.

#medialiteracy/use #television #representation #child

Mastro, D., Lapinski, M. K., Kopacz, M. A., & Behm-Morawitz, E. (2009). The influence of exposure to depictions of race and crime in TV news on viewer's social judgments. *Journal of Broadcasting & Electronic Media*, 53(4), 615–635.

Analyzes the influence of representations of race and crime in TV news programs on viewers' racial attitudes. Finds that the viewer's gender and the race of the suspect influences racial attitudes and attributions about the victim and perpetrator. In another study, the race of the suspect had a significant effect on attitudes towards Blacks. Suggests that TV news portrayals of Blacks associated with crime stories has an influence on racial attitudes towards Blacks.

#medialiteracy/use #discourse/culturalanalysis #television #news

Mihailidis, P. (2009). Beyond cynicism: Media education and civic learning outcomes in the university. *International Journal of Learning and Media*, 1(3), 19–31.

Conducts a pre-post controlled experiment to examine the effects of instruction in media literacy on 239 undergraduates enrolled in media literacy courses. Finds that these courses increased students' ability to comprehend, evaluate, and analyze media messages. Students enrolled in these courses were also more likely to critically analyze media's negative role in society in focus group discussions than were students who had not taken these courses.

#medialiteracy/use #discourse/culturalanalysis #adolescent

Moyer-Guse, E., & Nabi, R. L. (2010). Explaining the effects of narrative in an entertainment television program: Overcoming resistance to persuasion. *Human Communication Research*, 36(1), 26–52.

Contrasts the effects of narrative versus non-narrative presentation of video presentations on teen pregnancy on 367 undergraduates' degree of resistance to persuasion. Finds that narrative presentation was more likely to reduce resistance by fostering interaction with characters and decreasing perceptions of a persuasive agenda. Identification with characters serves to decrease counterarguing, while, at the same time, transportation into the narrative resulted in an increase in counterarguing.

#medialiteracy/use #literaryresponse/literature/narrative #mediaeffects

Ofcom. (2010). *UK children's media literacy*. London: Ofcom. Retrieved June 10, 2010 from http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/ukchildrensml/

Surveys British 5–15 year olds' media use in 2009. Children home Internet access has increased, with children in low-income homes less likely to have access. Three-fourths of 12–15 year olds and two-thirds of 8–11 year olds have a TV in their bedroom; 31% of 12–15 year olds have Internet access in their bedroom; 71% of 8–11 year olds and 74% of 8–11 year olds have game consoles in their bedrooms. Sixty-eight percent of parents believe that the benefits of using the Internet outweigh the risks; 34% of parents of 12–15 year olds are concerned about Internet content; 80–90% of 5–11 year olds have rules for TV, Internet, and game use; rules for Internet use for 12–15 year olds are less common, particularly for those who use the Internet alone. Forty-three percent of parents have Internet controls or filtering software; 32% have digital TV access controls. Twenty-one percent of 8–15 year olds have watched TV content on the Internet; most feel confident about using the Internet to create and share media content. Twenty-seven percent of 12–15 year olds believe that search engines provide sites with truthful information; 63% make at least one check on newly-visited sites. Seventy percent of 12–15 year olds and 22% of 8–11 year olds with a home computer have a social networking site profile; they are more likely to restrict access to their profiles than was the case in 2008. Of the 83% of parents who are aware that their children visit social networking sites, 93% check what their child is doing. Only 21% of 8–11 year olds and 36% of 12–15 year olds indicated that they are taught about television at school, compared to 73% of 8–11 year olds and 84% of 12–15 year olds who indicate that they learn about the Internet at school.

#medialiteracy/use #digital/technologytools #child #adolescent

Pagani, L. S., Fitzpatrick, C., Barnett, T. A., & Dubow, E. (2010). Prospective associations between early childhood television exposure and academic, psychosocial, and physical well-being by middle childhood. *Archives of Pediatrics and Adolescent Medicine*, 164(5), 425–431.

Conducts a longitudinal study using regression analysis of the relationship between 1314 fourth graders' TV exposure beginning with parental reports of weekly TV viewing at 29 and 53 months of age. Finds that 2 year olds watch 8.8 hours a week and 4 year olds watch 14.8 hours a week. Each additional hour of TV viewing at 29 months was related to a 7% and 6% decline in classroom engagement, a 15% decline in doing weekend physical activity, a 9% and 10% increase in soft drink/snack consumption, and a 5% increase in body mass index. Suggests that heavy television viewing has a detrimental influence during the pre-school years when the brain is rapidly developing.

#medialiteracy/ #television #mediaeffects #child

Pew Research Center's Project for Excellence in Journalism. (2010). *New media, old media: How blogs and social media agendas relate and differ from traditional press*. Washington, D.C.: Pew Research Center. Retrieved July 8, 2010 from <http://www.journalism.org/node/20621>

Surveys users accessing of online news from June, 2009 to January, 2010. Finds that 44% of online news users get news at least a few times a week through emails, blogs, or posts from social networking sites, indicating that the news that people get via social media differs from what they obtain from mainstream news outlets. Blogs shared the same lead story with traditional media in just 13 of the 49 weeks studied; 17% of the top five linked-to stories related to politics; most all of the stories were from mainstream online news—80% of the stories on blogs derive from the BBC, CNN, the *New York Times*, and the *Washington Post*. Twitter shared the same stories for just four weeks of the 29 weeks studied; 43% of the top five linked-to stories related to technology; about 50% of their stories were from online mainstream news. These stories also remain for a much shorter time period than on online news sites.

#medialiteracy/use #digital/technologytools #news

Richards, R., McGee, R., Williams, S. M., Welch, D., & Hancox, R. J. (2010). Adolescent screen time and attachment to parents and peers. *Archives of Pediatrics and Adolescent Medicine*, 164(3), 258–262.

Analyzes two groups of adolescents' screen time (television, video or DVD, gaming, and computer use) related to parental and peer attachments. Finds that high television viewing time and low time devoted to reading or homework was related to low parental attachment. For one group, high time devoted to playing on a computer was related to low parental attachment; for the other group, high television viewing was related to low peer attachment. Suggests that television viewing can limit building attachments to parents.

#medialiteracy/use #television #adolescent

Schooler, D., Sorsoli, C. L., Kim, J. L., & Tolman, D. L. (2009). Beyond exposure: A person-oriented approach to adolescent media diets. *Journal of Research on Adolescence*, 19(3), 484–508.

Investigates 741 grade 8–10 adolescents' television program choices to determine choices related to sexual content on those programs. Codes 3 episodes from each of 25 regularly-watched television programs by these adolescents according to characters' interactions and types of sexual conduct. Identifies eight different clusters of adolescents according to frequency of viewing, ranging from less than a half an hour a day to two or more than two hours a day. Finds that adolescents in each of these eight clusters viewed programs that were both high and low in sexual conduct; identifies particular program preferences for each cluster. No clusters exhibited an exclusive preference for sexual conduct, suggesting that frequency of viewing is not necessarily related to exposure to sexual conduct in preferred television programs.

#medialiteracy/use #television #adolescent #mediaeffects

Smith, S. L., Choueiti, M., Granados, A. D., & Felt, L. (2010). *Gender oppression in cinematic content? A look at females on-screen & behind-the-camera in top-grossing 2007 films*. Los Angeles, CA: Annenberg School for Communication & Journalism, University of Southern California. Retrieved May 20, 2010 from <http://Annenberg.usc.edu/genderinfilm>.

Analyzes the status of females in 100 top-grossing films in 2007. Finds that female characters consist of only 29.9% of the 4379 speaking characters and less than 20% of the protagonists were female, results similar to a previous analysis that found that only 27% of 15,000 speaking characters in films released between 1990 and 2006 were females. For the 100 films, 2.7% had female directors, 11.2% had female writers, and 20.5% had female producers. Films with female directors, writers, and/or producers depicted more female characters than did films with male directors. Female characters were more likely to be thin, younger, and portrayed in sexualized ways than male characters. However, when portrayed as protagonists, female characters were portrayed in relatively complex ways as both strong and weak, heroic and villainous.
#medialiteracy/use #discourse/culturalanalysis #films #gender

Tan, J. P.-L., & McWilliam, E. (2009). From literacy to multiliteracies: Diverse learners and pedagogical practice. *Pedagogies: An International Journal*, 44(3), 213–225.

Compares implementation of a multiliteracies curriculum in two different groups in traditional school settings, an “elite mainstream” and an “excluded minority” group, curriculum designed to enhance these students’ engagement with schooling. Finds that while a multiliteracy curriculum did enhance high-performing and at-risk students’ engagement, that this curriculum focus remains as peripheral to print-based curriculum designed for most students.
#medialiteracy/use #discourse/culturalanalysis #multiliteracies #instruction

Tanner, J., Asbridge, M., & Wortly, S. (2009). Listening to rap: Cultures of crime, cultures of resistance. *Social Forces*, 88(2), 693–722.

Analyze 3393 Toronto high school students’ preferences for certain types of representations in music related to their self-reported criminal behavior and resistant attitudes. Identifies a group of participants with a strong preference for rap who report significantly more delinquent behavior and stronger feelings of inequity and injustice than listeners with other musical tastes. At the same time, these relationships varied according to racial identity with Black and White subgroups aligning themselves with resistance representations while Asians do not. Whites and Asians report significant involvement in crime and delinquency, while Blacks do not. Challenges the stereotypical relationship between rap music and Black’s attitudes/criminal behavior.
#medialiteracy/use #music #mediaeffects #representations

Tian, Q., & Hoffner, C. A. (2010). Parasocial interaction with liked, neutral, and disliked characters on a popular TV series. *Mass Communication and Society*, 13(3), 250–269.

Examines 174 viewers’ responses to characters from the TV series, *Lost*, perceived to be liked, neutral, or disliked. Viewers noted the importance of similarity with characters as a strong predictor of identification and parasocial interaction with characters. Identification with characters predicted parasocial interaction. Parasocial interaction, but not identification, predicted the degree of wanting to change to be like characters. These responses were higher for liked and neutral characters than for disliked characters.
#medialiteracy/use #television #mediaeffects #audiences

Wise, K., Bolls, P., Myers, J., & Sternadori, M. (2009). When words collide online: How writing style and video intensity affect cognitive processing of online news. *Journal of Broadcasting & Electronic Media*, 53(4), 532–546.

