

EMPIRICAL STUDIES ON VERBAL INTERACTION AND LITERARY UNDERSTANDING

An annotated list of references

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The following list of publications was initially compiled in preparation of the symposium, "Verbal interaction and literary understanding", held at the 6th IAIMTE-conference, in Exeter (England), March 27-29, 2007.

The list is based on a search of several digital databases, such as the Educational Resources Information Center (ERIC), PsycINFO, and the Web of Science. Publications were selected which contained reports of empirical studies - quantitative as well as qualitative - of verbal interaction in the literature classroom, the theme of this special issue of L1. The studies were published between 1985 and 2008.

Our search terms were; 'empirical', '(case)study', 'research', 'experiment', combined with 'literature discussion(s)', 'literature conversation(s)', 'classroom talk', 'book talk', 'interaction' or 'literature dialogue(s)'. Only publications written in English were included.

Although the resulting list undoubtedly is incomplete, we believe that it may be of interest and useful to researchers, teacher-trainers, and teachers in the field of literature education.

Chinese

[Translation Shek Kam Tse]

言語互動和文學理解的實證研究：一個有注解的參考目錄

以下發表文獻的目錄最初是用來準備2007年3月27 - 29日在英國埃克塞特舉辦的第六屆IAIMTE會議上的“言語互動和文學理解”座談會。

目錄來自於對ERIC, PsycINFO, the Web of Science

等幾個數據庫的搜索。搜索的文獻包括了有關母語教學的文學課上言語互動的質化和量化的實證研究報告。研究發表於1985到2008年間。我們的搜索屬於是「實證的」，「(個案)研究」，「

117

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實驗”，結合“文學討論”，“文學會話”，“課堂對話”，“書目討論”，“互動”，或者“文獻對話”，只選入用英文寫作的文獻。

無疑這裏呈現的目錄是不齊全的，但是我們相信它會讓研究者、教師培訓者，以及文學教育領域的教師感興趣並對他們有所用途。

Dutch

[Translation Tanja Janssen]

TITEL: Empirisch onderzoek naar verbale interactie en literatuur lezen en begrijpen

SAMENVATTING: De onderstaande lijst van publicaties was oorspronkelijk samengesteld ter voorbereiding op het symposium “Verbal interaction and literary understanding”, gehouden op de zesde IAIMTE-conferentie in Exeter (Engeland), 27 - 29 maart, 2007.

Om de lijst samen te stellen is gezocht in verscheidene digitale databases, zoals het Educational Resources Information Center (ERIC), PsycINFO, en het Web of Science. We hebben publicaties geselecteerd die verslagen van empirisch onderzoek bevatten – zowel kwantitatief als kwalitatief – naar verbale interactie in de literatuurles, het onderwerp van dit themanummer van *L1*. We hebben ons beperkt tot studies die gepubliceerd zijn tussen 1985 en 2008.

Onze zoektermen waren: ‘empirical’, ‘(case)study’, ‘research’, ‘experiment’, in combinatie met ‘literature discussion(s)’, ‘literature conversation(s)’, ‘classroom talk’, ‘book talk’, ‘interaction’ or ‘literature dialogue(s)’. Alleen Engelstalige publicaties zijn opgenomen.

Hoewel de uiteindelijke lijst ongetwijfeld niet volledig zal zijn, geloven we dat de lijst interessant en bruikbaar kan zijn voor onderzoekers, lerarenopleiders en docenten op het gebied van literaire vorming en literatuuronderwijs.

Finnish

[Translation Katri Sarmavuori]

TITTELI: VERBAALISEN INTERAKTION JA KIRJALLISUUDEN YMMÄRTÄMISEN EMPIIRISIÄ TUTKIMUKSIA: HUOMAUTUKSILLA VARUSTETTU VIITTAUSLISTA

ABSTRAKTI: Seuraava julkaisulista oli alun perin laadittu “Verbaalisen interaktion ja kirjallisen ymmärryksen” symposiumin valmisteluun. Se pidettiin IAIMTEN 6. kongressissa Exeterissä (Englanti) 27.—29. maaliskuuta 2007.

Lista perustuu useiden digitaalisten tietolähteiden hakuun, kuten ERIC:iin (Educational Resources Information Center), PsycINFOon ja Web of Scienceen. Julkaisuista valittiin ne, joissa oli empiiristen tutkimusten selostusta verbaalisesta interaktiosta kirjallisuusuokassa — kvantitatiivisia tai kvalitatiivisia tämän *L1*:n erityisnumeron teema. Tutkimukset oli julkaistu 1985—2008.

Hakutermit olivat ‘empiirinen’, ‘tapaustutkimus’, ‘tutkimus’, koe, yhdistettyinä ‘kirjallisuuskeskusteluun’, ‘luokkahuonepuheeseen’, ‘book talkiin’, ‘interaktioon’ tai ‘kirjallisuusdialogiin’. Vain englanniksi kirjoitetut julkaisut otettiin mukaan.

