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Annotated Bibliography of Research in the Teaching of English

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Twice a year, in the May and November issues, RTE publishes a selected bibliography of recent research in the teaching of English. Most of the studies appeared during the six-month period preceding the compilation of the bibliography (January through June 2000, for the present bibliography), but some studies that appeared earlier are occasionally included. The listing is selective; we make no attempt to include all research and research-related articles that appeared in the period under review. Comments on the bibliography and suggestions about items for inclusion may be directed to the bibliography editors. We encourage you to send your suggestions to djbrown@ucok.edu, kalman@data.net.mx, martino@central.murdoch.edu.au, rijlaars@ilo.uva.nl, stinsona@uwwvax.uww.edu, or mwhiting@ocean.st.usm.edu. You may also submit comments or recommend publications through the Annotated Bibliography page of RTE’s World Wide Web site at http://www.ncte.org/rte/.

Bilingual/Foreign Language/Second Language Education

COLBERT, V (1999). Mejorando el acceso y la calidad de la educación para el sector rural pobre. El caso de la Escuela Nueva en Colombia. [Improving the access and quality of education in rural poor population. The case of the Escuela Nueva in Colombia.]  
Discusses the Escuela Nueva system for primary school that was originally created for rural populations and has currently become a national policy in Colombia. This system integrates four strategies: curricular, administrative, community, and teacher training and combines cooperative learning, personal support, active teaching methods, the use of interactive texts, and the active participation of students, teachers, administrators, and community members. Some of the achievements claimed by the Escuela Nueva are the high educational quality reached in rural public schools, the completion of primary education in rural areas in one-room school house settings, and the recognition of these outcomes by international assessment organizations.

Reviews recent attempts to describe formal models of second-language writing. Attempts to develop a process model of ESL writing instruction based on analyses of antecedent, process, and outcome variables for 108 ESL learners from diverse cultural backgrounds. Finds that the model had little explanatory power but that interesting interactions were found in achievement for different aspects of L2 writing among learners at different levels of L2 proficiency with differing orientations to learning L2 writing.

DEGROOT, A., & KEIJZER, R. (2000). What is hard to learn is easy to forget: The roles of word concreteness, cognate status, and word frequency in foreign-language vocabulary learning. Language Learning, 50(1), 1-56.
Studies foreign language vocabulary learning and forgetting in experienced foreign-language (FL) learners. Uses quantitative analysis to measure productive and receptive knowledge with regard to word correctness, cognate status, and word frequency. Finds that cognates and concrete words were easier to learn and less susceptible to forgetting than noncognates and abstract words and that word frequency hardly affected performance; overall, receptive testing showed better recall than productive testing. Argues that including relatively many cognates and concrete words in the initial phases of FL training will provide opportunities for early learning success and allow students to acquire a large enough basic vocabulary to continue learning independent of the teacher.

Investigates representations of ESL student identity in two educational institutions. Uses year-long ethnographic case studies, following U.S. immigrants in their last year of secondary school and first year in a 2-year community college, in order to contrast prevalent institutional images of what it means to be an English language learner in both settings. Finds that prevalent institutional images of these identities were appropriated by students and educators in one context and resisted by students in another. Contends that representation, through student background, experience, and need, not only informs curriculum decisions but also has significant consequences for students' attitudes toward classroom learning.

Explores L2 writing processes of Spanish writers of English as an L2, focusing on two issues: types of "backtracking," i.e. a goal-oriented consideration of already written text, and the relation between backtracking behavior and (1) writing behavior, (2) the dominant language during writing, and (3) the type of task (narrative vs. argumentative). Data from three intermediate L2 writers are examined. Finds that participants rescanned their written materials using the whole linguistic spectrum (L1 and L2) and that inter-participant differences were more related to individual approaches than to task differences. Argues that further research should take into account how backtracking behavior is related to resulting text quality.

Examines teachers and teacher educators as they try to articulate their theories and align them with practice while collaboratively developing a textbook. Uses retrospective analysis along with analysis of the teachers' journals, biweekly evaluations, and participant observation to explore how author influence affected the project as a whole as well as how the teachers' perspectives changed. Finds that through this 2+ year project, teachers came to rethink their roles in the classroom, take more control of their own educational experiences, and think differently about the ways they interacted with textbooks. Argues that because this process involves the constant collection and incorporation of critical feedback, it offers ways for participants to identify and transform unequal relations of power.