Compares 47 users’ reading of narrative versus inverted pyramid writing style of four online news stories related to cognitive processing of accompanying video clips. Reading inverted pyramid stories requires more allocation of cognitive resources for processing the video clips than was the case for narrative stories. Reading narratives resulted in more recognition of story details than for the inverted pyramid style. Suggests the need to consider importance of structuring online news stories related to processing accompanying videos.
#medialiteracy/use #reading #writing #news

Other Related Research

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Professional Development/Teacher Education Related to Teaching English

Tags: #professionaldevelopment/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/turnover #studentteaching #actionresearch/inquirycycles

Binks, E., Smith, D. L., Smith, L. J., & Soshi, R. M. (2009). Tell me your story: A reflection strategy for preservice teachers. *Teacher Education Quarterly*, 36(4), 141–156.

Explores the power of the narrative approach/storytelling as an alternative approach to reflection for preservice teachers during their field experiences. Findings imply a need for increased use of storytelling in teacher preparation programs as a means to promote critical reflection and to help preservice teachers to make important connections between theory and practice. #professionaldevelopment/teachereducation #literacy #critical/reflectivepractice #teacheridentity

Blachowicz, C. L. Z., Buhle, R., Ogle, D., Frost, S., Correa, A., & Kinner, J. D. (2010). Hit the ground running: Ten ideas for preparing and supporting urban literacy coaches. *The Reading Teacher*, 63(5), 348–359.

Provides ten lessons learned from a five-year mixed method research project to develop urban literacy coaches in a large, diverse metropolitan school system. Reports on the progress and documents the gains by schools in the project. Describes survey data from principals and teachers. Reports practices that contribute to the success of the project, as follows: build a strong, communal knowledge base; collaborate to make the curriculum visible in new ways; emphasize culturally relevant instruction and resources; help emergent coaches define their roles over time; support coaches in developing a model for goal setting and coaching cycles; build understanding that development as a coach has recursive phases; provide facilitation that differentiates for coaches-in-training; design methods for coaches to build teams around student data and shared inquiry; help coaches balance “fidelity of treatment” with “formative treatment;” and, finally, connect coaches with the wider professional community.

#professionaldevelopment/teachereducation #mentoring/coaching #inservice #pedagogical/contentknowledge/culturallyrelevantpedagogy

Córdova, R. A., & Matthiesen, A. L. (2010). Reading, writing, and mapping our worlds into being: Shared teacher inquiries into whose literacies count. *The Reading Teacher*, 63(6), 452–463.

Conducts an ethnographic examination of how an innovative professional learning community can have important consequences for teachers’ professional lives. Specifically focused on one urban, second-grade classroom, this study reveals how a teacher engages her students to explore their lived experiences as material resources for in-school literacies learning, and in doing so makes way for a hybridized expanded literacy curriculum. Argues for creating spaces for collaborative professional communities that encourage participants to learn a language of inquiry that in turn can lead to powerful transformations in practice.

#professionaldevelopment/teachereducation #medialiteracy/use #inservice #critical/reflective-practice

Daisey, P. (2009). The writing experiences and beliefs of secondary teacher candidates. *Teacher Education Quarterly*, 36(4), 157–172.

Employs both qualitative and quantitative methods to examine 124 secondary teacher candidates’ attitudes and beliefs about writing. Finds wide differences of enjoyment levels for writing among teacher candidates. Implications for teacher educators include interventions aimed at providing nurturing writing environments to help teacher candidates examine their assumptions about writing in order to help them imagine a new identity as writers.

#professionaldevelopment/teachereducation #writing #preservice #teacherattitudes/beliefs

Dial, A. R., McGee, L. M., & Edwards, P. A. (2009). The role of community book club in changing literacy practices. *Literacy Teaching and Learning*, 13(1 & 2), 25–56.

Analyzes 11 book club meetings over a two-year period to determine how teachers, community members, and parents of preschoolers responded to both an adolescent/adult book and a similarly themed children’s book as a professional development experience. Over the two years, participants acquired a range of new literacy practices associated with collaboratively sharing responses and discussing themes related to child-parent relationships, practices that transferred over to home literacy practices.

#professionaldevelopment/teachereducation #literaryresponse/literature/narrative #literacy #sociocultural/collaborativelearning/inquirygroups/communities

Early, J. S., & Shagoury, R. (2010). Learning from the lived experiences of new language arts teachers working in diverse urban schools. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(4), 1049–1058.

Examines the factors, challenges, people, and events that impact the teaching lives of new language arts teachers teaching in urban, diverse, and underserved schools. Reports ethnographic interview findings emerging as clear patterns from their interviews related to the reputation of

the school: the role of the school leaders, the role of other new teachers, teacher identity, and the impact of teacher preparation programs. Data on the school culture and personnel also reveal important information on the obstacles these teachers face and the supports that sustain them. Recommends potential future research to broaden our understanding of how to attract, support, and retain new teachers in the field of language arts education.

#professionaldevelopment/teachereducation #discourse/cultural/narrativeanalysis #inservice #teacherretention/turnover

Eser, B. T. A., & Sumra, A. (2009). Raising the language awareness of pre-service English teachers in an EFL context. *European Journal of Teacher Education*, 32(3), 271–287.

Investigates the particular language challenges faced by non-native preservice English teachers through analysis of training sessions, feedback, semi-structured interviews, retrospective protocols, and discussion meetings to improve student teachers' target language use in the classroom. Finds a positive impact of the training session. Discusses the curriculum and requirements of the language teacher education program in an EFL setting and makes suggestions for the professional development of non-native preservice language teachers.

#professionaldevelopment/teachereducation #secondlanguage/ literacy #preservice #pedagogical/ contentknowledge/culturallyrelevantpedagogy

Garner, G., & Rosaen, C. (2009). Strengthening partnerships and boosting conceptual connections in preservice field experience. *Teaching Education*, 20(4), 329–342.

Examines the Partner Classroom pilot program experiences carried out for two sections of a literacy methods course across two different semesters (n = 41) to provide “high quality,” “targeted” field experiences in a senior-level elementary literacy methods course. The aim was to shift the focus from passive watching and engagement in routine classroom tasks to emphasis on guided observations, debriefing with classroom teachers, and interacting with students. Investigates what teacher candidates notice and value, and how they make sense of one classroom visit each semester. Finds that candidates value observing a “real” teacher in action to help course concepts and theories come alive, comparing and contrasting their regular classroom placement with an observation in a different school setting, and discussing their observations with teachers and principals. Provides next steps for strengthening partnerships for enhanced teacher candidate learning and implications for future research.

#professionaldevelopment/teachereducation #mentoring/coaching #preservice #studentteaching

Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V. S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), 816–852.

Examines the ways in which raced consciousness inflects developing understandings of cultural responsiveness among preservice teachers whose preparation included responses to imaginative engagement with literary texts, interactions in an underresourced school, and exploration of key concepts of culturally responsive pedagogy. Case and discourse analysis identifies how this preparation created spaces that made the diverse and complex understandings of cultural responsiveness held by teacher candidates and instructors visible and how raced consciousness shaped these understandings. Findings suggest that incorporation of multicultural literary texts, continual interrogation of attitudes toward race and racism, and explicit engagement with raced consciousness fosters learning about how beginning teachers take up cultural responsiveness, given the persistent stereotypes and the raced consciousness that shape their language and perceptions.

#professionaldevelopment/teachereducation #cultural/discourseanalysis #pedagogical/ contentknowledge/culturallyrelevantpedagogy #preservice

Glazerman, S., Isenberg, E., Dolfen, S., Bleeker, M., Johnson, A., Grider, M., & Jacobus, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled*

study. Washington, D.C.: Mathematica Policy Research. Retrieved June 29, 2010 from <http://ies.ed.gov/ncee/pubs/20104027/>

Examines the impact of monthly teacher induction programs for 1009 beginning teachers in 418 schools in 17 districts over a three year period from 2006–2008. When compared to a control group of teachers who did not participate in inductive programs, finds no impacts on retention rates, classroom practices, and student achievement after the first year of these programs. For teachers engaged in a two-year induction programs in seven of the districts, there was no impact on student achievement after each of two years, but for the third year after completion of the two-year induction, there was positive impact on reading and math for students with teachers participating in the programs versus control group teachers who did not participate in the programs.

#professionaldevelopment/teachereducation #inservice #mentoring/coaching #teacherretention/turnover

Guo, Y., Piasta, S. B., Justice, L. M., & Kaderavek, J. N. (2010). Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(4), 1094–1103.

Examines the relations among preschool teachers' self-efficacy (N = 67), classroom quality (instructional and emotional support), and children's (N = 328) gains in print awareness and vocabulary knowledge over an academic year in the United States. Results indicated that teachers' self-efficacy and classroom quality served as significant and positive predictors of children's gains in print awareness but not vocabulary knowledge. Results also showed a significant interaction among teachers' self-efficacy, classroom quality, and vocabulary gains; for children of teachers with higher levels of self-efficacy, higher levels of classroom quality (emotional support) were associated with higher vocabulary gains.

#professionaldevelopment/teachereducation #literacy #teacheridentity #inservice

Heydon, R., & Hibbert, K. (2010). "Relocating the personal" to engender critically reflective practice in pre-service literacy teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(4), 796–804.

Maps candidates' responses to a preservice literacy course designed to (a) relocate teacher candidates' literacy histories and beliefs from a personal to a political frame, and (b) promote critical reflection and complex understandings of literacy, teaching, and learning. Confirms through case analysis (n=7) the effectiveness of conditions created in the course and a need for further attention to issues of power and the unconscious in learning to teach literacy.

#professionaldevelopment/teachereducation #criticalreflectivepractice #teacheridentity #preservice

Kennedy, E., & Shiel, G. (2010). Raising literacy levels with collaborative on-site professional development in an urban disadvantaged school. *The Reading Teacher*, 63(5), 372–383.

Reports on a multifaceted, collaborative professional-development intervention designed to equip teachers with a range of strategies, tools, and methodologies to raise literacy standards as implemented over the course of two years across two grade levels in a disadvantaged urban school. Finds that teachers were successful in both raising student achievement and in developing their classrooms into highly motivating, engaging, and literate communities with higher expectations for students' literacy development, greater instructional self-efficacy, and deeper knowledge about implementing a research-based, balanced literacy framework.