Vaikka tuloksena oleva lista on epätäydellinen, uskomme, että se kiinnostaa tutkijoita, opettajien kouluttajia ja kirjallisuuskasvatuksen kentän opettajia.

French

[Translation Laurence Pasa]

TITRE : Etudes empiriques de interactions verbales et compréhension littéraire : Bibliographie commentée.

RÉSUMÉ : Initialement, la liste de publications suivante a été préparée dans le cadre du symposium « Interaction verbale et compréhension littéraire », tenu à la 6^{ème} conférence de l’IAIMTE, à Exeter (Angleterre), les 27-29 mars 2007.

Cette liste est issue d’une recherche dans plusieurs bases de données numériques, telles que Educational Resources Information Center (ERIC), PsycINFO, et le Web of Science. On a choisi des publications contenant des rapports d’études empiriques – quantitatives aussi bien que qualitatives – sur les interactions verbales en cours de littérature, le thème de cette édition spéciale du *L1*. Ces études ont été publiées entre 1985 et 2008.

Pour cette recherche bibliographique, les mots-clés étaient : « empirique », « étude de cas », « recherche », « expérimentation », associés à « débat(s) littéraire(s) », « échange(s) littéraire(s) », « discussion en

classe », « commentaire de livre », « interaction », ou « cercle de lecture ». Seules les publications écrites en anglais étaient incluses.

Bien que la liste en résultant soit assurément incomplète, nous pensons qu'elle peut être pertinente et utile aux chercheurs, aux formateurs d'enseignants et aux enseignants dans le domaine de l'enseignement de la littérature.

Greek

[Translation by Panatoya Papoulia Tzelepi]

Τίτλος: Εμπειρικές μελέτες των λεκτικών αλληλεπιδράσεων και της κατανόησης της λογοτεχνίας: Ένας επεξεργασμένος κατάλογος αναφορών

Περίληψη: Ο ακόλουθος κατάλογος των αναφορών δημιουργήθηκε κατ' αρχήν για την προετοιμασία του Συμποσίου «Λεκτικής αλληλεπίδρασης και κατανόησης της λογοτεχνίας» που έγινε στο 6ο Συνέδριο της IAMTE στο Exeter, στις 27-29 Μαΐου 2007. Ο κατάλογος βασίζεται σε έρευνα ποικίλων βάσεων δεδομένων όπως ο ERIC, PsycINFO, Web of Science. Επιλέχθηκαν δημοσιεύσεις που περιείχαν εκθέσεις εμπειρικών μελετών, ποσοτικές ή ποιοτικές, με το πιο πάνω θέμα, μεταξύ των ετών 1985-2008. Οι όροι της αναζήτησης ήταν «εμπειρικός: μελέτη περίπτωσης», «έρευνα», «πείραμα» σε συνδυασμό με «συζητήσεις για τη Λογοτεχνία», «συζήτηση στην τάξη», «συζήτηση για βιβλία», «αλληλεπίδραση» ή «διάλογοι για τη λογοτεχνία». Μόνο μελέτες στην Αγγλική αναζητήθηκαν. Παρά το γεγονός ότι ο παρουσιαζόμενος κατάλογος είναι ελλιπής χωρίς αμφιβολία, πιστεύουμε ότι είναι ενδιαφέρον και χρήσιμος σε ερευνητές, εκπαιδευτές δασκάλων και δασκάλων της εκπαίδευσης στη Λογοτεχνία.

Italian

[Translation Manuela Delfino, Francesco Caviglia]

TITOLO: Studi empirici sull'interazione verbale e la comprensione letteraria: una lista annotata di riferimenti bibliografici

SINTESI: La lista delle pubblicazioni qui presentata era stata inizialmente predisposta in previsione del simposio "Verbal interaction and literary understanding" (l'interazione verbale e la comprensione letteraria), tenutosi durante la sesta conferenza IAIMTE a Exeter (Inghilterra), tra il 27 e il 29 marzo 2007.

La lista si basa su una ricerca effettuata in alcuni database elettronici come l'Educational Resources Information Center (ERIC), PsycINFO e il Web of Science. Le pubblicazioni che sono state selezionate contengono il resoconto di studi empirici – sia quantitativi che qualitativi – di interazioni verbali nelle ore di lezione dedicate alla letteratura, tema di questo numero speciale di L1. Gli studi sono stati pubblicati nel periodo 1985-2008.

Le parole chiave della ricerca sono state: 'empirical' (empirico), '(case)study' (studio di un caso), 'research' (ricerca), 'experiment' (esperimento), combinate con 'literature discussion(s)' (discussione letteraria), 'literature conversation(s)' (dibattito letterario), 'classroom talk' (discussione in classe), 'book talk' (discussione sui libri), 'interaction' (interazione) o 'literature dialogue(s)' (dialoghi letterari). Nelle ricerche sono state accolte solo le pubblicazioni scritte in inglese.

