STUDIES ON LITERARY INTERPRETATION IN THE CLASSROOM: A BIBLIOGRAPHY

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1. JUSTIFICATION

The following list of publications presents a collection of studies on "literary interpretation". It is based on a search of several digital databases, such as PsycINFO, the Web of Science and Educational Resources Information Center (ERIC). Most results come from the database PsycINFO. In addition, the Annotated Bibliography of Research in the Teaching of English (in *Research of the Teaching of English)* has been consulted. The list is complemented by using the so called snowball method, and by consulting Irene Pieper and Tanja Janssen

Publications were selected which contained research works on interpretation of literature in an educational context. The search terms were: "interpretation" combined with "literature" or "literary", "reading" or "meaning construction" and "teaching" or "student". The research works were published between 1985 and 2012. Only articles published in journals and written in English were included. Abstracts were derived from the databases.

The list is clearly incomplete and presents not a complete bibliography, but it may be a basis for further studies in the field of "literary interpretation".

2. BIBLOGRAPHY

Adomat, D. S. (2010). Dramatic interpretations: Performative responses of young children to picturebook read-alouds. *Children's Literature in Education*, *41*(3), 207–221.

Draws upon Sipe's theories about young children's response to literature to present detailed observations of one second-grade student's performative responses. Concludes that the student, a struggling reader, used performative responses to aid her understanding of the story and characters, as well as to engage with her classmates in literary exploration. Based on these observations, the researcher suggests an expansion of the role of performative responses in young children's literary understanding; performative responses often offer powerful ways for all students to take control of their own curriculum and to actively engage in making collaborative meaning of a story.

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.

The goal of this investigation was to gain 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, meta-cognitive, and motivational components to the engagement observed.

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

Examined ways in which the interpretation of a literary text is constructed through social interaction in a multi-ethnic urban secondary school English classroom. Literacy experiences of a class of 10th grade students (aged 14-15 yrs) and the teacher were videotaped and analyzed, and students were interviewed. Results show that higher order literacy skills were realized and constructed through the configuration of talk and writing, with a range of other representational and communicational modes, such as gesture, gaze, movement, and posture. In this case, the teacher argued for a gender-based reading of a text, ignoring alternative readings proposed by students. Despite the exhaustive regulation of literacy and school English, some English teachers, while still curriculum- and examination-focused, have found

strategies that gave them space to make connections between texts and the experiences of their students. They do so in ways that link to wider social and moral issues, drawing on their own and their students' life experiences, to make cultural connections with the texts studied.

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

Charlton, M., Pette, C., & Burbaum, C. (2005). Reading strategies in everyday life: Different ways of reading a novel which make a distinction. *Poetics Today*, *25*, 242-263.

Examines literary reading strategies and their meanings in terms of coping with daily life and a person's past. Six adult readers, who had purchased the same novel, were interviewed before, during, and after reading the novel. About 1000 German novel readers were interviewed about their reading practices. Finds that different readers prefer different strategies for dealing with a literary text. Most strategies appear to be polyfunctional, serving different purposes for the reader. Gender and sociocultural background are important determinants of the strategies used.

Cupchik, G.C., Leonard, G., Axelrad, E., & Kalin, J.D. (1998). The landscape of emotion in literary encounters. *Cognition and Emotion*, *12*(6), 825-847.

This study examined the effects of emotional subject matter and descriptive style in short story excerpts on text (e.g. rich in meaning) and reader response-oriented (e.g. liking) ratings. Forty-eight subjects, including equal numbers of trained and novice male and female students, read two examples of each text twice and either generated or received interpretations between readings in a within-subjects design. In general, intellectual challenge slowed the pace of reading, whereas suspense-based arousal increased it. Emotional subject matter had a more powerful

effect than descriptive style on both cognitive (challenging, rich in meaning) and affective (expressive, personally relevant) scales and were read more quickly. Generating interpretations fostered subjective reactions to the Emotional excerpts (images), whereas descriptive texts were less amenable to subjective responses. Consistent effects were also found for background and gender. As in everyday life, subject matter had a dominant effect in engaging a person's involvement.