#professionaldevelopment/teachereducation #literacy #inservice #pedagogical/contentknowledge/culturallyrelevantpedagogy

McDougall, J. (2010). A crisis of professional identity: How primary teachers are coming to terms with changing views of literacy. *Teaching and Teacher Education: An International Journal*

of Research and Studies, 26(3), 679–687.

Analyses the discourses that emerged from interviews with a group of Australian primary teachers who talked about their reactions to teaching media. Findings indicate teachers who embraced this area of learning had a more futures-oriented view of their identity. However, there were still teachers who retained a more traditionalist perception of their role, including some who viewed teaching media as an unnecessary burden. Contrasting perspectives suggest that a crisis in identity will remain unless the boundaries that separate conventional literacies from new literacies can be challenged.

#professionaldevelopment/teachereducation #medialiteracy/use #teacheridentity #inservice

McElhone, D., Hebard, H., Scott, R., & Juel, C. (2010). The role of vision in trajectories of literacy practice among new teachers. *Studying Teacher Education*, 5(2), 147–158.

Investigates teachers' visions of ideal teaching and its impact on practice. Describes trends in teachers' visions in the preservice and inservice years across one cohort of new teachers. Explores the characteristics of vision for three subgroups based on scores reflecting the quality of their practice: those whose practice improved, those whose practice became weaker, and those whose practice remained stable. Teachers who maintained high practice scores or showed improvement on practice scores held visions characterized by specificity and coherence. Two cases are presented to illustrate the role of vision in beginning teachers' practices.

#professionaldevelopment/teachereducation #critical/reflectivepractice #teacherbeliefs/assumptions #inservice

Milner, J. O. (2010). Merging beliefs of classroom teachers and teacher educators. *English Education*, 42(2), 171–180.

Surveys 114 North Carolina English teachers and teacher educators regarding their preceptions of teacher preparation in English. Finds general agreement between these two groups—teacher educators expressed high regard for teachers' judgments of their student teachers' performance and teachers expressed support for the quality of beginning teachers prepared in the teacher educators' programs. Both groups agree that preservice teachers should have an English major and should take specific English methods courses. Teacher educators differed from teachers on the need to lower NCATE's 2.5 GPA admission requirement; urban teachers differed with teacher educators on the need for bi-weekly supervision visits. The high level of agreement challenges assumptions that English educators are "out of touch" with classroom teachers.

#professionaldevelopment/teacher education #pedagogical/contentknowledge/culturallyrelevantpedagogy #studentteaching #preservice

Parker, D. C. (2010). Writing and becoming [a teacher]: Teacher candidates' literacy narratives over four years. *Teaching and Teacher Education*, 26(6), 1249–1260

Tracks 30 preservice teachers' use of letter writing over a four-year period. Finds that sharing of narratives and dialogue functioned to foster reflection about issues and development as teachers, suggesting the value of letter writing as a tool for reflection.

#professionaldevelopment/teacher education #writing #critical/reflectivepractice #preservice

Pitfield, M., & Obied, V. (2010). How student-teachers approach the teaching of reading: At the interface between personal history, theory and practice. *Changing English: Studies in Culture & Education*, 17(1), 35–44.

Focuses on the progress and experiences which facilitate student-teachers' development while training to teach reading to 11- to 14-year-olds in London secondary schools. Finds that it is the interaction and tensions between the student teachers' personal reading histories, engagement in theory, and practice within the social environment of the classroom that shape their burgeoning identities as teachers of literature and reading. Suggests the importance of student teachers' developing a sense of confidence that enables them to look beyond approaches advo-

cated by statutory curriculum frameworks to develop their own view of innovative practice in the teaching of reading.

#professionaldevelopment/teachereducation #reading #criticalreflectivepractice #teacheridentity

Rush, L. S. (2009). Developing a story of theory and practice: Multigenre writing in English teacher education. *The Teacher Educator*, 44(3), 204–216

Examines eight preservice teachers' multigenre reflections connecting theory and practice from course readings in an English methods course. Results show that participants reconceived their analysis of course readings in narrative formats and thus broke genre boundaries, extended creative writing experiences, and crafted increasingly sophisticated theory-practice links related to English teaching. Argues the case for integrating multigenre writing in methods courses.

#professionaldevelopment/teachereducation #teacherbeliefs/assumptions #critical/reflectivepractice #preservice

Vagle, M. D. (2009). Locating and exploring teacher perception in the reflective thinking process. *Teachers and Teaching: Theory and Practice*, 15(5), 579–599.

Reports on data from 18 middle school teachers describing moments when they sensed that students were having difficulty understanding concepts or task expectations. Identifies different practices associated with teachers' ability to employ nonverbal cues regarding students' perceptions leading to reflection about appropriate responses to students' difficulties in learning. Draws implications for professional development/teacher education on the need for work on teacher perceptions of students' learning difficulties.

#professionaldevelopment/teachereducation #inservice #critical/reflectivepractice #teacherbeliefs/assumptions

Wasserman, K. B. (2009). The role of service-learning in transforming teacher candidates' teaching of reading. *Teaching and Teacher Education: An International Journal of Research and Studies*, 25(8), 1043–1050.

Compares two literacy courses for elementary teacher candidates taught by the same professor with variables held constant with one exception. Course One incorporated a service-learning component as an integral part of the instructional process while Course Two merely asked teacher candidates to teach sample lessons to peers. Results document that incorporating a highly structured service-learning component into a well developed literacy course dramatically increased the self-efficacy of the participants leading to increased implementation of course content/new pedagogies during the remainder of their student teaching experience.

#professionaldevelopment/teachereducation #reading #literacy #preservice

What Works Clearing House. (2010). Intervention: Project CRISS (CReating Independence through Student-owned Strategies). Washington, D.C.: IES What Works Clearinghouse. Retrieved July 10, 2010 from http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/project_cris/index.asp

The Clearinghouse (WWC) reviewed 31 studies on *Project CRISS*[®] (*CReating Independence through Student-owned Strategies*), a professional development program for teachers designed to improve reading, writing, and learning for 3rd- through 12th-grade students. The implementation of *Project CRISS*[®] does not require a change in the curriculum or materials being used in the classroom, but instead calls for a change in teaching style to focus on three primary concepts derived from cognitive psychology and brain research: (a) monitoring their learning to assess when they have understood content, (b) integrating new information with prior knowledge, and (c) being actively involved in the learning process through discussing, writing, organizing information, and analyzing the structure of text to help improve comprehension. Of the 31 reviewed studies, two of the studies met WWC evidence standards; the remaining twenty-nine studies did not meet either WWC evidence standards or eligibility screens. Based on the two

qualifying studies, the WWC found potentially positive effects of CRISS on comprehension for adolescent learners.

#professionaldevelopment #reading #comprehension #strategies

Other Related Research

Achinstein, B., Ogawa, R. T., & Sexton, D. (2010). Retaining teachers of color: A pressing problem and a potential strategy for “hard-to-staff” schools. *Review of Educational Research, 80*(1), 71–107.

Aitchison, C., Kamler, B., & Lee, A. (Eds.). (2010). *Publishing pedagogies for the doctorate and beyond*. New York: Routledge.

Alger, J. (2009). Content area reading strategy knowledge transfer from preservice to first-year teaching. *Journal of Adolescent & Adult Literacy, 53*(1), 60–69.

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Cook, J. S. (2009). “Coming into my own as a teacher”: Identity, disequilibrium, and the first year of teaching. *The New Educator, 5*, 274–292.

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Twomey, S. J. (2010). Facilitating “gem moments” of learning: Reading research as teacher professional development. *Journal of Teaching and Learning*, 7(1). Retrieved July 11, 2010 from <http://ojs.uwindsor.ca/ojs/leddy/index.php/JTL/article/view/563>

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Woodcock, C. (2009). Fight the dragons: Using online discussion to promote critical literacy in teacher education. *Contemporary Issues in Technology and Teacher Education*, 9(2), 95–111.

Reading

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

Braun, H., Kirsch, I., & Yamamoto, K. (2011). An experimental study of the effects of monetary incentives on performance on the 12th-grade NAEP reading assessment. *Teachers College Record*, 113(11). Retrieved July 8, 2010 from <http://www.tcrecord.org.floyd.lib.umn.edu/Content.asp?ContentId=16008>

Examines the effects of monetary incentives on the performance of 2600 12th graders in 59 heterogeneous schools in seven states using a reading assessment closely modeled on what is a “low stakes” NAEP reading test to determine the degree to which test scores obtained without such incentives are valid measures of students’ reading ability. Students were randomly assigned to a control group (no incentives) or one of two incentive interventions: in a fixed incentive, students were offered \$20 at the start of the session; in a contingent incentive, students were offered \$5 in advance and \$15 for correct responses to each of two randomly chosen questions, so they could earn up to \$35. Finds that providing these incentives had significant effects on both student engagement/effort and performance across gender, race, and SES. The contingent incentive had a stronger effect than the fixed incentive, particularly for low-scoring subgroups. Raises issues about the validity of reading test scores in an otherwise “low-stakes” test as well as the use of the NAEP reading scores to identify “achievement gaps” by subgroups.
#reading #readingtests #motivation/engagement #adolescent

Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (2010). The impact of a strategy-based intervention on the comprehension and strategy use of struggling adolescent readers. *Journal of Educational Psychology*, 102(2), 257–280.

Examines the impact of a Learning Strategies Curriculum (LSC) on the reading strategy and comprehension of 365 sixth- and ninth-grade students who received strategy instruction versus 290 students who did not receive instruction over a one-year period. Finds that sixth graders who received the strategy instruction were more likely to employ problem-solving strategies and had significantly higher reading comprehension scores than students in the control group; there were no significant effects for the ninth-grade students.
#reading #instruction #strategies #comprehension

Dee, T., & Jacob, B. (2010). Evaluating NCLB. *Education Next*, 10(3). Retrieved July 11, 2010 from <http://educationnext.org/evaluating-nclb>

Analyzes changes in reading test scores for 37 states for fourth-grade reading and 34 states for eighth-grade reading since the beginning of NCLB testing according to difference in test subskills and demographic groups. Finds no significant effects on student reading achievement for any of the subskills or significant gains for either fourth or eighth graders over time.