Malgrado la lista che segue sia inevitabilmente incompleta, pensiamo che possa interessare ed essere utile per ricercatori, formatori di insegnanti, docenti di letteratura.

Polish

[Translation Elżbieta Awramiuk]

TITUŁ: STUDIA EMPIRYCZNE NAD WERBALNĄ INTERAKCJĄ I ROZUMIENIEM LITERATURY: ZESTAWIENIE BIBLIOGRAFICZNE

STRESZCZENIE: Poniższa lista publikacji w pierwotnej wersji została przygotowana na sympozjum "Werbalne interakcje i rozumienie literatury", które odbyło się podczas szóstej konferencji IAIMTE, w Exeter (Wielka Brytania), 27-29 marca 2007.

Lista jest wynikiem poszukiwań w kilku elektronicznych bazach danych, takich jak Educational Resources Information Center (ERIC), PsycINFO oraz Web of Science. Wyselekcjonowano te publikacje, które zawierały wyniki badań empirycznych – zarówno jakościowych, jak i ilościowych – nad werbalnymi interakcjami podczas lekcji literatury, czyli tematu niniejszego numeru specjalnego. Badania zostały opublikowane w latach 1985-2008.

Poszukiwano wystąpienia następujących terminów: *doświadczenia, stadium przypadku, badanie, eksperyment, zestawienie z: dyskusja nad literaturą, rozmowa o literaturze, pogadanka, heurza, interakcja, dialog literacki*. Uwzględniono jedynie publikacje w języku angielskim.

Mimo że ostateczna lista niewątpliwie nie jest kompletna, wierzymy, że może być interesująca i przydatna dla badaczy, trenerów nauczycieli oraz samych nauczycieli zajmujących się nauczaniem literatury.

Spanish

[Translation Ingrid Marquez]

TÍTULO : Estudios empíricos sobre la interacción verbal y la comprensión literaria: una lista de referencias con anotaciones

RESUMEN : Inicialmente, la siguiente lista de publicaciones se compiló como preparación para el simposio "Interacción verbal y comprensión literaria", que tomó lugar en la sexta conferencia IAIMTE en Exeter, Inglaterra del 27 al 29 de marzo de 2007.

La lista se basa en la búsqueda electrónica de varias bases de datos digitales como el Centro de Recursos Educativos de la Información (ERIC), PsycINFO y la Red Científica. Las publicaciones seleccionadas contienen los resultados de estudios empíricos, tanto cuantitativos como cualitativos, sobre la interacción verbal en el salón de literatura, el tema de esta edición especial de L1. Los estudios se publicaron entre 1985 y 2008.

Nuestros términos para la búsqueda electrónica fueron "empírico", "estudio (de caso)", "investigación", "experimento" –combinados con "plática(s) sobre la literatura", "diálogo en clase", "plática sobre libros," "interacción" o "diálogo(s) sobre la literatura". Se incluyeron sólo publicaciones hechas en inglés.

Aunque la lista que resultó es seguramente incompleta, creemos que podrá ser de interés y utilidad para investigadores, entrenadores de maestros y maestros en el campo de la educación literaria.

Allen, J., Möller, K. J., & Stroup, D. (2003). "Is this some kind of soap opera?": A tale of two readers across four literature discussion contexts. *Reading and Writing Quarterly*, 19(3), 225 – 251.

Analyses literature circles in a multiethnic classroom (fifth grade), exploring student-led and teacher-led discussions. Examines the social interactions of two girls who often struggled with reading. Concludes that child-directed discussions can be unproductive and even detrimental to some readers.

Almasi, J.F. & McKeown, M.G. (1996). The nature of engaged reading in classroom discussions of literature. *Journal of Literacy Research*, 28(1), 107-146.

Aims at gaining an understanding of engagement as fourth graders and their teachers attempted to construct meaningful interpretations during classroom discussions of literature. Data from videotaped discussion, field notes, and interviews with students and teachers were analyzed inductively. Engagement occurred when students and teachers used interpretive tools to select, connect, and organize information in the text to construct meaningful interpretations. The context of the literary act and the culture of the classroom influenced engaged reading. There were cognitive, metacognitive, and motivational components to the engagement observed.

Applebee, A.N., Langer, J., Nystrand, M. & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40(3), 685-730.

Examines the relationship between students' performance and discussion-based approaches in 64 English classrooms. Findings converge to suggest that comprehension of difficult text can be significantly enhanced by replacing traditional I-R-E patterns of instruction with discussion-based activities. The level and the quality of participation in discussion significantly predicts students' literacy performance, for both high- and low-achieving students.

- Berne, J.I. & Clark, K.F. (2006). Comprehension strategy use during peer-led discussions of text: Ninth graders tackle "The Lottery". *Journal of Adolescent & Adult Literacy*, 49(8), 674.