Da Costa Fialho, O. (2007). Foregrounding and refamiliarization: Understanding readers' response to literary texts. *Language and Literature, 16*(2), 105-123.

Investigates the effects of foregrounding on the process of defamiliarization of students of literature and engineering, and how they develop refamiliarization. Describes how these readers employed which refamiliarizing strategies and the role of feeling in responding to the reading of a foregrounded short story. Data were analyzed in terms of how readers processed text using both textual elements and world knowledge. Challenging texts that provoked defamiliarization led to use of strategies to comprehend text, build an interpretation, and subsequently develop a new perspective on the world around them and on themselves.

Dray, A. J., & Selman, R. L. (2011). Culture and comprehension: A mixed methods study of children's responses to a fictional story about interracial conflict. *Reading & Writing Quarterly*, *27*(1/2), 48–74.

Uses a mixed-methods study of one fifth-grade classroom to examine the relationship between students' social development levels and their comprehension in understanding and relating to *Felita*, a novel about interracial conflict. Results indicated that children's comprehension of such fiction might be analyzed with a social development lens. A follow-up quantitative study examined 184 fifth-grade students' responses to and comprehension of an excerpt from the story, as well as a series of other literacy and social development assessments, to more broadly examine the relationship between students' understanding of fictional texts and their individual literacy and social awareness skills. Results suggested that students do use social awareness skills when reading about interracial conflicts, and these skills may be particularly useful for poor readers.

Eckert, L. S. (2008). Bridging the pedagogical gap: Intersections between literary and reading theories in secondary and postsecondary literacy instruction. *Journal of Adolescent & Adult Literacy*, 52(2),110-118.

Although a growing body of research and practice in reading strategy instruction in secondary education has identified specific and successful methods for encouraging metacognitive awareness, there is little published research connecting these findings to postsecondary literacy education. Consequently, a gap remains in the

conception, and teaching, of "reading and interpretation". The author examines intersections between teaching literary theory and teaching reading strategies as a means to bridge the pedagogical gaps between secondary and postsecondary, as well as between compensatory and mainstream literacy/literature instruction. To illustrate this intersection, the author highlights similarities in the research of reading theorist Kenneth Goodman and literary theorist Wolfgang Iser. The author suggests theory as a means for extending reading strategy instruction into secondary and postsecondary literature curricula and, consequently, bridging the pedagogical and ideological gap between "teaching reading" and "teaching literature" as components of comprehensive literacy curricula.

Fialho, O., Zyngier, S., & Miall, D. (2011). Interpretation and experience: Two pedagogical interventions observed. *English Education,* 45(3), 236-253.

In light of the hard times in which literary education has been finding itself, this paper evaluates the merits of two instructional interventions. It describes an experiment which contrasts interpretive and experiential approaches to reading carried out with 17 Comparative Literature Canadian university students. Two different sets of pre-reading and reading instructions were prepared. The group working under the control condition followed a set of 'interpretive instructions' while the one working under the experimental condition followed 'experiential instructions'. Participants in both conditions completed four measures: three questionnaires and a response essay. Videorecording of small group discussions also occurred. Intervention effects were evaluated statistically. No differences were found in any of the measurements except for story-driven reading, in which the control group scored higher than the experimental one. This means that participants preferred to focus on the plot or story-line and showed interest for action and compelling conclusions. The video recording, however, indicated higher voluntary participation in the experimental condition. With regard to class assessment, the results were rather contradictory and unexpected, leading to the conclusion that interpretation and experiencing may not present us with an either-or situation but may most productively be regarded as complementary. Ultimately, this study advances the debate on the need to examine instructional interventions in literature classes empirically.

Genereux, R. & McKeough, A. (2007). Developing narrative interpretation: Structural and content analyses. *The British Journal of Educational Psychology, 7*(4), 849-872.