Dennis, D. V. (2009). “I’m not stupid”: How assessment drives (in)appropriate reading instruction. *Journal of Adolescent & Adult Literacy*, 53(4), 283–290.

Middle school students who score below proficient on state reading assessments are often placed in remedial reading programs that focus on phonics and decoding skills and do not acknowledge students’ literate abilities. The purpose of this study is to demonstrate the reading abilities of young adolescent readers. Five assessments measuring phonemic awareness, phonics, fluency, vocabulary, and comprehension were administered to 94 students who scored below proficient on a state reading assessment. Cluster analysis revealed four distinct groups of striving adolescent readers. The varying abilities and needs of these populations are presented through profiles of four students, and implications for tiered instructional interventions are discussed.
#reading #strugglingreaders #comprehension #adolescent

Evans, M. D. R., Kelley, J., Sikora, J., & Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*, 28, 171–197.

Researches the impact of access to books in the home on students’ literacy development. Ana-

lyzes data from representative national samples in 27 nations, with over 70,000 cases, analyzed using multi-level linear and probit models with multiple imputation of missing data. Finds that children who grow up in homes with many books get 3 years more schooling than children from bookless homes, independent of their parents' education, occupation, and class. Results show that this is as great an advantage as having university-educated rather than unschooled parents, and twice the advantage of having a professional rather than an unskilled father. Findings hold true for rich and poor nations, across historical time periods; under various governments including under Communism, capitalism, and Apartheid; and most strongly in China.
#reading #discourse/culturalanalysis #motivation/engagement #child

Glazerman, S., & Seifullah, A. (2010). *An evaluation of the teacher advancement program (TAP) in Chicago: Year two impact report*. Washington, D.C.: Mathematica Policy Research. Retrieved July 5, 2010 from: http://www.mathematica-mpr.com/publications/pdfs/education/tap_yr2_rpt.pdf
Reports the implementation of the Chicago Public Schools (CPS) schoolwide reform called the Teacher Advancement Program (TAP). Describes the TAP model, including components where teachers can earn extra pay and responsibilities through promotion to mentor or master teacher, as well as annual performance bonuses based on a combination of their value added to student achievement and observed performance in the classroom. Describes the project goal: using the program, schools can attract and retain talented teachers and help all teachers produce greater student achievement. Employs a hybrid research design that relies on both the random assignment of schools to year of implementation and the careful matching of TAP schools to non-TAP schools in the district. Reports the findings of the impacts of TAP during the 2008–2009 school year, the second year of the program in CPS. Indicates no evidence that the program raised student test scores; student achievement growth as measured by average math and reading scores on the Illinois Standards Achievement Test (ISAT) did not differ significantly between TAP and comparable non-TAP schools. Also finds that TAP did not have a detectable impact on rates of teacher retention in the school or district during the second year it was rolled out in the district. Suggests that the lack of impacts in the second year of district rollout is not the result of a failure to implement TAP but that Chicago TAP is still in its early years of implementation and was not necessarily tested at its full strength.
#reading #professionaldevelopment/teachereducation #policy #adult

Gleason, P., Clark, M., Tuttle, C. C., & Dwoyer, E. (2010). *The evaluation of charter school impacts: Final report*. Washington, D.C.: Mathematica Policy Research. Retrieved June 29, 2010 from <http://ies.ed.gov/ncee/pubs/20104029>
Examines the impacts on student reading/math scores for 2330 student applicants in 36 charter middle schools in 15 states by focusing on charter schools that hold randomized admission lotteries and comparing students who applied and were admitted to these schools versus students who applied and were not admitted. Finds no differences in student reading/math achievement, attendance, student behavior, and survey-based measures of student effort for students admitted versus not admitted. Charter schools were more effective for lower income and lower achieving students and less effective for higher income and higher achieving students; they also had positive effects on students' and parents' levels of satisfaction with their schools.
#reading #policy #motivation/engagement #readingtests

Grigg, W., Moran, R., & Kuang, M. (2010). *National Indian Education Study—Part I: Performance of American Indian and Alaska Native students at grades 4 and 8 on NAEP 2009 Reading and Mathematics Assessments*. Washington, D.C.: National Center for Educational Statistics. Retrieved July 7, 2010 from http://nces.ed.gov/nationsreportcard/nies/nies_2009/nas_sum_01.asp
Compares 9900 AI/AN fourth graders' and 8400 eighth graders' 2009 NAEP reading and math scores with previous results. Finds no significant changes in fourth graders' average scores or achievement level results in reading in comparison to 2005 or 2007; reading scores for eighth

graders were higher than their 2007 scores. More than one third of AI/AN students scored below the basic level in reading. Fourth-grade AI/AN students attending Bureau of Indian Education schools scored an average of 181 on a 500 point scale on the National Assessment of Educational Progress reading test, 25 points lower than Native Americans attending public schools, and 23 points lower for eighth graders. There was a 23-point gap among eighth-grade students. Suggests one reason for lack of progress since 2005 is the persistent poverty in AI/AN communities, particularly for AI/AN students attending Bureau of Indian Education schools.
#reading #discourse/culturalanalysis #readingtests #strugglingreaders

Hall, L. A. (2010). The negative consequences of becoming a good reader: Identity theory as a lens for understanding struggling readers, teachers, and reading instruction. *Teachers College Record, 112*(7). Retrieved July 8, 2010 from <http://www.tcrecord.org.floyd.lib.umn.edu/Content.asp?ContentId=15916>

Reports the results of a year-long multiple case study in three subject area classrooms (sixth-grade social studies, seventh-grade math, eighth-grade science) that explores how middle school struggling readers and their content-area teachers make decisions about how to work with classroom reading tasks and with each other over a period of one academic year. The study was guided by the following questions: (1) How do middle school teachers interact with struggling readers in relation to the reading task demands of their classrooms? (2) How do middle school struggling readers interact with the reading task demands of their content-area classrooms? Models of identity, identity capital, and discursive identity framed the analysis for this study and were used to interpret the research questions. Teachers' interactions with struggling readers were based on (a) their models of identity for what it meant to become a good reader and (b) the discursive identities they created for their students based on their models of identity. Students' interactions with classroom reading tasks were based on (a) how they identified themselves as readers and (b) their goal to prevent their peers, teachers, or family members from constructing a discursive identity of them as poor readers.
#reading #contentliteracy #strugglingreaders #adolescent

Jalilifar, A. (2010). The effect of cooperative learning techniques on college students' reading comprehension. *System: An International Journal of Educational Technology and Applied Linguistics, 38*(1), 96–108.

Investigates the impact of Student Team Achievement Divisions (STAD) and Group Investigation (GI), two approaches to cooperative learning, on students' reading comprehension achievement of English as a foreign language (EFL). After administering an English Language Proficiency test (Fowler & Coe, 1976), 90 homogeneous pre-intermediate female college students were selected and randomly assigned to two experimental groups and one control group. The experimental groups received instruction according to STAD and GI techniques respectively, whereas the control group received conventional instruction (CI) that followed an individual instructional approach based on the exercises in the regular textbook. The results of the posttest revealed that STAD was a more effective technique in improving EFL reading comprehension achievement whereas GI and CI did not enhance reading comprehension significantly. The researcher noted that team rewards, as one of the central concepts of STAD, may have a strong impact on learners' performance in reading comprehension.
#reading #secondlanguage literacy #comprehension #cooperative/learning

James-Burdumy, S., Deke, J., Lugo-Gil, J., Carey, N., Hershey, A., Gersten, R., Newman-Gonchar, R., Dimino, J., Haymond, K., & Faddis, B. (2010). *Effectiveness of selected supplemental reading comprehension interventions: Findings from two student cohorts* (NCEE 2010-4015). Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved July 5, 2010 from <http://ies.ed.gov/ncee/pubs/20104015/pdf/20104015.pdf>

Assesses the effects of four reading comprehension curricula on reading comprehension in selected districts across the country, where schools were randomly assigned to use one of the four treatment curricula in their fifth-grade classrooms or to a control group. The four curricula included in the study were: (1) Project CRISS, developed by CRISS (Santa et al., 2004), (2) ReadAbout, developed by Scholastic (Scholastic, 2005), (3) Read for Real, developed by Chapman University and Zaner-Bloser (Crawford et al., 2005), and (4) Reading for Knowledge, developed by the Success for All Foundation (Madden & Crenson, 2006). Reports the impact of the interventions on Cohort 2 fifth graders after one school year of implementation, and the impact of the interventions on Cohort 1 sixth graders one year after the end of the intervention implementation. Finds that the curricula did not have an impact on students one year after the end of their implementation, and in the second year after the first cohort of students was no longer using the interventions, indicates no statistically significant impacts of any of the four curricula. States that impacts were not statistically significantly larger after *schools* had one year of experience using the curricula. Finds that the impact of one of the curricula (ReadAbout) was statistically significantly larger after *teachers* had one year of experience using the curricula. Concludes that the findings do not support the hypothesis that these four supplemental reading comprehension curricula improve students' reading comprehension, except when ReadAbout teachers have had one prior year of experience using the ReadAbout curriculum.
#reading #comprehension #instruction #policy

Kendeou, P., van den Broek, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology, 101*(4), 765–778.

Examines the development of oral language and decoding skills and their unique contributions to students' reading comprehension in the elementary grades. Uses vocabulary knowledge, television comprehension, and narrative listening comprehension to assess oral language skills, and letter and word identification and phonological awareness to assess decoding skills at Time 1. Two years later the measures were administered again (except phonological awareness) and a reading comprehension assessment was given. Through Structural Equation Modeling finds that both sets of skills independently predict a student's reading comprehension, and that both clusters of skills develop early in a child's life. Suggests that the overlap in comprehension performances in different media may be used for early identification of students who may later struggle, and that the development of comprehension skills in young children may lead to improved reading comprehension in later years. Recommends that both decoding and comprehension be included in a conceptual framework for instruction in early childhood educational settings.
#reading #comprehension #children #decoding

Marinak, B. A., & Gambrell, L. B. (2010). Reading motivation: Exploring the elementary gender gap. *Literacy Research and Instruction, 49*(2), 129–141.