Classroom Discourse


Examines factors that influenced the degree to which students' personal voices became part of the classroom discussions in an 11th-grade U.S. history class in a large urban high school and an 8th-grade language arts class in a Southern university town and focuses on factors that seemed to inhibit students' public voices. Uses inductive analysis to analyze field notes, videotapes, audiotapes of classroom discussions, and transcripts of three audiotaped interviews with focal students. Finds that student participation in discussion was influenced by competing discourses in each classroom, including peer and gender relations and differing conceptions of teaching and knowledge. Argues that although they do not want to abandon the encouragement of student voices in classrooms, the authors are more cautious because encouraging students to exercise their personal voices in public is potentially dangerous, both for students and for teachers.


Examines teacher-student discourse from a sociocultural perspective in order to ascertained the nature of effective instruction for school-age students with learning disabilities, with a focus on the teacher's instructions. Uses Wood's notion of contingent teaching and Tharp and Gallimore's definition of six means of assistance to help code transcripts of 16 videotapes recorded in a resource classroom over the course of one year. Finds that discourse patterns across the year changed within different phases of instruction; for example, instruction during the decoding phase (when a series of words was presented in orthographic patterns) was characterized by less control while instruction during the written language phase was characterized by increased control. Argues that feedback combined with cognitive structuring contributes to effective teaching and learning.

Curriculum


Examines the principal guidelines of the national public secondary education system in Brazil, which emphasizes the relationship between education and the social and the work life of young students. Finds that these guidelines address the cognitive, personal, intellectual, and social development of students through their learning to solve problems, to analyze situations, to make decisions, and to take responsibility for themselves and that they also take into account the young people's current need for having an income and being able to continue their studies while they hold down a job. Concludes that the instrumentation of this curricular model requires a decentralized administration because each school must be able to satisfy local or regional educational needs and that it is essential to develop appropriate didactic materials and to prepare teachers in continuing educational programs in order to assure the sustainability of such an innovative model.

Exceptional Learners

Falk-Ross, F. (2000). Finding the right words: A case study in classroom-based language and

Examines the development of a set of curriculum-centered, classroom-based strategies for a fourth-grade boy with a history of language difficulties. Uses a qualitative approach to collect data in and near his regular education classroom via audiotapes, participant observations, and field notes and a constant comparative method for the formative analysis. Finds that the close collaboration between his language specialist and classroom teacher aided positively in the student's language constructions and communicative competence. Argues that collaborative consultation between teachers and specialists provides opportunities to make positive strides because their knowledge is complementary.

**Literacy**


Examines two main proposals: that genre distinctions are early to emerge with clearly differentiated linguistic markers that may correspond quite broadly across different languages; and that, in contrast, register-appropriate distinctions between spoken and written usage are a late school-age development, marked by lexical and morphosyntactic forms of expression that tend to be specific to a given target language. Uses data collected from schoolchildren and graduate-level university students in Israel, California, and in several European countries. Discusses dimensions of Genre Narrative versus Expository Texts; Modality Written versus Spoken Texts; and Development Age and Level of Schooling (4th-grade, 7th-grade, and 11th-grade) compared with adults. Finds that genre distinctions expressed by the very different linguistic forms used in narrative compared with expository texts were acquired at an early school age (4th grade). Argues that development in moving from a purely speech-anchored form of text production to a more literacy-informed use of written language will be critically affected, on the one hand, by the specific nature of register distinctions, sociolinguistic variation, and speech writing diglossia in a particular language, and on the other hand, by the context of literacy acquisition and literacy norms and conventions in different cultures.


Examines the literacy development among a group of preschool and kindergarten children through the form, function, and perception of their written names. Uses observation of instructional method, classroom interactions, student writing efforts, and parent, teacher, and instructional aide interviews to assess the literacy skills through the yearlong study. Finds that name recognition correlates with age (.86) for 3-year-olds, while name production correlates with the alphabet knowledge (.53 to .77), word recognition (.49 to .62), and concept of word (.39 to .66) for 4- and 5-year-olds and that automaticity in name writing paralleled control of the alphabet, recognition of several sight words, and emerging tracking ability. Argues that names serve an ongoing role in literacy teaching with the instructional potential to help children connect literacy strands in a meaningful way.