Examines how students make meaning during peer-led discussions of a literary text. Data were collected in a ninth-grade English class as students engaged in small-group, peer-led discussions of Shirley Jackson's short story "The Lottery" (1948/1982).

- Brooks, W. (2006). Reading representations of themselves: Urban youth use culture and African American textual features to develop literary understandings. *Reading Research Quarterly*, 41(3), 372-392.

Analyzes and categorizes the discussion responses of a group of African-American middle-school students to textual/literary features of children's books.

- Bourne, J. & Jewitt, C. (2003). Orchestrating debate: A multimodal analysis of classroom interaction. *Reading*, 37(2), 64-72.

Examines how a literary text is reconstructed through social interaction in a multi-ethnic secondary English classroom (grade 10). Shows how a multimodal analysis of social interaction facilitates and extends understanding of the teaching that is taking place.

- Chinn, C.A., Anderson, R.C. & Waggoner, M.A. (2001). Patterns of discourse in two kinds of literature discussion. *Reading Research Quarterly*, 36(4), 378-411.

Examines the effects on patterns of discourse in fourth grade literature discussions. Compares the effects of two different instructional frames of discussion: traditional recitations and Collaborative Reasoning. Finds that the teachers and students were generally successful at implementing the new instructional frame. It proved more difficult to shift control over topic and turn-taking to students than to shift interpretive authority to students. Collaborative Reasoning discussions produce greater engagement and more extensive use of several higher level cognitive processes.

- Clark, A., Anderson, R.C., Kuo, L., Kim, I., Archodidou, A. & Nguyen-Jahiel, K. (2003). Collaborative reasoning; Expanding ways for children to talk and think in school. *Educational Psychology Review*, 15(2), 181–198.

Presents a framework to help teachers facilitate small group discussions about stories read by children (fourth grade). Emphasizes Collaborative Reasoning (CR). The goal of CR is to promote growth in students' ability to engage in reasoned argumentation. CR creates an opportunity for children to expand their repertoire of responses to literature.

- Commeyras, M. & Sumner, G. (1996). Literature discussions based on student-posed questions. *The Reading Teacher*, 50(3), 262-265.

Implements "dialogical-thinking reading discussions" to foster critical thinking in second grade students. Teachers open the book discussion with an opinion question (e.g., "Did the story character do the right thing?"); students offer their opinions and write their conclusions. Finds that students learned to pay attention to the wording of questions, note subtle shifts in meaning, listen carefully to each other and suggest more exact wording of questions. Two-thirds of their questions were "why-questions". The questions emerged from what perplexed and interested them and led them to tackling such issues as the complexities of romantic love, gender and racial prejudice.

- DeBlase, G. (2005). Negotiating points of divergence in the literacy classroom: The role of narrative and authorial readings in students' talking and thinking about literature. *English Education*, 38(1), 9-22.

Examines the exchanges between an eighth-grade English teacher and one of her students around the reading of a love poem. Investigates the effectiveness of classroom literature study in teaching students how to interact with texts. Findings reveal that a text-focused approach to literature study was unable to provide this student with the type of understanding required to constructively engage with the author and poem. Moreover, findings suggest the importance of privileging students' initial meaning-making strategies and talk around literature over instruction about literary form and authorial intent. Other findings and implications of the study are discussed.

- Do, S.L. & Schallert, D.L. (2004). Emotions and classroom talk: Toward a model of the role of affect in students' experiences of classroom discussions. *Journal of Educational Psychology*, 96(4), 619-634.

Investigates the affective experiences of college students in classroom discussions, using observation, self-reports, interviews and formal assessments. Proposes a model of affect with four main components; attending,

listening, talking and tuning out. Finds that affect is a critical part of students' experience, acting as a catalyst of students' thinking and actions. Suggests that tuning out during discussions is a useful, even necessary response, allowing students to regulate their emotions.

- Dugan, J. (1997). Transactional Literature Discussions: Engaging students in the appreciation and understanding of literature. *The Reading Teacher*, 51(2), 86–89.

Transactional Literature Discussions provide opportunities for integrated reading, writing and talk sessions that encourage students (10-12 years old) to respond openly to literature and become actively involved in the meaning-making process.

- Eeds, M. & Wells, D. (1989). Grand conversations: An exploration of meaning construction in literature study groups. *Research in the Teaching of English*, 23, 4-29.

Advocates literature discussion groups; groups of 4-6 students who come together to read and discuss a shared piece of literature. The groups are generally based on interest and are heterogeneous with respect to ability. The teacher has to support students in both the what and the how of discussion. Discussion that is less teacher-centered (i.e. a student-led discussion in which the teacher functions as a facilitator) may encourage students to engage in more problem-solving talk and lead to a more in-depth understanding of the literature.

- Eriksson, K. (2002). Booktalk dilemma's: Teachers' organisation of pupils' reading. *Scandinavian Journal of Educational Research*, 46(4), 391-408.