Examines gender differences in all readers, including young children to better understand the erosion of motivation in some readers. Focuses on 288 average achieving third graders. Investigates two constructs consistent with expectancy-value theory: self-concept as a reader and value of reading. Suggests that third-grade boys and girls who are average readers are equally self-confident about their reading ability; however, boys value reading less than girls. Proposes new insights on the complexities of motivation and gender differences.
#reading #discourse/culturalanalysis #motivation/engagement #child

Meyer, B. J. F., Wijehumar, K., Middlemiss, W., Higley, K., Lei, P.-W., Meier, C., & Spielvogel, J. (2010). Web-based tutoring of the structure strategy with or without elaborated feedback or choice for fifth- and seventh-grade readers. *Reading Research Quarterly, 45*(1), 62–92.

Reports a study of the effects of different versions of Web-based instruction focused on text structure on fifth- and seventh-grade students' reading comprehension. Researchers used a

stratified random assignment in a two-factor (feedback type choice of text topics) experiment embedded within a pretest and multiple posttests design (immediate and four-month delayed posttests) and found substantial effects sizes from pretest to posttest on various measures of reading comprehension: recall, strategy competence, and standardized reading comprehension test scores. Maintenance of performance over summer break was found for most measures.
#reading #comprehension #motivation/engagement #instruction

Pierce, M., Katzir, T., Wolf, M., & Noam, G. (2010). Examining the construct of reading among dysfluent urban children: A factor analysis approach. *Journal of Literacy Research, 42*(2), 124–158. Reports on a study involving 140 second- and third-grade urban, dysfluent students to examine the factor structure underlying reading performance. Seeks to expand the simple view or a unidimensional construct of reading. Based on assessments that measure sight word reading, rapid letter naming, passage reading accuracy, rate and comprehension, picture vocabulary, multiple meanings, word attack skills, and phonemic decoding, finds four distinct but correlated factors that contribute to efficient reading performance in the dysfluent students: word-level decoding skills, vocabulary knowledge, timing/processing speed, and text-level skill. Outlines the measures that are associated with success in the four factors. Concludes that although literacy may be analyzable as a unidimensional construct, examining a second-order factor structure can help understand the literacy development of at-risk urban readers. Suggests that some students may require instruction in transferring word level skills in support of passage reading.
#reading #comprehension #vocabulary #struggling readers

Zipke, M., Ehri, L.C., & Cairns, H. (2009). Using semantic ambiguity instruction to improve third graders' metalinguistic awareness and reading comprehension: An experimental study. *Reading Research Quarterly, 44*(3), 300–321.

Examines the potential for teaching metalinguistic awareness (MA) to third-grade students via a variety of semantic ambiguity activities, and evaluating how proficiency in MA affects students' reading comprehension. Participants include 46 lower SES third graders divided into control and treatment groups. Students in the control group participated in a book reading and discussion group while treatment students were taught to understand and work with multiple meaning words, multiple sentence meanings, riddles with plays on words, and text reading where word play is analyzed. Results show that semantic ambiguity instruction was effective in teaching students to identify multiple meanings of homonyms and ambiguous sentences and to detect inconsistencies in text. The treatment enhanced students' reading comprehension as measured by a paragraph completion task, but not on a multiple choice recall task. Suggests that homonym and ambiguity-detection skills might be useful for identifying young students who are at risk for reading comprehension difficulty and could be used to design effective reading-comprehension instruction for them.
#reading #comprehension #vocabulary #child

Other Related Research

Alfassi, M., Weiss, I., & Lifshitz, H. (2009). The efficacy of reciprocal teaching in fostering the reading literacy of students with intellectual disabilities. *European Journal of Special Needs Education, 24*(3), 291–305.

Allor, J. H., Mathes, P. G., Jones, F. G., Champlin, T. M., & Cheatham, J. P. (2010). Individualized research-based reading instruction for students with intellectual disabilities: Success stories. *Teaching Exceptional Children, 42*(3), 6–12.

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Beckers, G., Cheek, E., & Mooney, P. (2009). The effects of multistrategy intervention on comprehension skills of underprepared postsecondary students. In K. M. Leander, D. W. Rowe, D. K. Dickinson, M. K. Hundley, R. T. Jimenez, & V. J. Risko (Eds.), *58th Yearbook of the National Reading Conference* (pp. 185–196). Oak Creek, WI: National Reading Conference.

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Second Language Literacy

Tags: #secondlanguage literacy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #cognitive

Adesope, O. O., Lavin, T., Thompson, T., & Underleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207–245.

Conducts a meta-analysis of 63 studies to determine the cognitive outcomes associated with bilingualism. Finds that bilingualism is associated with increased attentional control, working memory, metalinguistic awareness, and abstract and symbolic representation skills.

#secondlanguage literacy #reading #cognitive #metalinguistic

de la Campa, J., & Nassaji, H. (2009). The amount, purpose, and reasons for using L1 in L2 classrooms. *Foreign Language Annals*, 42(4), 742–759.

Describes the role of 36 students and 2 instructors' use of their first language (L1) within a second language (L2) university foreign language course. Aims to find the instructors' purposes and reasons for using L1 to facilitate L2 learning. Discusses the controversial inclusion of L1 in an L2 foreign language classroom and then moves to the unique inclusion of the teachers' voices and descriptions about their inclusion of students' shared L1 in this L2 setting. Data coding and analysis of transcriptions from course sessions and interviews divide into 14 functional categories and definitions. Concludes that there was a low but noticeable amount of L1 in the L2 classes and that the L1 was used as a pedagogical tool.

#secondlanguage literacy #ESLinstruction #foreignlanguageinstruction #bilingual

English, B. (2009). Who is responsible for educating English language learners? Discursive construction of roles and responsibilities in an inquiry community. *Language and Education*, 23(6), 487–507.

Explores the shared roles of ESL and classroom teachers in educating English language learners in an elementary school through discourse analysis of the interactions of a site-based inquiry group over the course of a school year. Finds three dominant discourses that pervade the discussions: top-down, bottom-up, and labeling. Each of these discourses has a significant impact on the kind

of instructional program English learners receive, and on the ways ESL and classroom teachers work or do not work in concert. Suggests that professional development must help teachers reconsider their personal responsibilities for English-learning students within a system-based approach. Also recommends that teacher educators bring to light and counter discourses that marginalize English learners or deny them effective educational experiences.

#secondlanguage/ literacy #discourse/culturalanalysis #professionaldevelopment/teachereducation #ESLinstruction

Guerrero, A.L. & Tinkler, T. (2010). Refugee and displaced youth negotiating imagined and lived identities in a photography-based educational project in the United States and Colombia. *Anthropology & Education Quarterly* 41(1), 55–74.

Uses sociocultural theories of identity to compare the seemingly different experiences of two youth groups in San Diego, California, and Bogotá, Colombia. Participants in this study were also part of a community photography-based project organized around themes. Examines and compares these participants' visual, written, and spoken narratives as interpretations of their political and social identities and their "lived experience." Reveals the multiplicity of voices and focuses on the ways the participants individually and collectively deal with incoherent and conflictual meanings in their lives.

#secondlanguage/ literacy #discourse/culturalanalysis #immigrant/refugee #culturaldifference

Kieffer, M. J., Lesaux, N. K., Rivera, M., & Francis, D. J. (2009). Accommodations for English language learners taking large-scale assessments: A meta-analysis on effectiveness and validity. *Review of Educational Research*, 79(3), 1168–1201.

Evaluates the effectiveness and validity of accommodations for ELLs participating in large-scale assessments in math and science. Seven accommodations were evaluated: simplified English, English dictionaries or glossaries, bilingual dictionaries or glossaries, tests in the native language, dual language test booklets, dual language questions for English passages, and extra time. Only English language dictionaries and glossaries had an overall positive, but small, effect on ELLs' outcomes. Concludes that providing any of these accommodations would not give ELLs an unfair advantage over non-ELLs. Recommends that the language of content assessment and the accommodations must match the language in which students are receiving instruction.

#secondlanguage/ literacy #secondlanguageassessment #vocabulary #languageacquisition

Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly*, 45(2), 196–228.

Evaluates the implementation and effectiveness of an academic vocabulary program with 476 sixth-grade students in low-performing middle schools with a high proportion of minority language learners. Utilizes a quasi-experimental, mixed methods study in seven middle schools during an 18-week period of data collection. Impacts the field of studies that test classroom-based interventions featuring a comprehensive, multifaceted approach to vocabulary instruction, rather than focusing on only one aspect of vocabulary knowledge. Highlights and reinforces the challenge of bolstering vocabulary and reading comprehension skills for students who are not at grade level. Describes significant effects on meanings of taught words, morphological awareness, and word meanings. Effects were comparable for language minority and native English speakers in this study.

#secondlanguage/ literacy #reading #secondlanguage assessment #vocabulary

McElvain, C. M. (2010). Transactional literature circles and the reading comprehension of English learners in the mainstream classroom. *Journal of Research in Reading*, 33(2), 178–205.

Employs mixed methods to evaluate and describe reading comprehension and engagement of at-risk students in grades 4–6 who participated in a yearlong Transactional Literature Circle (TLC) program. The instructional approach builds on transactions that exist within literature

circles among the student, her or his peers, the teacher, and the text. Provides a lesson planning model and organizational tool for the preparation of TLC activities. Finds that the combined use of collaborative conversations and strategy instruction not only resulted in improved reading comprehension and writing skill development, but also increased engagement, motivation to read, and willingness to participate in whole class discussions.

#secondlanguage literacy #literaryresponse/literature/narrative #reading #ESLinstruction

Menken, K. (2010). NCLB and English language learners: Challenges and consequences. *Theory Into Practice, 49*(2), 121–128.

Highlights key issues surrounding the assessment and accountability mandates of No Child Left Behind for English language learners (ELLs). Shares findings from a word frequency analysis of actual statewide exams revealing that they contain a sizeable number of words likely unknown by many ELLs, posing unique challenges for this student population. Points out that ELL students and the schools serving them are disproportionately likely to be penalized in accordance with the law's requirements causing an increase in dropout rates. Questions two of the law's most problematic assumptions: 1) that focusing solely on student outcomes will lead to improved schooling, and 2) that using scores from tests in English to evaluate ELLs and the schools that serve them yields valid results on which to base high-stakes decisions.