Proposes a model for assessing adult education materials and contents centered around four objectives: (1) the establishment of evaluation parameters derived from contemporary pedagogical theories; (2) the definition of assessment criteria according to the above mentioned parameters; (3) the development of guidelines for new educational contents and materials; and (4) the use of the model as a methodological tool for assessing the contents and materials currently employed in initial literacy and primary education programs in Mexico. Uses a qualitative analysis based on three components: the educational theory underlying the materials and contents under scrutiny, the pedagogical criteria used for developing the curriculum, and the didactic criteria suggested for using the materials in practice.
Concludes that a qualitative approach to evaluating materials and contents for adult education offers a powerful tool for making decisions and improving the quality of education available to adults with little or no schooling.


Presents a set of papers that use a Vygotskian framework for analyzing literacy practices at various levels of schooling. The authors use a variety of qualitative methods to understand the intersection of students' cultural backgrounds and the culture of schooling, focusing on the importance of understanding this intersection when teaching students of diverse backgrounds. The authors extend Vygotskian theory in various ways as they apply his work to the study of current problems in education.


Evaluates 24 third-grade students' preferences for reading and writing tasks. Uses student-rated performance judgments and value ratings for 2 high- and 2 low-challenge tasks. Finds that students frequently exposed to high-challenge tasks preferred them because they felt creative, experienced positive emotions, and worked hard; that students with less exposure to high-challenge tasks questioned whether they had the ability to complete them; and that students expressed a dislike for low-challenge tasks because they were boring and required minimal thought. Argues that challenge must be considered in designing productive learning experiences.


Investigates the nature of diglossia/bilingualism in an African American community. Uses ethnographic methods to study language acquisition and use in Lafayette, a low income African American neighborhood in West Oakland, California. Finds that slang English and proper English co-existed in a diglossic relationship but in appositional frames of reference; that the dialect beliefs, attitudes, and behaviors of students at school were the same as those of their parents and other adults; that these parents did not and could not teach their children standard English because they themselves did not speak it at all or speak it well; and that the persisting difficulty of Lafayette residents with standard English was due, in part, to their incompatible beliefs about proper English. Argues for the recognition of the "dialect dilemma" faced by teachers, parents, and learners and concludes with a plan of action for schools and communities.


Examines various basic skills education programs through data collected from a sample of adults who participated in the National Adult Literacy Study (NALS). Uses hierarchical linear modeling that controls for a number of demographic variables, including home environment and neighborhood factors, in order to account for a priori differences between participants and non-participants of this program. Finds that no association was found between NALS participation and enhanced literacy skills but that NALS participation motivated participants to use a variety of reading practices. Concludes that further research is needed to identify more precisely the learning outcomes for adults in basic skills education programs.


Examines teachers' perceptions of and experiences with national literacy testing programs conducted in Queensland classrooms in 1998. Interviews with seven teachers from three elementary schools are used to analyze how teachers talked about the relationship between the testing programs and their
own classroom-based assessment practices. Argues that teachers can effectively interrogate the links between the school assessment program and the evidence it generates. Concludes that there is an urgent need to make explicit for teachers’ performance expectations with regard to stated literacy standards in the absence of a clearly defined standards framework.

**Professional Development**


Investigates how teachers and reading specialist interns worked together to implement early intervention programs in three different school districts. Uses observations in the classrooms and interviews with interns and teachers to document and describe types of collaboration and to gain insights about the participants’ experiential perceptions. Finds that teachers and interns as a whole perceived the intervention program as beneficial for students and that interns and teachers believed that they learned a great deal from working with each other. Concludes that results provide information about how various models of collaboration are implemented and argues that the context of school site, as well as teacher preference and comfort with collaboration, may be important influences on the model(s) selected.


Examines the experiences of a White, middle-class, male fifth-grade teacher in his first year of teaching at a predominantly African American, urban, poor public elementary school. Uses case study methodology to describe the teacher’s efforts to build resilience and social reconstructionist teaching when faced with strong student resistance to his practices. Finds that the resilience-building curriculum, through the teacher’s determination to meet his students’ learning styles and backgrounds, enabled the students to move beyond the brand of domesticating education to which they had grown accustomed and toward a liberatory education of social critique and action. Argues that teachers must learn the importance of teacher resilience when faced with challenges associated with teaching in a diverse setting.