An important goal in Swedish mother tongue teaching is that pupils, in conversation with others, should be able to express feelings and thoughts evoked by literature. The present paper examines how schools try to promote pupils' reading, by booktalk conversations (grades 4-7). Identifies booktalk dilemma's.

- Eva-Wood, A.L. (2004). How think-and-feel-aloud instruction influences poetry readers. *Discourse Processes*, 38(2), 173-192.

Examines the effects of think-and-feel-aloud instruction on eleventh-graders' orientation to poetry. In the experimental condition students learned to verbalize their own thoughts and feelings aloud, whereas the control group received regular instruction in literary analysis. Finds that the experimental group showed greater interest in poetry, wrote longer essays about poems, participated more frequently in classroom discussions, and asked higher level questions than the control group.

- Evans, K.S. (1996). Creating spaces for equity? The role of positioning in peer-led literature discussions. *Language Arts*, 73, 194-202.

Explores how the discourse used in literature discussions may influence how students position themselves and others in these contexts. Explores the potential consequences of such positioning. Challenges the assumption that peer-led discussion groups are necessarily a democratic forum where students' voices can be heard and valued. Problems are: students replicate the discussion patterns found in teacher-led discussions; and status hierarchies will be formed in small groups (high-status students will interact, and learn more than low-status students).

- Evans, K.S. (2002). Fifth-grade students' perceptions of how they experience literature discussion groups. *Reading Research Quarterly*, 37, 46-49.

Examines 22 fifth-grade students' perceptions of their experiences participating in peer-led literature discussion groups. A social constructivist framework was used. Data were collected over the course of one school year and involved observing peer-led literature discussions and leading students in reflective debriefing of their discussion group experience. Three major themes emerged from the data analysis: a) students have a clear notion of the conditions that are conducive to effective discussions; b) students perceived the gender make-up of their group to influence how they participated in and experienced their discussions; and c) students found the presence of a bossy group member to influence their participation in their discussions.

- Glazier, J. & Seo, J.A. (2005). Multicultural literature and discussion as mirror and window? *Journal of Adolescent & Adult Literacy*, 48, 686-700.

Explores what happens when a culturally diverse class of 16 ninth-grade students, ranging in age and in English proficiency, talk about texts that represent cultures different from their own.

- Goatley, V.J., Brock, C.H. & Raphael, T.E. (1995). Diverse learners participating in regular education book clubs. *Reading Research Quarterly*, 30(3), 352-380.

Explores the literacy experiences of fifth-grade students within a regular education setting, participating in small-group literature discussions and their strategies for drawing on their own knowledge and the diverse knowledge of their peers in the social construction of meaning. The students participated in Book Club, a regular education literature-based reading program.

- Goldenberg, C. (1993). Instructional conversations: Promoting comprehension through discussion. *The Reading Teacher*, 46(4), 316.

Proposes teacher-led discussions to engage students in interactions that promote analysis, reflection and critical thinking. Teacher selects theme or idea as starting point. Direct teaching. Elementary school: low-income, minority children (Spanish).

- Janssen, T. (1996). Asking for trouble: Teacher questions and assignments in the literature classroom. *SPIEL: Siegener Periodicum zur Internationalen Empirischen Literaturwissenschaft*, 15(1), 8-23.

Examines teacher-student interaction in 18 literature lessons of two Dutch teachers (in grades 10-12). Examines the teachers' questions from the viewpoint of the mental (cognitive and affective) activities students are expected to perform in response to the literary text. Finds that the two teachers differed strongly in their repertoire of questions. The frequency of particular types of questions, their variety, as well as their complexity differed. Differences were largely in line with teachers' self-reported goals of literature teaching.

- Keefer, M.W., Zeitz, C.M. & Resnick, L.B. (2000). Judging the quality of peer-led student dialogues. *Cognition and Instruction*, 18(1), 53-81.

Investigates the rational quality of students' discussion of literary texts. Participants make commitments to positions in dialogue. Features of informal collective reasoning: e.g., challenges, concessions, attacks, counterarguments. Ideal model of dialogue contexts is compared with 12 peer discussions of literature at two different periods during one year (fourth grade). Finds following features of productive (critical) literary discussions: divergent views; nonstrategic concessions due to persuasive arguments; strategic concessions in course of argumentation; dialogue shifts that further understanding; interpretive literary content.

- Kucan, L. & Beck, I.L. (2003). Inviting students to talk about expository texts: A comparison of two discourse environments and their effects on comprehension. *Reading Research and Instruction*, 42(3), 1-31.

Research questions: 1) does the context in which students talk about text during reading affect their comprehension? 2) does talking about texts with peers influence the quality of students' talk? 3) do experiences talking about text influence individual thinking about text? Used pretest, intervention, posttest sessions involving reading and talking about expository texts.

