

12-1-1997

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Recommended Citation

Brown, D., Larson, R. L., Whiting, M. (1997). Annotated Bibliography of Research in the Teaching of English. *Research in the Teaching of English*, 31(4), 530-540.

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Twice a year, in the May and December issues, RTE publishes a selected bibliography of recent research in the teaching of English. Most of the studies listed appeared during the six-month period preceding the compilation of the bibliography (January through June, 1997, for the present bibliography), but some studies that appeared earlier are occasionally included. The listing is selective; it makes no attempt to include all research and research-related studies 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 brownd@oak.cats.ohiou.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://members.aol.com/RTEngl/rtehome.htm>.

ASSESSMENT

Dutt, K. M., Tallerico, M., & Kayler, M. (1997). Assessing student teachers: The promise of developmental portfolios. *The Teacher Educator*, 32, 201-215.

Reports a qualitative study designed to investigate how developmental portfolios might help in the assessment and professional development of student teachers. Describes effects of the portfolio review process that are advantages over conventional assessment techniques and suggests implications for further research and for practice.

Johnson, S.K., & Ryser, G. R. (1997). The validity of portfolios in predicting performance in a gifted program. *Journal for the Education of the Gifted*, 20, 253-267.

Uses the Texas Assessment of Academic Skills Test and teacher ratings of student performance to measure the degree to which product portfolios compiled by 216 kindergarten through 2nd graders predicted the students' success in a gifted program four years later. Finds that students with product portfolio scores in the top 25% performed significantly better on math and reading achievement tests, but that their classroom performance was not significantly higher than students with lower portfolio scores.

Keiffer, R. D., & Faust, M. A. (1996). Portfolio purposes: Teachers exploring the relationship between evaluation and learning. *Assessing Writing, 3*, 149-172.

Reports on the increasingly wide and complex use of portfolios by two second-grade teachers as they gradually acquired experience with portfolios. Focuses on how the teachers used portfolios for judging students' writing, responding to it, and helping students become more aware of themselves as learners.

Straub, R. (1997). Students' reactions to teacher comments: An exploratory study. *Research in the Teaching of English, 31*, 91-120.

Reviews the research concerning the reactions of students to different kinds of comments by teachers on their writing, then reports the results of the author's survey of 172 students to determine their responses to different kinds of comments. Finds that students reported preferring comments that are specific, that offer and explain suggestions for revision and improvement, and that do not come across as heavily controlling their writing.

Young, J. P., Mathews, S. R., Kietzmann, A. M., & Westerfield, T. (1997). Getting disenchanted adolescents to participate in literacy activities: Portfolio conferences. *Journal of Adolescent & Adult Literacy, 40*, 348-360.

Describes the use of portfolios in a ninth grade English class in a Florida alternative school and reports results of analysis of three data sources: written records of portfolio conferences, personal preference inventories, and student interviews. Finds that students "voiced an increased sense of control and responsibility over goal setting, academic evaluation, and completion of work" with the portfolio method.

Wolfe, E. W., Bolton, S., Feltovich, B., & Niday, D. M. (1996). The influence of student experience with word processors on the quality of essays written for a direct writing assessment. *Assessing Writing, 3*, 123-147.

Reports on an experiment to compare assessment essays written with pen and paper with those written on a word processor. Finds that essays written on a word processor were longer and neater than those written by hand, but that students less experienced with word processors were disadvantaged by having to use word processors, while the essays of those experienced in using word processors were influenced only in minor ways.

BILINGUAL EDUCATION, FOREIGN LANGUAGE EDUCATION

Canagarajah, A. S. (1997). Challenges in English literacy for African-American and Lankan Tamil learners: Towards a pedagogical paradigm for bidialectal and bilingual minority students. *Language and Education, 11*, 15-37.

Compares two separate classroom ethnographies in higher education institutions—one on African American students learning academic writing and another on Lankan Tamil students learning English for general purposes. Proposes that while minority students should be encouraged to analyze the limitations of their own attitudes and values, the pedagogy should also sustain an interrogation of the ideologies represented by English discourses.

Huss-Keeler, R. L. (1997). Teacher perception of ethnic and linguistic minority parental involvement and its relationship to children's language and literacy learning: A case study. *Teaching and Teacher Education, 32*, 171-182.