Examines structure and content of narrative interpretations of 151 adolescents, average and above academically, in grades 4-12 from six schools in a major urban centre in Western Canada. Participants read a short story incorporating two sub-stories and multiple layers of meaning, summarized it, described the two main

characters, generated story morals, and answered multiple choice interpretation questions. Analyzes responses for both structural complexity and social-psychological content of narrative thought. Demonstrates a clear developmental pattern in structural complexity as well as a shift in social-psychological thought; students' understanding moved from an intentional focus on immediate and specific mental states to an increasingly interpretive focus on enduring states, character traits, and second-order psychological interpretations.

Hunter, C., & Eder, D. (2010). The role of storytelling in understanding children's moral/ethic decision-making. *Multicultural Perspectives*, *12*(4), 223–228.

Examines the responses of fourth- and fifth-grade students to fables that were presented orally by a storyteller. In discussion groups, the participants were asked to reflect on the moral and ethical dilemmas faced by the characters in the fables. Often the students responded with examples from their own lives or talked about ways they might have handled the events in the story. The researchers found that this type of discussion provided insight into ways the participants made moral and ethical decisions and that the responses were not generalizable because they were taken from the students' lived experiences. The authors discussed the importance of supporting students when they bring personal stories of inequality into the class-room, as well as the value of teaching students to dialogue about morality and ethics.

Kucer, S. B. (2010). Readers' tellings: Narrators, settings, flashbacks and comprehension. *Journal of Research in Reading*, *33*(3), 320–331.

Examines the influence of flashbacks and changes in narrator and setting on reading comprehension in 34 fourth graders, using miscue analysis, reader retellings of the story, and researcher probes. The authors found that most miscues did not alter the meaning of the texts, which indicated the participants understood the texts. However, the gaps in the retellings indicated that changes in time, setting, and narrator did significantly affect the reading comprehension abilities of the participants.

Kuiken, D. & Maill, D. S. (1995). Aspects of literary response - A new questionnaire. *Research in the teaching of English*, *29*(2), 37-58.

The developed instrument, the Literary Response Questionnaire (LRQ), provides scales that measure seven different aspects of readers' orientation toward literary texts: Insight, Empathy, Imagery Vividness, Leisure Escape, Concern with Author, Story-Driven Reading, and Rejection of Literary Values. The present report presents evidence that each of these scales possesses satisfactory internal consistency, retest reliability, and factorial validity. Also, a series of five studies provided pre-

liminary evidence that each scale may be located in a theoretically plausible network of relations with certain global personality traits (e.g., Absorption), with aspects of cognitive style (e.g., Regression in the Service of the Ego), and with some of the learning skills that are relevant to effective work in the classroom (e.g., Elaborative Processing). In a variety of teaching and research settings, the LRQ may be a useful measure of individual differences in readers' orientation toward literary texts.

Lee, C. D. (1995). A culturally based cognitive apprenticeship: Teaching African American high school students skills in literary interpretation. *Reading Research Quarterl*y, 30(4), 608-630.

Investigated the implications of signifying, a form of social discourse in the African-American community, as a scaffold for teaching skills in literary interpretation. Participants were African- American high school students. The study hypotheses presume that African American adolescents who are skilled in signifying use certain strategies to process signifying dialogue. These strategies are comparable to those used by expert readers in order to construct inferences about figurative passages in narrative texts. An instructional unit was designed to help students bring to a conscious level the strategies they probably use tacitly in social discourse. This approach is offered as a model of cognitive apprenticing based on cultural foundations. Analyses are presented of how the cultural practice links to heuristic strategies that experts use in a specific domain, and how instructors modeled, coached, and scaffolded students.

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

The study of literature has many important benefits for students, but research shows that students often have difficulty interpreting literary texts, are unable to read critically, and are challenged to write interpretations that go beyond basic plot summary. This article provides a theoretical interpretation of the processes by which students read, represent, and make effective analytical arguments about literary texts. To illustrate how this framework can be utilized in the classroom, the authors briefly discuss an instructional intervention in which high school students were taught to improve their analytical writing about literature through training in the "topoi" of literary analysis, and a cognitive writing strategy based on the self-regulated strategy development model of S. Graham and K. Harris. The implications for teaching students about the analysis of literary texts are discussed.