- Langer, J. (2000). *Teaching middle and high school students to read and write well: Six features of effective instruction*. Albany, NY: National Research Center on English Learning and Achievement.

Examines English programs that regularly “beat the odds” on large-scale assessments of achievements. Case studies of 44 teachers in 88 classes of 25 schools. .

- Lee, C. (2006). ‘Every goodbye ain’t gone’: Analyzing the cultural underpinnings of classroom talk. *International Journal of Qualitative Studies in Education*, 19(3), 305-327.

Reports of a study of Cultural Modeling in the teaching of response to literature in an underachieving high school. Results document the ways in which African-American rhetorical features served as a medium for complex literary reasoning.

- Lenski, S.D. (2001). Intertextual connections during discussions about literature. *Reading Psychology*, 22(4), 313 – 336.

Uses a formative experiment design to learn about ways in which a teacher used questioning strategies to help students expand their intertextual boundaries during discussions about literature. The study took place in a third grade classroom situated in a large Midwestern city. Consistent with formative experiment designs, the investigator and teacher worked together to implement an intervention, a questioning framework called the Directed Reading-Connecting Activity (DR-CA). Concludes that the use of a questioning framework such as the DR-CA helps teachers organize their thoughts before discussions and increases the number of intertextual connections.

- Lewis, C. (1997). The social drama of literature discussions in a fifth/sixth-grade classroom. *Research in the teaching of English*, 31(2), 163-204.

Examines the way classrooms function as cultures, and how conceptions of what it means to read and discuss literature shaped peer-led literature discussions in a fifth/sixth-grade classroom. Relationship between social and interpretive expectations. Role that power and status play in peer-led literature discussions. Finds that peer-led discussions often gave dominant students a position of power. Students reported that their experiences in literature groups were shaped in part by other members of the group. They acted differently in different groups.

- McIntyre, E., Kyle, D.W. & Moore, G.H. (2006). A primary-grade teacher's guidance toward small-group dialogue. *Reading Research Quarterly*, 41(1), 36-66.

Describes how one primary teacher of poor and working class rural students promoted small-group dialogue about books and literary concepts. Focuses on how she guided the students from the beginning of a lesson in ways that later led to dialogue during a videotaped four-day lesson sequence. Analyzes interactions of teacher-student talk during the sequence that involved reading, talking about, and responding to mysteries. Finds that teacher-led talk and true dialogue are not mutually exclusive; the former can be used to achieve the other. Instructional patterns, such as nonevaluative responses, encouragement rather than praise, examples and suggestions, and linguistic and paralinguistic cues, appeared to assist students' participation.

- McMahon, S.I. & Goatley, V.J. (2001). Fifth graders helping peers discuss texts in student-led groups. *The Journal of Educational Research*, 89(1), 23-34.

Qualitative study, aimed at determining how fifth graders with prior experience in student-led literature discussions acted as "knowledgeable others" for peers whose prior discussion experiences were teacher-led and grounded in a basal reading program. Finds that students adopted leadership roles, participated in discussions exhibiting various interactional patterns, and helped one another conduct their discussions. Discerned movement away from I-R-E patterns, to ones that included more elaboration, clarification and debate.

- Maloch, B. (2002). Scaffolding student talk: One teacher's role in literature discussion groups. *Reading Research Quarterly*, 37(1), 94-112.

Explores the relationship between the teacher's role and the students' participation within literature discussion groups in a third-grade classroom. Transition from teacher-led to student-led discussion formats. The study indicates that the transition to more student-centered discussion formats can be problematic and requires teacher support. Two themes emerged: a) the problematic nature of students' transition from a teacher-led to a student-led discussion format. (Initially, students struggled with the transition; silences (retellings and disconnected discussion). b) the responsive nature of the teacher's interventions relative to students' difficulties within discussions. Teacher interventions varied from less direct cueing technique to more explicit methods such as modeling and direct elicitations.

- Maloch, B. (2005). Moments by which change is made: A cross-case exploration of teacher mediation and student participation in literacy events. *Journal of Literacy Research*, 37, 95-142.

Examines the fluctuating participation of two African American boys in their third-grade literature discussion groups. Rather than examining the boys' literary understanding, identifies conditions that allow or hinder the boys' participation. Analysis yielded three factors related to their participation: academic requirements, relationships with others, and degree of choice in the task. Of the classroom events explored, literature discussion groups, in particular, offered opportunities for the boys to participate in more active ways. Analysis across literature discussion groups revealed two barriers the boys had to overcome to be recognized as legitimate participants: preparation for the literature discussion groups and learning the conversational norms.

- Möller, K.J. (2004/2005). Creating zones of possibility for struggling readers: A study of one fourth grader's shifting roles in literature discussions. *Journal of Literacy Research*, 36, 419-460.

Documents how one fourth-grade girl who struggled with reading fluctuated among four roles in her literature discussion group; outsider, member who needed support, capable peer, and a peer who influenced the group's understanding in important ways.