Examines the influence of teacher perception of Pakistani ESL parent involvement and interest in their children's education in a year long study conducted in a British multiethnic primary school. Results revealed that these parents were very interested in their children's learning although their cultural differences often were misinterpreted by teachers as a lack of interest which caused an underestimation of the children's learning and achievement.

Parry, K. (1996). Culture, literacy, and L2 reading. *TESOL Quarterly, 30*, 28-45.

Examines the relationship between cultural membership and individual language learning behavior, suggesting an alternative approach that focuses on a narrower range of behavior, namely L2 reading strategies and a defined set of cultural practices having to do with literacy. Concludes that cultural background is an important factor in the formation of individual reading strategies, but it should not lead to a simple cultural determinism.

Rosenhouse, J., Fettelson, D., Kita, B., & Goldstein, Z. (1997). Interactive reading aloud to Israeli first graders: Its contribution to literacy development. *Reading Research Quarterly, 32*, 168-183.

Reports a six month study in which 339 first graders were randomly divided into four groups who either listened to stories published in school readers by different authors, listened to stories by one author, listened in installments to a multiple volume series of stories written by the same author, or engaged in regular activities such as worksheets, drawing, and acting. Findings indicated that listening to a series of stories in installments had the greatest effect on reading achievement.

Spack, R. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication, 14*, 3-62.

Traces over three years the progress of a Japanese woman as she worked toward attaining competence in academic reading and writing in courses in international relations and political science. Suggests implications for the planning of curricula for ESL students and for the teaching of such students in academic courses, and raises questions related to the longitudinal nature of the study.

Volk, D. (1997). Questions in lessons: Activity settings in the homes and school of two Puerto Rican kindergartners. *Anthropology & Education Quarterly, 28*, 22-49. Describes continuities and discontinuities between bilingual kindergarten and the homes of two Spanish-dominant Puerto Rican children. The concept of activity setting was used to explore the relation of culture to question use in lessons taught in both settings. Findings highlight the complexity of the continuities and discontinuities and the importance of the joint construction of a culture of teaching and learning by parents, teachers, and children.

Zimmer, C. B. (1997). Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly, 31*, 121-140.

Tests the hypothesis that L2 students exposed to a combination of regular periods of reading and interactive vocabulary instruction would show significant increases in their knowledge of nontechnical terms used widely across academic fields.

Argues that combining vocabulary instruction along with reading shows positive results based on the gains of a group that was given three hours a week of interactive vocabulary instruction.

DISCOURSE PROCESSES

Bean, M. S. (1997). Talking with Benny: Suppressing or supporting learner themes and learner worlds? *Anthropology & Education Quarterly*, 28, 50-69.

Analyzes audiotapes of Benny, a third-grade Mexican American, in several settings including play at home and school, tutoring at home, and learning at school. Compares Benny's apt reader-learner abilities when tutoring sessions and in-class instructional talk were related to recurrent themes in his daily life and instances when classroom discourse failed to encourage him to share his cultural expertise. Suggests that characteristics of "tutoring talk" be incorporated in classroom settings.

Hoel, T. L. (1997). Voices from the classroom. *Teaching and Teacher Education*, 13, 5-16. Discusses the use of response groups in writing instruction and analyzes the discourse of a response group in a Norwegian secondary school as three females talked about a poem analysis by one of the students. Argues that the student's final essay was better because of the group members' complementary roles in the meaning making process.

Kamberelis, G. (1995). Genre as institutionally informed social practice. *Journal of Contemporary Legal Issues*, 6, 115-171.

Reviews theoretical and empirical work on genres from several disciplines and identifies six recurrent themes that support thinking about genres "as institutionally informed social practice": 1) genres are coconstitutive; 2) genres are durable forms of textualizing practice; 3) genres fuse form, thematic content, and practice; 4) genres index social formations; 5) genres are learned and used as and within social practices; and 6) genres are premises for arguments and metaphors for rhetorical practice.

Kyratzis, A., & Green, J. (1997). Jointly constructed narratives in classrooms: Co-construction of friendship and community through language. *Teaching and Teacher Education*, 13, 17-37.