Examines the experiences of four preservice teachers of color in an early field experience (EFE) situated in an urban elementary-middle school that combined a foundations of education course and a general methods course. Uses a case study approach and constant comparison analysis to observe the participants’ interactions and shifts of voice during the EFE. Finds that although each preservice teacher in this EFE was subject to the same syllabus, instructors, colleagues, curriculum, pedagogy, and context, the variation in their EFE experiences reflected the unique nature of the course for each participant. Argues that the mismatch in diversity between preservice teachers and the students suggests the need for more studies illuminating efforts to prepare preservice teachers of color.


Outlines an activity theory approach to studying early-career teachers’ development of conceptions of teaching. Uses a cross-site, longitudinal design consisting of multiple cases to illustrate tenets of activity theory and their relevance to understanding the role of settings in appropriating conceptual and practical tools for pedagogy. Argues that activity theory’s attention to the culture of teaching can help to explain why teachers gravitate to school-based pedagogies following preservice education in nontraditional methods and that activity theory can contribute to the development of settings in both preservice education and school communities that help sustain nontraditional teaching practices.
SUMMARY


Studies a first-grade, constructivist-oriented student teacher's experiences while working under the mentorship of cooperating teacher who was highly attuned to scheduling and curriculum coverage. Uses field notes, observation-based interviews, and curriculum document analysis to understand the nature of the teachers' different conceptions of time. Finds that the culture of the university program, along with the teacher's "fluid" conception of time emerging from her Native American culture, were at odds with the expectations for teaching in the school's content-driven curriculum. Concludes that teachers coming from constructivist university programs need to maintain affiliations with constructivist communities of practice if they are to sustain their teaching practices in schools that discourage process-oriented pedagogies.

Reading


Examines the dimensions of reading motivation and how these dimensions relate to students' reading activity and achievement. Uses a heterogeneous sample of fifth- and sixth-grade students who completed the Motivation for Reading Questionnaire (MRQ), a questionnaire designed to assess 11 possible dimensions of reading motivation including self-efficacy, several types of intrinsic and extrinsic reading motives, social aspects of reading, and the desire to avoid reading. Finds that mean scale scores were similar for both grades of students and that cluster analyses revealed seven distinct groupings of children based on their motivational profiles that were related to reading activity and achievement. Concludes that reading motivation is multidimensional and should be regarded as such in research and practice.


Comparing previous research that examined the consistency between a Title I teacher's beliefs about reading and her instructional practices on the third- and seventh-grade levels. Uses case study method to build a rich description of the relationship between the participant's belief about reading and the influences that affected her belief. Finds that the degree of consistency between the teacher's reader-based belief and her instructional decision-making pertaining to the pre-active and interactive phases of teaching varied across the two school settings and highlighted the importance of the need for teacher improvement programs to focus on the identification of constraints and opportunities that influence teacher decision-making. Argues that more research needs to be conducted in this area due to the complex nature of the relationship between teacher beliefs and instructional decision-making and how these factors affect student learning.


Examines the literary theoretical orientation that teachers bring to classrooms and texts and how it affects their practices through the nature of classroom inquiry, focusing particularly on the oral and written discourse generated. Uses a qualitative case study research design to explore the discourse dynamics of literature classrooms from the vantage points of the secondary school (n=7) and college (n=4) participants. Finds that the teachers' very different conceptions of literature and literary knowledge changed the nature of what counted as knowledge in their pedagogical literary discourse. Argues that theories of literary interpretation offer not only ways of reading texts but also ways of seeing and interpreting the surroundings beyond the classroom world.


Explores the role that multi-view social issues books—those that deal with "tough, gritty social and political issues" and use multiple voices—have in helping teachers to enact a critical literacy
curriculum. Finds that teachers’ beliefs that it is not appropriate to address realistic social issues such as youth violence stem from a tradition to protect childhood innocence by attempting to keep complex and unpleasant social issues out of the classroom. Concludes that using multi-view social texts in the elementary classroom has the capacity to engage students actively in thinking critically not only about social and political topics that are relevant to them but also about the construction of their own identities.