- Morocco, C.C. & Hindin, A. (2002). The role of conversation in a thematic understanding of literature. *Learning Disabilities Research and Practice*, 17(3), 144-159.

Examines the ways in which middle-grade students contribute to peer-led discussions and how their participation enables them to build toward textual understanding, and understanding of literary discourse. In-depth analysis of a verbatim transcription of a video-taped literacy lesson in an urban classroom. Coding categories were: 1) content of discourse, 2) use of discussion roles, 3) how turn contributed to negotiation of claims, 4) references to text or personal lives. Finds that students with disabilities can acquire the discourse practices needed for interpreting challenging literature with their regular education peers.

- Nystrand, M., Wu, L.L., Gamoran, A., Zeiser, S. & Long, D.A. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse Processes*, 35(2), 135-198.

Investigates the structure of unfolding discourse (200 classrooms). Computes probabilities of the effects of particular discourse moves on subsequent discourse patterns. Distinguishes between monologic and dialogic

discourse (Bakhtin): continuum of classroom discourse ranging from tightly controlled recitation to open discussion (featuring an unprescribed exchange of student ideas in absence of test questions). Central problem of study: just how predominant patterns of recitation give way to open discussion. Finds that monologic discourse is prevalent. Open discussions are scarce. Authentic teacher questions, uptake, and student questions function as dialogic bids, with student questions showing an especially large effect. Student questions are less likely to occur in low-track classes. Challenging teacher questions often stimulated discussion, but they tend to discourage student questions.

- Nystrand, M. (2006). Research on the role of classroom discourse as it affects reading comprehension. *Research in the Teaching of English*, 40(4), 392-412.

Reviews research on classroom discourse as it affects reading comprehension. Examines findings and insights shaped by empirical studies of both discourse processes and reading comprehension over the last three decades. Recent sociocultural and dialogic research supports claims that classroom discourse, including small-group work and whole-class discussion, works as an epistemic environment (versus script) for literacy development. New studies examine situated classroom talk in relation to educational outcomes and cultural categories that transcend the classroom.

- Pace, B.G. (2006). Between response and interpretation: Ideological becoming and literacy events in critical readings of literature. *Journal of Adolescent & Adult Literacy*, 49(7), 584-594.

Draws on Bakhtin's notion of "ideological becoming" to consider how dialogic exchanges focused on works of literature can support or subvert critical understandings. Analyses two female college students' responses to a novel to determine how they changed their critical stance. Finds that the students adopted a reading that reflected dominant ideologies, after participating in a class discussion.

- Poyas, Y. (2004). Exploring the horizons of the literature classroom; Reader response, reception theories and classroom discourse. *L1 – Educational Studies in Language and Literature*, 4(1), 63-84.

Examines how two literature teachers attempt to bridge the gap between their students' perceptions and beliefs, and the remote "historical horizons of expectations" of the text in classroom discussions. Finds that the teachers were not aware of the role of the historical background in the process of interpreting canonical texts. Argues that knowledge of Jauss' theory of reception and the concept "horizons of expectations" could help teachers to deal with students' responses more effectively.

- Raphael, T.E. & McMahon, S.I. (1994). Book club: An alternative framework for reading instruction. *Reading Teacher*, 48(2), 102-116.

Advocates a Book Club Program: teacher provides continued support for new interactional patterns and goals, and facilitates increased student responsibility for learning. Teacher instruction and modeling focused on what to share (examples of language to use when asking for elaboration, expressing personal response, noting areas of confusion, identifying sections for deeper analysis), and how to share (actively supporting one another's participation).

- Reznitskaya, A., Anderson, R.C., McNurlen, B. et al. (2001). Influence of oral discussion on written argument. *Discourse Processes*, 32(2-3), 155-157.

Students from three classrooms (4-5 graders) engaged in collaborative reasoning discussions about (moral) issues for a period of 5 weeks. Stories provided the basis for discussions. Then, these students and students from three comparable classrooms, wrote persuasive essays. The essays of CR students contained more relevant arguments, counterarguments, rebuttals, formal argument devices, and uses of text information.

- Rex, L. A. & McEachen, D. (1999). "If anything is odd, inappropriate, confusing, or boring, it's probably important": The emergence of inclusive academic literacy through English classroom discussion practices. *Research in the Teaching of English*, 34(1), 65-129.

Describes the role of class discussion and a teacher's particular discourse moves in the development of an inclusive learning culture in a high school English literature course with a rigorous academic curriculum. Focuses on how the teacher transformed previously tracked gifted and talented and general students' understandings of what counted as being a reader while negotiating collaboration.

- Roberts, D.R. & Langer, J.A. (1991). *Supporting the Process of Literary Understanding: Analysis of a Classroom Discussion*. Report Series 2.15. Center for the Learning and Teaching of Literature, Albany, NY.