Uses an ethnographic-sociolinguistic approach to examine various narratives; focuses on the socializing talk by a group of preschool girls during their free play period and written narratives written by several bilingual students about their classroom communities over a three year time period. Concludes that discourse practices not only constructed and revealed meanings but the members' discourse practices were the product of the social group's interactions.

Milosky, L. M., & Ford, J. A. (1997). The role of prosody in children's inferences of ironic intent. *Discourse Processes*, 23, 47-61.

Examines the effects of prosodic variation on six and nine-year-olds' inferences about a speaker's intent. Children were read parts of stories and asked to infer the outcome and the speaker's meaning. Statistical analysis revealed that the children's interpretations of potentially ironic utterances were influenced by prosody and that the nature of this influence differed by age.

FAMILY/WORKPLACE LITERACY

Corsini, V., & Fogliasso, C. (1997). A descriptive study of the use of the Black communication style by African Americans within an organization. *Journal of Technical Writing and Communication*, 27, 33-45.

Describes the communication of 49 African American employees in a health care facility in a small Midwestern town. Finds that although the participants felt they changed their communication style to fit the organizational norms, they included all but one of the Black communication style constructs outlined in professional literature. Discusses the importance of awareness of linguistic and cultural differences in organizations and the need for further research.

DeBruin-Parecki, A., Paris, S. G., & Siedenburg, J. (1997). Family literacy: Examining practice and issues of effectiveness. *Journal of Adolescent & Adult Literacy*, 40, 596-605.

Focuses on two family literacy programs in Michigan, one a nationally recognized model and the other one a community-based program that developed its own model. Examines six features of each program (goals, instructional practices, assessment methods, staff training, collaboration with other agencies, and social support for participants) and identifies four critical factors that should be considered when designing effective programs: participation, curriculum, staff and administration, and fund-raising.

Ritchie, L. D. (1997). Parents' workplace experiences and family communication patterns. *Communication Research*, 24, 175-187.

Gathers data from 178 parents of adolescent children in order to elucidate observed relationships between social class and family communication patterns. Conversation orientation is positively associated and conformity orientation is negatively associated with the degree of openness and autonomy in workplace communication.

PROFESSIONAL DEVELOPMENT

Chevalier, M., & Houser, N. (1997). Preservice teachers' multicultural self-development through adolescent fiction. *Journal of Adolescent & Adult Literacy*, 40, 426-436.

Reports an action research project designed to investigate preservice teachers' multicultural self-development in a methods course in which participants read six multicultural novels. Concludes that reading and discussing the novels did help promote multicultural self-development and that changes in preservice teachers' perspectives in a classroom community do not occur simultaneously; implications suggest that teachers and teacher educators should be patient with students' growth.

Goodwin, A. L. (1997). Multicultural stories: Preservice teachers' conceptions of and response to issues of diversity. *Urban Education*, 32, 117-145.

Presents stories of 75 students in the Preservice Program in Childhood Education at Teachers College, Columbia University. Out of nine specific variables identified in the data, 50% of the vignettes focused on race; all other issues represented a much smaller percent such as language difference (8.75%), class (8.75%), and religion (6.25%). Suggests implications for teacher education programs.

Laframboise, K. L., & Griffith, P. L. (1997). Using literature cases to examine diversity issues with preservice teachers. *Teaching and Teacher Education*, 13, 369-382.

Investigates the use of literary narrative to give preservice teachers a wider variety of settings and situations to consider while participating in field experiences. Preservice teachers, in a rural school where 66% of the students were Mexican or Mexican-American, read children's novels that deal with school-related issues. Suggests implications of using literature cases and raising awareness of diversity issues for preservice teachers.

Miller, J. H. (1997) Gender issues embedded in the experience of student teaching: Being treated like a sex object. *Journal of Teacher Education*, 48, 19-28.

Uses phenomenological interviews with 16 women from three teacher education programs in New England to investigate gender issues embedded in their student teaching experiences. Suggestions for teacher educators include incorporating interviewing into student teacher advising and making student teacher seminars grow out of student teacher stories in order to encourage student teachers "to honor their voices and take their own narratives seriously."

Pankratius, W. J. (1997). Preservice Teachers construct a view on teaching and learning styles. *Action in Teacher Education*, 18(4), 68-76.