Investigates how two preservice teachers’ White, middle-class identities affected their development of knowledge about struggling readers. Uses a framed critical paradigm to analyze one semester of field notes of the teachers’ interactions with and observations of a struggling reader in order to explore the extent to which they accepted, resisted, and negotiated hegemonic ideologies. Finds that both teachers differentially mediated knowledge about struggling readers through their own cultural identities. Argues the need for probing deeper into the formative discourse of prospective teachers as a way to examine the subjective nature of preservice teachers’ knowledge and beliefs about educating children.


Explores the pedagogical possibilities for addressing issues of masculinity and homophobia in the English/Language Arts classroom. Boys’ responses to a short non-fiction text are used to analyze how issues of gender, class, and sexuality inform their responses. Finds that despite many boys’ attempts to engage critically with the text, certain problematic assumptions about masculinity and sexuality still informed their readings. In light of this analysis, the implications for strategically using the text to encourage students to interrogate masculinities and homophobia in the English classroom are outlined.


Examines the impact of an intervention targeting economically disadvantaged children in 350 child care centers that provided high-quality children’s books at a ratio of 5 books per child while also providing 10 hours of training to child-care staff. Uses a systematic sampling of 400 3- and 4-year old children randomly selected from 50 centers across 10 regions and 100 control children from comparable child care centers not involved in the project, with assessments of pre-and post-tests as well as literacy-related interactions between teachers and children. Finds that the intervention group who had enhanced physical access to books, greater verbal interaction around literacy, and more time spent reading and relating to books scored statistically significantly higher than the control group on four of the six assessment measures. Argues that these findings provide powerful support for the physical proximity of books and the psychological support to child care staff on children’s early literacy development.


Examines the effectiveness of a reading tutoring program for children “at risk” for reading problems. Uses a control group of children who did not receive tutoring and children in a tutored group who met one-on-one with a trained community volunteer who tutored the child three times a week during 45-minute sessions. Finds that the tutored group performed higher on measures of letter identification and overall reading as compared with the control group, that tutored boys showed more improvement than girls, and that older tutored children outperformed their younger tutored counterparts. Concludes that these achievements are well aligned with those of the America Reads Challenge and that similar programs may show promise in other communities.

Investigates the everyday reading practices of 154 adults (ages 20-84) in the Chicago metropolitan area and other communities in northern Illinois. Uses several inferential tests to analyze structured paper-and-pencil diaries. Finds that participants read periodicals and books at home both to engage in leisure and to perform a variety of functional tasks and that they read informational materials, correspondence, and functional texts at work to perform workplace-related tasks; that readers' efforts at and enjoyment of the reading tasks varied depending on the texts and purpose for reading; and that the participants appeared to enjoy those reading tasks in which they became deeply engaged whether at home or at work. Argues that social contexts, in particular education and occupation, significantly influence adults' reading practices and their responses to the reading materials that they use at work, at home, and in other settings and situations.


Examines the pedagogical features and quality of the selections in the basal readers for grades 4, 5, and 6 published by six leading reading series in 1993-1995. Uses a variety of inductively developed qualitative criteria and quantitative indices to analyze all of the reading selections and accompanying editorial apparatus and to make comparisons across these readers and among these and other readers published today and in earlier decades. Finds, among other things, a serious decline in the number of literate English words taught in these readers as well as several limitations in the vocabulary to which students are exposed. Concludes that the number and nature of the vocabulary today's students are expected to learn in the upper elementary grades through formal reading instruction may be a chief cause of the growing gap on the National Assessment of Educational Progress since the early 1990s between the reading scores of low-income minority students and those of other students (because low-income minority students are far more dependent on what they are taught in school than other students) and that educational publishers need to emphasize literary and academic quality, not intellectually dishonest and damaging notions of gender and cultural “representation” in choosing selections for reading instruction.


Examines changes in purposes and cultural content of literary study in American schools from the time it became a school subject until the present and the reasons for those changes. Uses historical and contemporary surveys and analyses to trace the evolution of literary study in the schools and the anti-civic forces influencing the construction of contemporary school literature programs. Finds an absence of the genuine diversity of this country in the literature curriculum as well as the presence of racial or cultural stereotyping directed against White groups of European ancestry. Concludes by describing several ways to construct school literature programs that can maintain literary study as a humanizing and morally elevating experience and strengthen the basis for liberal constitutional democracy and for American citizenship in particular.