Lewis, W. E. & Ferretti, R. P. (2011). Topoi and literary interpretation: The effects of a critical reading and writing intervention on high school students' analytic literary essays. *Contemporary Educational Psychology*, 36(4), 334-354.

Literary scholars use specific critical lenses called topoi to read literature and write their interpretations of these texts. Literary topoi are used in the discourse of modern college literature classrooms and are associated with higher grades in students' literature classes. However, research shows that high school students are generally unable to justify their literary interpretations. In this study, six high school students were taught a strategy to recognize and use topoi to form an interpretation of literature, and then write an argument to support that interpretation. Three of the students were taught to recognize repeated examples of single patterns of symbolism and imagery that support a theme, i.e., the ubiquity topos. The other three were taught to recognize opposing patterns of symbolism and imagery that support a theme, i.e., the paradox topos. All participants were then taught to form arguments based on the topoi, to utilize direct quotations to back their arguments, and to write "tie-in sentences" that link the quotations to the writers' arguments. Instruction about these topoi resulted in higher quality argumentative essays that provided more textual evidence to support their literary interpretations.

Liang, L. A. (2011). Scaffolding middle school students' comprehension and response to short stories. *Research in Middle Level Education Online*, *34*(8), 1–16.

Investigates how reader-response and cognitive-oriented activities affect adolescent students' learning from literature. Study examined the results of 85 sixth-grade students' comprehension and response to literature when they were taught stories using a reader-response approach and when using a cognitive-oriented approach. In order to compare the two approaches, each was operationalized in a Scaffolded Reading Experience (SRE), an instructional framework designed to foster students' understanding and engagement with individual texts. Results showed that both the reader-response and cognitive-oriented SREs fostered students' comprehension of short stories, that the teachers valued the SRE framework and thought both approaches useful for their students, and that students found both the activities and purposes of the SREs useful. However, the results also indicated that using a reader-response approach resulted in students' achievement of reader-response tasks but not of more cognitive-oriented tasks, and that using a cognitive-oriented approach produced the opposite result. Thus, the study suggests that teaching literature with a particular approach does affect students' comprehension and response to that text. The researcher proposes that this knowledge may assist teachers in choosing the approach best suited to the outcomes desired for the particular reading of a text.

Liang, L. A., Watkins, N. M., Graves, M., & Hosp, J. (2010). Postreading questioning and middle school students' understanding of literature. *Reading Psychology*, *31*(4), 347–364.

Compares three different types of postreading treatments and their effect on student understanding and enjoyment of literature. Researchers evaluated the effect of the story mapping technique developed by Beck & McKeown (1981), the questioning style used in literature anthologies, and no postreading questioning with 87 urban middle school students. They found no significant effect on comprehension between the story mapping treatment and the anthology questions; however there was a significant difference between postreading questioning and no questioning. Students self-reported better understanding of the narratives when the story map questioning technique was used. The authors also noticed that the story mapping treatment had a positive effect on student attitudes about the literature. They concluded that the story mapping technique may help motivate students in their school literary experiences.

Love, K. (2006). APPRAISAL in online discussions of literary texts. *Text & Talk,* 26(2), 217-244.

Using the APPRAISAL framework developed by Martin (1996, 2000) and White (2005), this paper analyses the appraisal resources drawn on by one group of senior secondary school students in Australia when responding online to teacher prompts about a postmodernist narrative. APPRAISAL analysis can reveal the extent to which affective, ethical, or critical stances are being negotiated in literature-based online discussions, and is used in this paper to examine how these evaluation resources are drawn on in a curriculum context where critical literary approaches are espoused The analysis suggests that, while Australian students may be being provided with more postmodernist texts, and more flexible modes of negotiating meanings around those texts, they are still not yet able to take up those interpersonal positions that draw on knowledge of text construction either from a linguistic or a literary criticism perspective. The paper concludes by suggesting the value of APPRAISAL analysis as a diagnostic tool in English/Language Arts curriculum in Australian and other cultural contexts.