Investigates whether a particular course, "Perspectives in Secondary Education," and a particular aspect of the course—grouping students according to personality types as established by the Myers-Briggs Type Indicator—might change preservice teachers' attitudes and beliefs about teaching. Results indicated the grouping process was a significant learning experience, the students gained a greater awareness of learning styles, and some students saw cooperative learning in a new light.

READING

Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-Assisted Learning Strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34, 174-206.

Examines the effectiveness of Peer-Assisted Learning Strategies (PALS) by comparing the reading progress of low achievers with and without disabilities and average achievers. Groups stratified according to student achievement and family income in grades 2 to 6 in 12 schools were randomly assigned to PALS or No-PALS conditions; the Comprehensive Reading Assessment Battery was used to gather pre and posttreatment data. Finds that all three learner types who were in PALS classrooms showed greater reading progress.

McQuillian, J. (1997). The effects of incentives on reading. *Reading Research and Instruction*, 36, 111-125.

Studies the available evidence on the effect of reading in school and public library programs for elementary and secondary students. Concludes that there was no clear causal relationship in any of the studies conducted between the use of rewards and an improvement in reading attitudes, achievement, or habits.

Morrow, L. M., Pressley, M., Smith, J. K., & Smith, M. W. (1997). The effect of a literature-based program integrated into literacy and science instruction with children from diverse backgrounds. *Reading Research Quarterly*, 32, 54-76.

Investigates the impact of a literature-based program integrated into literacy and science instruction. Six third grade classes with children from diverse backgrounds (N=128) were assigned to control and experimental groups and given standardized and informal written and oral tests. On all literacy measures the children in the literature/science group scored significantly better than the literature-only group in the literature section or the science-only group in the science sections.

Smolkin, L. B. (1997). Dealing with dialogue: Fifth graders' responses to reading a play. *Research in the Teaching of English*, 31, 240-266.

Explores the responses of 10 fifth graders to the dialogue of Harris's play, *The Arkansas Bear* (1980). At interruption points, children wrote predictions for the character's next dialogue line, offering explanations for their predictions. Explanations revealed two major interpretive stances, an interactive focus and a focus on characters' concerns which considered the extra-linguistic context in which characters found themselves.

Stotsky, S. (1997). Why today's multicultural basal readers may retard, not enhance growth in reading. In L. R. Putnam (Ed.), *Readings on language and literacy*, (pp. 259-286). Cambridge, MA: Brookline Books.

Reports an analysis of 12 readers (from six leading reading series) for grades 4 and 6 that suggests the features of the readers "may themselves be contributing to the lack of improvement in reading achievement in the past decade." Focuses on three concerns: 1) the use of non-English selections; 2) the effects of the cultural smorgasbord; and 3) the nature and scope of the reading vocabulary.

Tancock, S. M. (1997). *Catie*: A case study of a first-grader's reading status. *Reading Research and Instruction*, 36, 80-110.

Focuses on a student who was at-risk for reading failure. Participant observation, document research, and interviews were collected over a three month period. Results showed that reading-related factors, student factors, and teacher factors interacted to shape and maintain the student's status as an at-risk reader in her classroom.

RESEARCH METHODOLOGY

Addison, J. (1996). Data analysis and subject representation in empowering composition research. *Written Communication*, 14, 106-128.

Examines questions raised by the concept of "empowering research" in composition studies (research "by, for, and with" the participants, not just "on" them), particularly questions related to constructing data categories, subjectivity and knowledge formation, objectivity of study, validity and reliability of research, and collaboration and resistance. Views "empowering research" as a potential agent of social change.

Newby, M. J. (1997). Educational action research: The death of meaning? or, the practitioner's response to utopian discourse. *Educational Research, 39*, 77-87. Argues that research requires educational research outside the action research tradition to display reflexive self-awareness and that the importance of practitioner-knowledge must be understood in its own right. Concludes that the gap between theory and practice requires a synthesis to approaches and that this synthesistic approach must be adopted if the acting researchers are to have a chance of assuring anyone that they have made advances in educational practice.

TEACHING AND LEARNING OF LITERATURE

Lewis, C. (1997). The social drama of literature discussions in a fifth/sixth grade classroom. *Research in the Teaching of English, 31*, 163-204. Investigates the social contexts and interactions of students in a multi-aged classroom as they read and discussed literature. The year-long qualitative study focuses on five students' experiences and peer-led discussions of literature. Finds that in peer-led groups the students worked "to create solidarity and delineate boundaries, to vie for power and interrupt authority."