Analyzes the quality of the standards in 49 state standards documents in the English language arts/reading in draft or final form in 1999 and compares results with those reported in her 1997 monograph on state English standards to determine if improvement had occurred. Uses the 34 criteria inductively developed for the analysis reported in the
1997 monograph to analyze the 49 state standards documents and compares results on 10 of the 34 criteria. Finds that (1) a majority of the states have learned how to create measurable standards, (2) half the states now create standards of increasing intellectual difficulty through the grades, and (3) there is an increase in the number of states either designating the reading levels they want at grade levels to be assessed or providing examples of well-known literary works whose reading level is clear to teachers and parents. Concludes that while the trends are positive, they do not compensate for the failure in most state documents to specify appropriate literary and cultural content for the K-12 English curriculum.


Traces the sources of the major limitations found in the quality of the standards in the state documents analyzed in S. Stotsky, State English standards: An appraisal of English language arts/reading standards in 28 states (1997, Thomas B. Fordham Foundation, Washington, D. C.). Surveying contemporary professional documents and other references, finds the sources of these limitations in contemporary professional and political thinking, in particular, in a reluctance if not hostility to specifying either the reading level to be expected at the grade levels to be assessed or the general or specific literary content all American students should study to participate meaningfully in public discourse. Concludes that state boards of education need to address the abandonment of professional responsibilities by professional educational organizations by articulating policies for developing or revising state standards and assessments that stimulate the study of historically and culturally significant literary works in local curricula.

Writing


Investigates the issue of writers at advanced levels of literacy navigating boundary crossings from one academic setting for writing to another and from academic settings to workplace settings. Uses ethnographic methods to analyze the knowledge domains writers draw upon in specific writing situations. Illuminates the conditions for transfer of learning that contribute to the ongoing development of writing skills. Argues that the best curricula for writing development would incorporate context-specific variables and metacognitive thinking about writing situations.


Investigates students' performance on holistically scored writing assignments, with 242 students in 13 introductory writing classes composing 3-5 essays that were evaluated by 15 experienced judges. Uses pairwise correlations of the judges' scores for each set of essays. Finds that the average of the correlations indicated very low consistency of holistically scored student performance from essay to essay. Argues that drawing conclusions from one or even a few writing samples is problematic.


Studies the longitudinal effects of a weekly writing workshop for older adults (67-92 years of age). Uses qualitative inquiry and analysis to describe the impact of the workshop on the literacy activities of these older adults. Finds that the weekly meetings had a significant impact on the writing and reading of elders. Argues for continued inquiry into the literacy behaviors of older adults, particularly those from diverse racial/ethnic and socioeconomic backgrounds, from different home contexts, and with different levels of education and health.

Discusses a program aimed at improving the reading and writing of academically reluctant students. Uses an instructional intervention in which students use journalism genres to rewrite passages selected from classical literature. Finds that this teaching strategy helps students to bridge the oral language of their everyday lives, linked to their personal experiences, with the demands for a more formal and objective language in writing. Concludes that re-writing classical texts in the form of a newspaper article enhances the acquisition of written language conventions and helps students to address specific syntactic and lexical problems.


Explores the role of written discourse both on the plane of knowledge development and on the conception and evaluation of the writing activity itself. Thirty-six fourth graders divided in two groups, experimental (writing) and control (non-writing), were taught about photosynthesis in plants. Finds that in the experimental group the students reached (1) a better conceptual understanding of the target concept and (2) more advanced metacognitive awareness of the changes in their own knowledge structures. Argues that the conceptions of the writing activity seemed to change as well as learners became aware of new functions of writing.


Reviews the aspects of writing that make it a powerful instrument for awareness and intellectual self-regulation and studies the role of writing as an instrument for the construction and development of personal knowledge. Proposes a distinction between mechanical and a reflective writing, assuming that each one causes different effects on the personal psyche. Finds that reflective writing makes the writer use both content and discursive knowledge, while the process of writing simultaneously influences the writer's understanding and knowledge. Concludes that it is necessary to integrate the learning of reflective writing within the general framework of school learning.