#secondlanguage literacy #secondlanguageassessment #reading #vocabulary

Orosco, M. J., & Klingner, J. (2010). One school's implementation of RTI with English language learners: "Referring into RTI." *Journal of Learning Disabilities, 43*, 269–288.

Response to Intervention (RTI) appears to show much promise as a way to support ELLs, yet there are many details yet to be worked out. Describes how one urban elementary school with a high percentage of ELLs implemented RTI at the primary level. Focuses on how teachers' understandings, beliefs, judgments, professional development, and training affected the RTI decision-making process. Finds that assessment and instructional practices were misaligned or not appropriate for the students' needs, that leadership neglected to attend to a deficit-based approach to ELLs that formed the backdrop of the school culture, and that teachers had inadequate preparation and lacked curricular materials to meet the cultural and linguistic needs of ELLs. Urges districts and schools to develop policies and provide standards that wrap around socioculturally guided assessment and instruction. Recommends teachers receive professional development in RTI but also in instruction and assessment practices found to work well with ELLs.

#secondlanguage literacy #reading #ESLinstruction #child

Petitto, L.-A. (2009). New discoveries from the bilingual brain and mind across the life span: Implications for education. *Mind, Brain, and Education, 3*(4), 185–197.

Examines educational neuroscience research to better understand how bilingual language acquisition and the timing of dual language learning relate to literacy outcomes in individual bilinguals. Reviews brain images across the lifespan to investigate similarities and differences in brain activity in relation to processing in both languages. Finds numerous benefits to bilingual language acquisition and, importantly, that the age of first bilingual exposure is a vital predictor of bilingual language and reading mastery. Makes important recommendations for designing educational programs for young bilinguals including abandoning the "hold-back" theory in which children are prevented from learning two languages simultaneously, finding that this theory is not supported by research.

#secondlanguage literacy #languageacquisition #cognitive #metalinguistic

Other Related Research

Alptekin, C., & Erçetin, G. (2010). The role of L1 and L2 working memory in literal and inferential comprehension in L2 reading. *Journal of Research in Reading, 33*(2), 206–219.

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Vandergrift, L., & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470–497.

Verhallen, M. J. A. J. & Bus, A. G. (2010). Low-income immigrant pupils learning vocabulary through digital picture storybooks. *Journal of Educational Psychology*, 102(1), 54–61.

Wesche, M. B., & Paribakht, T. S. (2009). *Lexical inferencing in a first and second language: Cross-linguistic dimensions*. Buffalo, NY: Multilingual Matters.

Wiley, T. G., Lee, J. S., & Rumberger, R. W. (Eds.). (2010). *The education of language minority immigrants in the United States*. Buffalo, NY: Multilingual Matters.

Wood, D. (2010). *Formulaic language and second language speech fluency: Background, evidence and classroom applications*. New York: Continuum.

Writing

Tags: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Burgess, A., & Ivanič, R. (2010). Writing and being written: Issues of identity across timescales. *Written Communication*, 27(2), 228–255.

Conducts an ethnographic analysis of 30- to 50-year-old female students’ identity construction mediated by different discourses in three adult literacy classes in a British college based on the idea of timescales by which students develop. Identifies five aspects of writing identities—the social possibilities for selfhood constituted by certain discourses and semiotic resources located in social spaces across different timescales; the autobiographical self of the writer who brings certain unique aspects of themselves related to, for example, their past experiences as mothers; the discursive self who is inscribed in the text within the timescale of writing the text; the authorial self related to the attitudes and feelings of the author; and the perceived writer that a reader creates in reading a text, a construction that may differ from these other four writer identities. #writing #discourse/culturalanalysis #writinginstruction #authorialidentity

Callahan, M. K., & Chumney, D. (2009). “Write like college”: How remedial writing courses at a community college and a research university position “at-risk” students in the field of higher education. *Teachers College Record*, 111(7), 1619–1664.

Employs ethnographic analysis of course meetings, student interviews, and course documents to compare underprepared students’ experiences with remedial writing instruction at an urban community college versus students in a remedial writing course at an urban research university. Finds institutional differences in the degree to which they provide students with relevant academic resources and cultural capital necessary for success in higher education, with only students in the research university acquiring the cultural capital useful for future success. #writing #discourse/culturalanalysis #writinginstruction #authorialidentity

Cho, K., & MacArthur, C. (2010). Student revision with peer and expert reviewing. *Learning & Instruction, 20*(4), 328–338.

Analyzes the effects of different types of feedback (single expert versus single peer versus multiple peers) on 28 college students' revision and writing quality. Students in the single-expert group made more revisions than those in the single-peer group, although novice writers seem to be better at incorporating peer feedback into their revisions than at incorporating expert feedback. Students in the multiple-peer group received the most feedback and made the most complex revisions. Feedback that was nondirective resulted in the most complex revisions; making more complex revisions was associated with quality improvement.

#writing #revision #feedback #writingquality

Condon, W. (2009). Looking beyond judging and ranking: Writing assessment as a generative practice. *Assessing Writing, 14*(3), 141–156.

Analyzes use of an alternative writing assessment for Washington State University students who describe their experiences as writers or learners related to opportunities according to the university's Six Learning Goals for achieving a BA degree. Data from this writing assessment provided the university with information regarding the degree to which these goals were being addressed across the curriculum and data for analysis of college student learning.

#writing #assessment #writinginstruction #writing-to-learn

Covilla, A. E. (2010). Comparing peer review and self-review as ways to improve college students' writing. *Journal of Literacy Research, 42*(2), 199–226.

Compares the effects of three different types of revision instruction on 61 college students' revisions and writing quality: Formal Peer Review—outline and critique a peer's draft; Formal Self-Review—outline and critique their own draft; and No Formal Review—simply revise their draft to enhance organization and clarity. There were no significant differences in writing quality between the three treatment groups. The No Formal Review students made more revisions than students in the other groups and had the most positive attitude toward instruction. Suggests that peer review or formal self-assessment may not necessarily enhance writing quality.

#writing #feedback #revision #writingquality

Dyson, A. H. (2010). Writing childhoods under construction: Re-visioning “copying” in early childhood. *Journal of Early Childhood Literacy, 10*(1), 7–31.

Examines students in two classrooms in a low-income, urban school and how their uses of copying mediated social relationships. Finds that copying serves to mediate adoption of different roles, engaging in drama activities, collaboration, and building friendships. Challenges individualistic assumptions of copying as problematic, assumptions based on a traditional, individualistic conception of writing as fostering self-expression and skill acquisition.

#writing #cultural/discourseanalysis #authorialidentity #child

Fasting, R. B., Thyngesen, R., Berge, K. L., Evensen, L. S., & Vagle, W. (2009). National assessment of writing proficiency among Norwegian students in compulsory schools. *Scandinavian Journal of Educational Research, 53*(6), 617–637.

Reports the results of a government-initiated, nationwide assessment of writing proficiency among Norwegian compulsory school students. A sample-study of seventh- and tenth-grade students is discussed and reported with regard to challenges in measuring writing skills in a valid and reliable manner. Finds that a greater proportion of narrative texts of seventh graders was assessed as “lower than expected,” in contrast to more scientific oriented texts. For the tenth graders the tendency was opposite with respect to central linguistic components. Also finds low correlations between the raters at both levels, indicating different views among teachers as to what can be expected of students' writing proficiency.

#writing #writingassessment #genre #writingquality

Ferretti, R. P., Lewis, W. E., & Andrews-Weckerly, S. (2009). Do goals affect the structure of students' argumentative writing strategies? *Journal of Educational Psychology, 101*(3), 577–589.

Examines how explicit subgoals involved in argumentative writing affect the structure of students' argumentative essays and the kinds of argumentative strategies students use. Ninety-six fourth- and sixth-grade students participated in the study, half of whom were learning disabled. Students were assigned to two conditions: a general goal condition and an elaborated goal condition. In both conditions students wrote a letter to their teachers. Finds that students in the elaborated goal condition produced higher quality argumentative essays than students in the general goal condition. Students overwhelmingly used the "argument from consequences" strategy, which involves the consideration of potential costs and benefits of the proposed policy.
#writing #argumentative #writinginstruction #child

Freestone, N. (2009). Drafting and acting on feedback supports student learning when writing essay assignments. *Advances in Physiology Education, 33*(2), 98–102.

Examines the effect of closely supervising students' essay writing skills by a process of feedback and associated reviewing and redrafting of essay-type answers on students' academic performance. Four hundred ninety-five pharmacy and chemistry students in one university in the UK participated as the experimental group. A control group was not given specific help with essay-type questions. Finds that students in the experimental group significantly improved their academic performance, but that students only benefitted from feedback when it was used appropriately by the student.
#writing #feedback #revision #writinginstruction

Garrison, K. (2010). An empirical analysis of using text-to-speech software to revise first-year college students' essays. *Computers & Composition, 26*(4), 288–301.

Examines whether or not text-to-speech software (TTS) is useful in the revision process. Fifty-one university students participated. Finds that users of TTS were as likely as users in the control group to make proofreading changes but less inclined to make local or global changes in the revision process, indicating that TTS possibly works well for proofreading but not necessarily as well for higher-order revision. Recommends further research to determine TTS's effectiveness during a longitudinal study as well as for auditory learners and ESL students.
#writing #digital/technologytools #revision #feedback

Gebril, A. (2010). Bringing reading-to-write and writing-only assessment tasks together: A generalizability analysis. *Assessing Writing, 15*(2), 100–117.

Examines the reliability of the use of L2 writing assessments that includes both reading-to-write and writing-only tasks resulting in a composite score, as well as the use of two different rater groups scoring each of these writing tasks versus the same raters scoring both tasks. Analyzes the writing of 115 Egyptian students and found that the composite score from both tasks was just as reliable as scores from each separate task and that the use of different raters scoring each of the different tasks resulted in reliabilities that were similar to having the same raters score both tasks. Suggests the value of using a composite score for placement purposes in that it provides knowledge about both information integration involving comprehension skills and the ability to generate essays, as well as the need to include reading-to-write tasks in assessments.
#writing #reading #writingassessment #writingquality

Gielen, S., Peeters, F., Onghena, P., & Struyven, K. (2010). Improving the effectiveness of peer feedback for learning. *Learning & Instruction, 20*(4), 304–315.