Newell, G. E., & Holt, R. A. (1997). Autonomy and obligation in the teaching of literature: Teachers' classroom curriculum and departmental consensus. *English Education, 29*, 18-37. Describes a year-long study of one suburban high school English Department's struggle as they were implementing a new core curriculum and focuses on two case study teachers and their experiences making curricular decisions within the department's context. Based on analysis of data, offers four issues that should be considered when developing a literature curriculum.

Pace, B. G. (1996). Obstacles to transformation: Muted-group theory in a literature classroom. *Dissertation Abstracts International, 57-10*, 4296. Uses ethnographic and feminist methods to interview students about their responses to Gilman's "The Yellow Wallpaper" and to investigate how membership in a "muted group" might affect the responses. Finds that students were "thwarted by both the academic setting and by their enculturation as members of a muted group." Argues that students "resisted the insights that multicultural and feminist literature is capable of providing."

Smagorinsky, P. (1997). Artistic composing as representational process. *Journal of Applied Developmental Psychology, 18*, 87-105. Uses Sigel's distancing theory and notion of representational competence to provide the framework for examining students' interpretations of literature through artistic depictions. The students engaged in three processes during their productions: generating representational images by empathizing with the literary characters; using spatial relationships and material objects to represent their construction of meaning in response to the signs of the literary text; and using their composing process both to represent their understanding of the story and to develop that understanding.

Wachlin, M. G. (1997). The place of Bible literature in public high school English classes. *Research in the Teaching of English, 31*, 7-49.

Reports a study of the current place of Bible literature in high school English classes; includes an examination of three models used for teaching Biblical literature. After a discussion of results of a survey and interviews, offers recommendations that include: 1) reviewing and updating of district policies and providing practical support; 2) implementing Biblical literature units; and 3) requiring Bible Literature of English majors.

Walker-Dalhouse, D., Dalhouse, A. D., & Mitchell, D. (1997). Development of a literature-based middle school reading program: Insights gained. *Journal of Adolescent & Adult Literacy, 40*, 362-370.

Investigates whether a literature-based reading program using three basal themes (confronting nature, accepting challenges, and friendship) and organized into four segments (writing, language, oral reading, and independent reading) would appeal to fifth and sixth graders and produce changes in students' attitudes toward reading. Findings, based on the students' self-reports and pre/postattitude surveys, suggest the program did appeal to the students.

TECHNOLOGY AND LITERACY

Comber, C., Colley, A., Hargreaves, D. J., & Dorn, L. (1997). The effects of age, gender and computer experience upon computer attitudes. *Educational Research, 39*, 123-133.

Examines secondary students' computer experiences and attitudes based upon a survey completed by 147 males and 131 females. Finds that although female and male pupils reported similar levels of enjoyment of computers, age and gender differences in confidence with computers were significant. Suggests that schools' roles may be significant to help foster females' confidence because the majority of their computer experiences take place in school and their interest in and confidence with computers decreases with age.

Saye, J. (1997). Technology and educational empowerment: Students' perspectives. *Educational Technology Research and Development, 45*(2), 5-25.

Compares 10 teachers' and nine students' perceptions of the role of technology in the students' schooling at a boarding school in the southeastern United States. Data included interviews, observations of classes, and documents such as handbooks, schedules, student evaluations, handouts, etc. Finds that a majority of both students and teachers preferred to adapt technology to support traditional, teacher-centered instruction and did not value technology as a facilitator of student-centered inquiry.

Scott, C. R., & Rockwell, S. C. (1997). The effect of communication, writing, and technology apprehension on likelihood to use new communication technologies. *Communication Education, 46*, 44-62.

Investigates how communication, writing, and technology apprehension might affect the use of new text-based and phone-based communication technologies by surveying 178 undergraduates in 11 sections of a general public speaking course.

Finds that while computer anxiety and communication apprehension may possibly be relevant for predicting use of communication technologies, writing apprehension is not. Suggestions include giving more time to identifying and training students who have both computer and communication apprehension.