Analyses in detail one 37-minute classroom literature discussion to better understand how to foster students' critical reasoning. Investigates the characteristics of classroom interactions that support students in the process of responding to literature, the roles of the participants, and how the teacher can structure the tasks and use language to help students begin with their own initial responses and move beyond, to deeper understanding.

- Sandora, C., Beck, I. & McKeown, M. (1999). A comparison of two discussion strategies on students' comprehension and interpretation of complex literature. *Journal of Reading Psychology*, 20, 177-212.

Compares the effects of two discussion techniques on students' textual comprehension and interpretation: 1) Great Books approach, with discussion after reading; 2) Questioning the author; discussion during reading. Main difference is in the type of questions being asked. Finds that students in Questioning the Author discussions scored higher than students in Great Books approach, both on recalls and responses to open-ended questions.

- Saunders, W.M. & Goldenberg, C. (1999). *The effects of instructional conversations and literature logs on the story comprehension and thematic understanding of English proficient and limited English proficient students*. University of California, Santa Cruz: Center for Research on Education, Diversity & Excellence, Research reports.

Investigates the effects of two instructional components: literature logs and instructional conversations on the story comprehension and thematic understanding of upper-elementary grade students. Five trained teachers and 116 students (4-5 graders) participated in the study. Half of the students were English learners. Random assignment to one of 4 conditions: logs only, conversations only, logs plus conversations, or control. All experimental groups scored higher on understanding of the story themes. The conversation group in conversation plus log group scored higher on story comprehension. For limited English proficient students the combined condition (conversation plus logs) was more beneficial.

- Scott, V.M. & Huntington, J.A. (2007). Literature, the interpretive mode, and novice learners. *The Modern Language Journal*, 91(1), 3-14.

Analyses how novice learners develop the interpretive mode when reading a literary text in a foreign language. Examines transcripts from video- and audiorecordings of students' discussions in small groups of 3 to 4 students.

- Smagorinsky, P. & Fly, P.K. (1993). The social environment of the classroom: A Vygotskian perspective on small-group process. *Communication Education*, 42(2), 159-171.

An exploratory study of the relationship between patterns of discourse in teacher-led discussions of literature and in the small group discussions that follow them in an instructional sequence. The data suggest that small groups, when enacted in classrooms in which the teacher's discourse (a) enables students to provide their own broader social and conceptual context for the literature, and (b) explicates analytic strategies, can be a crucial instructional stage in helping students internalize interpretive procedures ini-

tially introduced by the teacher. Classrooms in which teachers model interpretive procedures without teaching students how to employ them do not appear to empower students to lead themselves in fruitful discussions.

- Smith, M. W. & Connolly, W. (2005). The effects of interpretive authority on classroom discussions of poetry: Lessons from one teacher. *Communication Education*, 54(4), 271-288.

Investigates the impact of a teacher's interpretive authority on the content and conduct of discussions of poetry in two ninth-grade classes. Three authority conditions were examined: a condition in which the teacher taught a poem he had written, a condition in which the teacher taught a poem he had taught many times previously, and a condition in which the teacher taught a poem that he saw for the first time along with his students. Transcribed discussions were segmented into turns and communication units. Turns were analyzed for how they related to the previous turn and informative statements were analyzed for the kind of reasoning and knowledge source speakers employed. Within-class chi-square analyses identified significant differences in all three variables in both classes. Coupled with an examination of the proportion of teacher talk in the discussions and of participants' evaluation of the discussions, these analyses suggest that reducing a teacher's authority over the text under discussion fosters dialogue. However, the social dynamic at play in school discussions of literature may affect the potential of this instructional strategy.

- Van de Ven, P.H. & L.G. Malmgren, L.G. (1996). Kalle and Lena; A portrait of two readers. *Siegener Periodicum zur Internationalen Empirischen Literaturwissenschaft*, 15(1), 83-96.

The purpose of the Swedish project 'Reading Literature in Comprehensive School' is not only to analyze two years of thematic literature teaching to children aged 11-13. It has also the intention to construct reader portraits of the pupils and thus to throw some light on their literary reception as it is developed during their fifth and sixth school years. This contribution presents a portrait of two quite different readers, Kalle and Lena, a boy and a girl. Their portraits illustrate the development of their reading competence, they illustrate e.g. the importance of possibilities novels offer for identification. Especially Lena's portrait reveals her development of two different reading competences, one for use in the classroom, one for use at home.

- Wolf, M.K., Crosson, A.C. & Resnick, L.B. (2005). Classroom talk for rigorous reading comprehension instruction. *Reading Psychology*, 26(1), 27-54.

Examines the quality of classroom talk in 21 reading-comprehension lessons in elementary and middle schools. Finds that students' demonstration of knowledge and thinking during the discussion, is positively related to the

level of rigor in the lesson. Discusses implications for effective teacher questioning in the classroom.

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