Examines the effects of peer feedback on 43 seventh-grade students' writing quality as well as the use of instruction to foster student writer reflection on the peer feedback they received. Finds that the degree to which feedback is accompanied with reasons for comments enhances

writing quality, more so than the accuracy of comments. Asking students to reflect on feedback resulted in minimal gains in writing quality.

#writing #revision #feedback #writingquality

Gilbert, J., & Graham, S. (2010). Teaching writing to elementary students in grades 4–6: A national survey. *The Elementary School Journal*, 110(4), 494–519.

Reports survey results of grade 4–6 teachers in the United States about their writing practices. One hundred three teachers participated, resulting in a response rate of 34%. Finds that two out of every three participating teachers reported that the education courses they took provided them with minimal to no preparation to teach writing. Students in the participating teachers' classes spend an average of no more than two hours a week on writing. The most common type of writing involved writing short responses, journal writing, and writing in response to reading material. Teachers reported using various evidence-based instructional practices, but most practices were used infrequently. The most frequent adaptation to weaker writers was providing encouragement. Concludes that writing instruction in upper elementary grades is in need of reform and offers five recommendations for such a reform.

#writing #professionaldevelopment/teachereducation #writinginstruction #genre

Graves, R., Hyland, T., & Samuels, B. M. (2010). Undergraduate writing assignments: An analysis of syllabi at one Canadian college. *Written Communication*, 27(3), 293–317.

Analyzes 179 syllabi for all courses taught at a Canadian college according to the types/frequency of writing assignments. The term or research paper was the most commonly assigned. Finds that an average of 2.5 writing assignments were assigned for each course; half were four pages or less with no difference in length for upper- versus lower-level courses; paper length and grade value were significantly correlated. Finds wide variation in assignment types and frequency across different programs, suggesting the need for writing-across-the-curriculum support for assignment development.

#writing #writinginstruction #genre #writing-to-learn

Hood, C. L. (2010). Ways of research: The status of the traditional research paper assignment in first-year writing/composition courses. *Composition Forum*, 22. Retrieved July 12, 2010 from <http://compositionforum.com/issue/22/>

Surveys college Writing Program Administrators regarding use of the traditional research paper in first-year composition courses. Based on 166 returns, finds that only 6% of research assignments consist of the traditional research paper assignment, a decline of 72% since 1982. Suggests that this marked decline reflects changes in the nature of first-year composition courses, the uses of technology, and changes in assessment practices.

#writing #writinginstruction #genre #writingassessment

Hoyt, J. E., Allred, E. R., & Hunt, R. (2010). Implementing writing assessment in a degree completion program: Key issues and lessons learned. *The Journal of Continuing Higher Education*, 58(1), 19–30.

Defines the processes of implementing a writing assessment program at the college level using a writing portfolio including a reflective essay, a scholarly essay, and two additional papers from their college degree program. Faculty members' rating of these papers achieved only moderate reliabilities, suggesting the need for more training; validity based on correlations with GPA was relatively high. Faculty raters perceived the student writing as relatively good, but lacking in critical thinking and content mastery.

#writing #writingassessment #writingquality #portfolio

Isaacs, E., & Molley, S. A. (2010). Texts of our institutional lives: SATs for writing placement: A critique and counterproposal. *College English*, 72(5), 518–538.

Examines the predictive validity of the SAT-W and SAT-E scores based on college students' placements and performance in Georgia State University's first-year college writing courses. References ETS's findings of relatively low correlations between the SAT-W and SAT-E, raising questions about the uses of combined scores for placement purposes—that student who do well on writing may not do well on multiple choice items and vice versa. Finds that the SAT-W and SAT-E scores, regardless of different cut levels, did not reliably correlate to GSU students' college writing skills. After an alternative placement system was developed that involved the GSU's own writing program's analysis of initial student essays, found that this system increased predictive validity. Raises questions about the use of the SAT-W and SAT-E scores for first-year college writing course placements compared with the use of initial in-house writing assessments within the context of writing courses.

#writing #writingassessment #writingquality #instruction

Kaufman, J., & Schunn, C. D. (2010). Students' perceptions about peer assessment for writing: Their origin and impact on revision work. *Instructional Science*, 38.

Examines the factors that influence university students' resistance to online peer assessment. Two hundred fifty students from six universities participated in the study by completing a survey about online peer assessment. Finds that students were more positive about peer assessment if an instructor graded their work in addition to peers'. Also finds that students sometimes regard peer assessment as unfair, and often believe that peers are unqualified to assess their work. However, students' negative perceptions appear not to influence their revision work.

#writing #feedback #writingassessment #revision

Kreth, M., Crawford, M. A., Taylor, M., & Brockman, E. (2010). Situated assessment: Limitations and promise. *Assessing Writing*, 15(1), 40–59.

Analyzes results of a four-year writing assessment project from 2002–2006 at Central Michigan University involving an initial survey/focus group of 115 faculty members regarding their writing assignments and perceptions of students' writing quality followed by an analysis of student writing samples. Finds that few faculty gave more than six writing assignments or assignments longer than six pages, with the essay exam being the most common assignment, followed by critical analysis and research papers. Faculty perceived the features of "good" writing first in terms of "correct grammar, punctuation, and spelling," followed by organization, clarity, logic/critical thinking, and support for claims, with 86% indicating that they found the latter two evident in only "some" or few" of their students' writing. Analysis of 635 first in-class timed-writing essays and 632 second in-class timed writing essays indicates that first-year and intermediate students demonstrated about the same quality, even though most of the intermediate students were juniors and seniors. Quality declined from the initial to the second essay possibly due to decline in motivation and the fact that the initial and second essays were scored by two different sets of raters.

#writing #assessment #writingquality #writinginstruction

Leaker, C., & Ostman, H. (2010). Composing knowledge: Writing, rhetoric, and reflection in prior learning assessment. *College Composition and Communication*, 61(4), 691–717.

Analyzes the depth and quality of nontraditional college students' self-reflections in prior learning assessment (PLA) essays designed to demonstrate their knowledge and expertise to receive college credit. Notes that the Council for Adult and Experiential Learning standards criteria for assessing PLAs focus primarily on subject matter knowledge but not on the rhetorical strategies involved in convincing academic audiences about their knowledge or engaging in reflection on that knowledge. Finds variations in the quality of students' essays given that PLA assignments create disparities between their portrayals of prior experiences/knowledge and the academic discourse expectations of college examiner audiences. Suggests the need to provide writing instruction designed to assist students in writing PLAs to negotiate these tensions between

portraying their experience and knowledge in a reflective manner, as well as providing support based on the particular needs of nontraditional college students.

#writing #writingassessment #authorialidentity #portfolio

Lee, M. (2009). Rhetorical roulette: Does writing-faculty overload disable effective response to student writing? *Teaching English in the Two-Year College*, 37(2), 165–177.

Examines the relationship between faculty workload and the quality of written feedback to student essays. Analyzes survey results and copies of student papers with feedback from 15 English faculty representing five schools. Finds that work-load influences the amount based on average comment length and focus of feedback with faculty with higher work-loads providing less extensive feedback that might foster writing improvement. Suggests the importance of maintaining reasonable faculty workloads in terms of providing quality writing instruction.

#writing #feedback #writinginstruction #writingquality

Leijten, M., Van Waes, L., & Ransdell, S. (2010). Correcting text production errors: Isolating the effects of writing mode from error span, input mode, and lexicality. *Written Communication*, 27(2), 189–227.

Describes research on the strategies involved in error analysis as varying according to difference in writing modes—use of keyboard word processing versus speech recognition—that can result in different levels of success in correcting different types of errors. Finds that cognitive effort affects strategy choice and success in correcting errors. Success in correcting errors is also influenced by: (1) the error spans more or less than two characters—with high success rates with errors of more than two characters, (2) mode—keyboard versus speech recognition, and (3), lexical choices—whether the error comprises an existing word. Use of speech recognition can alleviate some of the cognitive demands of writing.

#writing #revision #feedback #writingquality

Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18, 30–43.

Examines which is more beneficial to improving student writing—giving or receiving peer feedback. Participants were 91 students of an English Language Center, half of whom received peer feedback without reviewing papers of peers (“receivers”), while the other half reviewed peer papers but did not receive peer feedback (“givers”). Finds that students taught to give peer feedback improved in their own writing abilities more than students taught to use peer feedback, and that givers at the lower proficiency level gained more than those at higher proficiency levels. Concludes that reviewing other students' papers is a viable and important activity in the second-language writing classroom.

#writing #secondlanguage literacy #feedback #revision

McCurry, D. (2010). Can machine scoring deal with broad and open writing tests as well as human readers? *Assessing Writing*, 15(2), 118–129.

Compares use of two software programs versus human scoring of 63 pieces of writing using four independent raters. Based on scores by raters of 250 pieces of writing to construct an algorithm for “training” the two different software analysis programs to replicate the rater scores. The software analysis did not result in a discriminating spread of scores; there was also significant differences in the agreement between the software and the human scores with the average overall score, indicating that the software analysis was less discriminating than the rater analysis. The two different programs also did not achieve the same level of agreement as did the raters. Concurs with a NAEP analysis that machine scoring does not agree with human scoring of writing.

#writing #technology/digitaltools #assessment #writingquality

Melzer, D. (2009). Writing assignments across the curriculum: A national study of college writing. *College Composition and Communication*, 61(2), 240–261.

Analyzes the rhetorical features using Britton's function/audience model and genres of 2000 writing assignments from 400 college courses taught in 100 postsecondary institutions throughout the United States in a range of different disciplines both in terms of "writing-to-learn" and "learning-to-write" writing-across-the-curriculum (WAC) perspectives. Finds that exploratory writing assignments were employed across different disciplines, for example, using online forums designed to formulate arguments and reflect on learning. The audience for 64% of assignments was the teacher-as-examiner; 25% of assignments were short-answer exams. Twelve percent of instructors collected at least one rough draft to which they provide feedback; 6% of the assignments involved writing to peers. The student as audience was evident in assignments involving freewriting, self-assessment, and connections of content to one's own life. The majority of the research paper assignments go beyond traditional synthesis research papers to foster exploration, synthesis, and creativity. Suggests the importance of fostering a writing-across-the-curriculum program.

#writing #writing-to-learn #writinginstruction #genre

Peckham, I. (2010). Online challenge versus offline ACT. *College Composition and Communication*, 61(4), 718–745.