WRITING

Diamondstone, J. V. (1997). Contested relations and authoritative texts: Seventh-grade students (1987) and legal professionals (1954) argue Brown v. Board of Education. *Written Communication, 14*, 189-220.

Uses Halliday's concept of "register" and its "dimensions" to explore the differences between the language in actual legal arguments in Brown vs. Board of Education and the language of intermediate school students in a classroom simulation of those arguments.

Dunmire, P. L. (1997). Naturalizing the future in factual discourse. A critical linguistic analysis of a projected event. *Written Communication, 14*, 221-264.

Uses concepts from critical linguistic analysis to argue that the language used in reports in *The New York Times* and *The Washington Post* about Iraq's anticipated invasion of Saudi Arabian in 1990, particularly the use of nominalizations, illustrates how language can construct reality in the social world to serve political and ideological interests.

Gunnarsson, B. L. (1997). The writing process from a sociolinguistic viewpoint. *Written Communication, 14*, 139-188.

Advances the sociolinguistic concepts of "communicative community" and "communicative group," proposes that in these structures writing and speaking interact in complex ways, and applies these concepts to a case study of communication within a government agency in a Swedish town, highlighting the social relationships, hierarchies, networking, and chains of communicative activities found in that agency through questionnaires and interviews.

Patthey-Chavez, G. G., & Ferris, D. R. (1997). Writing conferences and the weaving of multi-voiced texts in college composition. *Research in the Teaching of English, 31*, 51-90.

Describes individual conferences conducted by four instructors with eight students in a large university. Highlights differences among the four instructors in teaching style (prescriptive vs. collegial) within the conferences; finds that students' revisions, and first drafts of later papers, were influenced by advice received in the conferences. Notes that the conferences focused on "teaching points," not on a general overview of papers discussed.

Sadoski, M., Willson, L., & Norton, D. E. (1997). The relative contributions of research-based composition activities to writing improvement in the lower and middle grades. *Research in the Teaching of English, 31*, 120-150.

Applies statistical procedures to test various instructional activities discussed in Hillocks's, *Research in Written Composition* (1986), to determine their value in improving the quality of student writing in lower and middle grades over a ten-

week period. Identifies a small number of activities that appear to be "powerful" in helping to improve the quality of writing.

Smagorinsky, P. (1997). Personal growth in social context: A high school senior's search for meaning in and through writing. *Written Communication, 14*, 63-105. Reports on a case study of the uses made of writing by a high school senior over a four-month period, based on conversations with the student, examination of texts, and protocols given by the student. Focuses on the "designative" and "expressive" functions of writing, and the value of writing for "emotional mediation" and reflection. Argues that the process/product debate dichotomizes the expressive and designative functions of writing, when they should more properly be viewed as complementary.

Smith, S. (1997). The genre of the end comment: Conventions in teacher responses to student writing. *College Composition and Communication, 48*, 249-268. Reports on an examination of the end comments written on 208 student papers from 1993 and 108 papers from 1983-1985. Divides the comments into sixteen primary genres (i. e., rhetorical "moves" within comments), presents judgments on these genres, and offers suggestions to teachers about possible ways of composing more effective comments.

Sperling, M., & Woodlief, L. (1997). Two classrooms, two writing communities: Urban and suburban tenth-graders learning to write. *Research in the Teaching of English, 31*, 205-240. Compares the writing environments in a classroom in an urban, multi-ethnic school and one in a suburban, mainly white middle-class school. Explores how the teachers and the students created different kinds of communities, focusing on the teachers' goals, their curricula, the kinds of writing assignments used, and the students' values for writing.

Memberships Available in the NCTE/Title I Committee

A limited number of memberships in the reconstituted NCTE/Title I Committee will be available to interested members of the Council. Major functions of the committee are to advise the Executive Committee on ways of meeting the needs of Title I teachers; to establish linkage with the National Association of State Coordinators of Compensatory Education for cooperative action and exchange of information; to develop ideas for appropriate publications and convention and conference sessions targeted for Title I teachers; to establish linkage with appropriate Council groups (e.g., Committee on Teaching of English in Urban Schools, Committee on Racism and Bias). If you would like to be considered for membership in this group, send a one-page letter by January 2, 1998, explaining your specific interest in the committee, relevant background, and your present professional work to: Leslie Froeschl, Administrative Assistant to the Associate Executive Director, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096.