Examines the effects of goal setting on the essays of seventh- and eighth-grade students with writing and learning disabilities. Uses quantitative and qualitative analysis to evaluate the effectiveness of using a strategy for goal attainment. Finds that papers written in response to goals were qualitatively better than essays written by students who did not use a strategy for goal attainment (control group) and that students' writing self-efficacy was not influenced by goal setting or strategy use. Argues for the inclusion of goal setting as a basic component in models of the writing process.


Studies the writing processes of undergraduate psychology majors producing term papers. Analyzes questionnaire responses describing the writing processes associated with a total of 715 essays. Identifies four distinct patterns of writing behavior: (1) a minimal-drafting strategy; (2) an outline-and-develop strategy; (3) a detailed-planning strategy; and (4) a "think-then-do" strategy and finds that the minimal-drafting and outline-and-develop strategies appeared to produce the poorest results while the detailed-planning and think-then-do strategies both appeared to result in better quality essays, although differences were small. Further analyzed the writing strategies for a subset of these essays (a cohort of 48 students followed through the three years of their degree course), finding some evidence of within-student consistency in strategy.

Examines the effectiveness of outcome and process goals for the acquisition of a specific writing skill (sentence combination) for 84 high school girls. Uses statistical analysis to compare the participants' performance on the writing task (sentence combination). Finds that students who shifted goals sequentially from process to outcome goals surpassed classmates who adhered only to process goals who, in turn, exceeded classmates using only outcome goals in posttest writing, revision skill, self-reactions, self-efficacy perceptions, and intrinsic interest in this skill. Argues for a multilevel social cognitive view of skill acquisition, i.e., that students need social guidance during the initial levels of learning complex skills to prepare them to engage in optimally effective self-directed practice.

**English Education Programs Meet NCATE and NCTE Teacher Preparation Guidelines**

The National Council for Accreditation of Teacher Education (NCATE) has adopted the NCTE guidelines, now called program standards, for undergraduate programs for teacher education in English Language Arts for middle/junior and senior high schools. These program standards were derived from NCTE's *Guidelines for the Preparation of Teachers of English Language Arts*. Institutions seeking NCATE accreditation are required to submit program review documents showing how their programs meet the NCATE program standards. The Council's program review process is carried out by over 100 reviewers. All are members of NCATE and CEE (Conference on English Education) who have attended program review training workshops. The NCATE review program is directed by Charles Duke, Appalachian State University, with Sandra E. Gibbs as the staff liaison. Since our last listing, the twenty-four institutions below have submitted program review documents which show their English education programs to be in compliance with the NCATE/NCATE Program Standards.

**Arkansas**: Arkansas Tech University–Russellville, University of Arkansas–Fayetteville, University of Arkansas–Pine Bluff; **Illinois**: Lewis University–Romeoville, Olivet Nazarene University–Bourbonnais, Southern Illinois University–Edwardsville; **Louisiana**: Southern University–Baton Rouge, University of New Orleans–Lakefront; **Massachusetts**: Fitchburg State College (Senior High/Graduate), University of Massachusetts–Amherst (Middle School/Junior High–Undergraduate, Graduate, Post Baccalaureate—Senior High–Undergraduate, Graduate, Post Baccalaureate); **Michigan**: Western Michigan University–Kalamazoo; **Mississippi**: University of Southern Mississippi–Hattiesburg; **Missouri**: Drury College–Springfield, Evangel University–Springfield; **New Hampshire**: University of New Hampshire–Durham; **Ohio**: Ohio University–Athens (Combined 7–12–Undergraduate—Middle School/Junior High–Undergraduate); **Pennsylvania**: East Stroudsburg University, Edinboro University; **South Carolina**: Furman University–Columbia, Lander University–Greenwood; **Virginia**: Eastern Mennonite University–Harrisonburg; **West Virginia**: Glenville State College, West Virginia State College–Institute (Combined 6–12–Undergraduate—Middle School/Junior High–Undergraduate); **Wisconsin**: Cardinal Stritch University–Milwaukee.

For more information on NCTE's participation in the program review process write to Sandra E. Gibbs, Director of Special Programs, NCTE, 1111 West Kenyon Road, Urbana, Illinois 61801-1096.