Compares essays written in 2006 by 211 Louisiana State University students in response to the ACT essay timed prompt in pencil to a persuasive writing prompt and to a writing placement assignment developed at LSU—an untimed essay written on a computer to an explanation writing prompt based on readings, comparisons designed to address issues of validity and reliability of writing placement tests. Finds a low correlation (.07) between the ACT Essay and the LSU essay; the LSU essay yielded a .29 correlation with the ACT English test and a .19 correlation with the SAT Reading test. Notes that the ACT raters are paid relatively less to rate essays than the LSU raters. Compares the researcher's ranking with the ACT ranking scores and finds a much higher agreement with the LSU ranking than with the ACT ranking; finds that with scores' point difference of more than 2 points, the ACT raters typically gave high rankings. Based on limited data to determine these two assessment's predictive validity based on predicting GPA, finds that the LSU exam had a higher correlation (.29) than the ACT essay (-.01); the correlation between the first-year English grades and the LSU exam was .20 and ACT Essay was .13. Notes that the student population may be unique because they consisted of students who challenged their initial placements based on the ACT essays. Raises questions about the limitations of the ACT timed essays written in pencil used for placement purposes compared to untimed essays written on a computer.

#writing #assessment #writingquality #genre

Peterson, S. S., & McClay, J. (2010). Assessing and providing feedback for student writing in Canadian classrooms. *Assessing Writing*, 15(2), 86–99.

Analyzes 216 fourth- to eighth-grade Canadian teachers' assignment and feedback practices through interviews. Finds that seventh- and eighth-grade teachers are more likely to assign persuasive writing (44.9%) than fourth- to sixth-grade teachers (33.8%). Fourth- to sixth-grade teachers are more likely to assign fewer papers and more writing to a prompt (19.6%) than seventh- and eighth-grade teachers (6.7%). Teachers expressed concern about the influence of feedback on student ownership and self-esteem. While 76.4% of the teachers indicated that their feedback had influenced students' revisions of their writing, only a few discussed students' self-assessment processes; 58.3% indicated that peer editing was an important source of feedback for students. Only 15% employ portfolios with fourth- to sixth-grade teachers being more likely to use portfolios than seventh- and eighth-grade teachers. Sixty-five percent of teachers employ exemplars and pre-specified criteria/rubrics, with fourth- to sixth-grade teachers (74.8%) more likely to use exemplars and than seventh- and eighth-grade teachers (49.4%).

#writing #assessment #feedback #writingquality

Rezaei, A. R., & Lovorn, M. (2010). Reliability and validity of rubrics for assessment through writing. *Assessing Writing*, 51(1), 18–39.

To investigate the reliability and validity of rubrics, 326 education and business college students used rubrics to rate two samples of writing—one deliberately written to be error free, but that did not respond to a prompt, and another that responded to the prompt, but contained many errors. In two experiments, the use of rubrics did not reduce the reliability—the range or variability of rating scores. Students were also highly influenced by the presence of errors, even though the rubrics focused attention on other factors. As a result, the essay with errors that did address the prompt received relative low ratings and the essay without errors that did not address the prompt received higher ratings. Suggests problems with the reliability and also validity of rubrics, particularly if users lack training in employing rubrics
#writing #assessment #feedback #writingquality

Strijbos, J. W., Narciss, S., & Dunnebie, K. (2010). Peer feedback content and sender's competence level in academic writing revision tasks: Are they critical for feedback perceptions and efficiency? *Learning and Instruction*, 20, 291–303.

Investigates whether and how feedback content and sender's competence level influence feedback perceptions and performance. Eighty-nine graduate students were assigned to five conditions: concise general feedback by a high competent peer (CGF-h) or a low competent peer (CGF-l), elaborated specific feedback by a high competent peer (ESF-h) or a low competent peer (ESF-l), and a control group. Participants revised a text on the basis of text comprehension criteria, during treatment and at pre- and posttest. Finds that students in the CGF groups outperformed the ESF groups during treatment, while groups with a low competent peer outperformed groups with a high competent peer during posttest. ESF by a high competent peer was perceived as more adequate, but led to more negative affect. Concludes that elaborated feedback does not necessarily result in improved writing, since it may render learners passive and dependent. Also concludes that feedback by a low competent peer is equally effective as feedback by a high competent peer.
#writing #feedback #assessment #revision

Teague, B., Smith, P., & Jimenez, R. (2010). Learning to write in a Mexican School. *Journal of Language and Literacy Education*, 6(1), 1–19. Retrieved July 8, 2010 from http://www.coa.uga.edu/jolle/2010_1/learningtowrite.pdf

Analyzes 28 first-grade and 19 fourth-grade students' writing in a Mexican elementary school over a seven-month period, with a focus on six case-study students. Most of the writing consisted of dictations, copying, and producing simple texts, a reflection of the school's framing of writing as a formalist skill limited to school contexts and a priority on "correction" based on parental concerns. These practices were contradicted by parents' and teachers' beliefs evident in the new Mexican national literacy curriculum on the value of engaging in communicative, purposeful writing. Suggests the need to reform these instructional practices to make them more consistent with shared beliefs about writing as a communicative act.
#writing #cultural/discourseanalysis #writingquality #writinginstruction

Thaiss, C., & Porter, T. (2010). The State of WAC/WID in 2010: Methods and results of the U.S. Surveys of the International WAC/WID Mapping Project. *College Composition and Communication*, 61(3), 534–570.

Surveys 1338 U.S. and Canadian colleges and universities in 2007 and 2008 to determine their implementation of writing-across-the-curriculum (WAC) and writing-in-the-disciplines (WID) programs. Finds the 47% have these programs, an increase of about one-third from a similar 1987 survey. While 65% of Ph.D-granting institutions have these programs, only 33% of community colleges have these programs. Seventy-five percent of the WAC program directors were tenured; 61% of these directors received some type of course release. Thirty-seven percent of the directors reported to an Academic Vice President while 21% reported to a college or division

head. Fifty-six percent of lower-division writing-intensive and 58% of upper-division courses were in departments other than English, often through “writing-intensive” courses. Seventy percent of WAC programs involves some form of participation by a writing center. Seventy-eight percent provide faculty workshops and 45% provide some form of follow-up meetings or interviews related to seminars or workshops. Twenty-one percent of programs are funded by a department; 41% by a college or division, and 44% by central administration. When asked about different program emphases, 75% indicated writing- and/or speaking-to learn; 76% indicated learning disciplinary conventions of writing and/or speaking; 71% indicated critical thinking; 61% indicated proficiency in standard written English; 36% indicated preparing students for the workplace; and 32% indicated applying new technologies to learning.

#writing #writing-to-learn #writinginstruction #feedback

Van Weijen, D., Van Den Bergh, H., Rijlaarsdam, G., & Sanders, T. (2009). L1 use during L2 writing: An empirical study of a complex phenomenon. *Journal of Second Language Writing, 18*(4), 235–250.

Examines students’ use of their first language (L1) while writing in their second language (L2). Twenty students each wrote four short argumentative essays in their L1 (Dutch) and four in their L2 (English) under think-aloud conditions. Analyzes whether L1 use varied between writers and tasks, and whether it was related to general writing proficiency, L2 proficiency, and L2 text quality. Finds that all participants used their L1 while writing in their L2 to some extent, although this varied among conceptual activities. Also finds that L2 proficiency was directly related to L2 text quality but not related to the occurrence of conceptual activities, either in L1 or L2. Suggests that studies with experimental manipulations must be set up to further confirm the findings.

#writing #secondlanguage literacy #argumentation #writingquality

Wolfe, C. R., Britt, M. A., & Butler, J. A. (2009). Argumentation schema and the myside bias in written argumentation. *Written Communication, 26*(2), 183–209.

Analyzes college students’ adoption of “myside bias”—ignoring evidence countering one’s own positions resulting in excluding counter-arguments in one’s writing. Finds that students who were more likely to apply schema related to recognition and rebutting of supporting evidence for opposition arguments generated higher quality essays and more favorable perceptions of the writer than students who did not include opposition evidence. Tutorials focusing on use of argumentative schema improved their formulation of claim/reasons as well as reduced “myside bias.”

#writing #writinginstruction #argumentation #writingstrategies

Worden, D. L. (2009). Finding process in product: Prewriting and revision in timed essay responses. *Assessing Writing, 14*(3), 157–177.

Examines the occurrence of prewriting and revision in 890 timed essays of university students, and the impact of prewriting and revision on student scores. Finds that prewriting and revision do occur in timed essay responses. Also finds that prewriting is associated with higher scores, while revision is associated with lower scores.

#writing #revision #writingassessment #writingquality

Other Related Research

Abbott, R. D., Berninger, V. W., & Fayol, M. (2010). Longitudinal relationships of levels of language in writing and between writing and reading in grades 1 to 7. *Journal of Educational Psychology, 102*(2), 281–298.

Adams, A.-M., Simmons, F., Willis, C., & Pawling, R. (2010). Undergraduate students’ ability to revise text effectively: Relationships with topic knowledge and working memory. *Journal of Research in Reading, 33*(1), 54–76.

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- Alliance for Excellent Education. (2010). *Writing to read: Evidence for how writing can improve reading*. Carnegie Corporation of New York. Retrieved May 25, 2010 from <http://vocusgr.vocus.com/VocusGR/Url.aspx?434x7472769x-5537130>
- Alves Martins, M., & Silva, C. (2009). Two spelling programmes that promote understanding of the alphabetic principle in preschool children. *Journal of Writing Research*, 1(3), 225–240.
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- Andrews, R., Torgerson, C., Low, G., & McGuinn, N. (2009). Teaching argument writing to 7- to 14-year-olds: An international review of the evidence of successful practice. *Cambridge Journal of Education*, 39(3), 291–310.
- Anthony, J. J. (2009). Classroom computer experiences that stick: Two lenses on reflective timed essays. *Assessing Writing*, 14(3), 194–205.
- Aram, D. (2010). Writing with young children: A comparison of paternal and maternal guidance. *Journal of Research in Reading*, 33(1), 4–19.
- Arfe, B., D'Ambrosio, S., & La Malfa, S. (2009). How hearing and hearing-impaired children differentiate emergent writing from drawing. *L1 – Educational Studies in Language and Literature*, 10(1), 5–25.
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