Many, J.E. (2002). An exhibition and analysis of verbal tapestries: Understanding how scaffolding is woven into the fabric of instructional conversations. *Reading Research Quarterly*, 37(4), 376-407.
This 7-month naturalistic study examined conversations between teachers and students and between peers to describe the nature of the instructional scaffolding that occurred as students constructed meaning of literary and nonfiction texts. Participants were teachers and students in multi-age, third-fourth and fifth-sixth grade classrooms. Data included field notes, interviews, and student artefacts.

Constant-comparative analysis indicated scaffolding served two broad purposes: (a) to aid students in the development of more complex conceptual understandings and (b) to support students' development of a repertoire of strategies for learning or for sharing what they had learned. Scaffolding related to conceptual understanding focused on constructing meaning from texts, through personal cognitive analyses, and through consideration of symbolic representations of concepts via the arts. Scaffolding related to strategy use included attention to students' abilities to learn independently and to participate in social contexts that supported understanding. Teachers and peers used specific scaffolding processes to provide varying levels of support. Findings are presented as a series of verbal tapestries that provide a descriptive picture of the ways in which scaffolding was woven in and out of the fabric of the conversations. Examination of patterns within instructional conversations across the year indicated scaffolding was shaped by broad frames for instruction, was evident within responsive instruction as dictated by the needs of those participating, and was woven in and out of the background of instruction in light of the values and beliefs of the teachers and the philosophical orientation of the school.

Martínez-Roldán, C. M., & Newcomer, S. (2011). "Reading between the pictures": Immigrant students' interpretations of *The Arrival*. *Language Arts, 88*(3), 188–197.

Analyzes immigrant students' responses to a wordless text in small-group, bilingual literature discussions. Highlights interpretive processes of two children with different ethnic backgrounds, levels of English proficiency, and styles of response as exemplary and contrastive case studies. The study reveals the social nature of the students' interpretive work by showing how the students drew upon their experiences of immigration, engaged in inquiry, and incorporated others' strategies in co-constructing their responses and their own version of the text. Argues that children's sophisticated interpretive activities with visual texts can offer teachers insight into their immigrant students' reading abilities.

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.

The purpose of this study was to describe how one primary teacher of poor and working class rural students promoted small-group dialogue about books and literary concepts. Specifically, the authors focused 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. They analyzed interactions of teacher-student talk during the sequence that involved reading, talking about, and responding to mysteries. Coding involved labeling "indicators" of instructional conversation outlined by Dalton (1997), coding other features of dialogue derived from theory, such

as use of encouragement and pace for purposes of increasing thinking, and coding what the researchers called "democratic Supports," such as providing opportunities for student decision making. Findings contribute to the field's growing literature on classroom dialogue in primary-grade classrooms in three ways. First, teacher-fronted talk and true dialogue are not mutually exclusive; the former can be used to achieve the other. The teacher highlighted in this study, Gayle, purposefully used heavy teacher-fronted discourse, emphasizing telling, defining, and modelling at the beginnings of her lessons, which appeared to be critical to students' eventual participation. Secondly, additional instructional patterns not often illustrated in the literature on dialogue in the classroom, such as non-evaluative responses, encouragement rather than praise, examples and suggestions, and linguistic and paralinguistic cues such as pacing of talk and hand gestures, appeared to assist students' participation. The teacher moved from careful, planned mediated action to spontaneous, genuine responses within the dialogic episodes. Finally, this study confirms other studies which suggest that classroom culture, characterized by a problem-solving environment, student decision making, student choice, collaborative work, and product-driven work, affects students' participation and subsequent construction of meaning during small-group dialogue.

Mason, L., Scirica, F., & Salvi, L. (2006). Effects of beliefs about meaning construction and task instructions on interpretation of narrative text. *Contemporary Educational Psychology*, 31(4), 411-437.

Two dimensions of students' beliefs about meaning construction in reading processes, transmission and transaction beliefs, were studied. According to transmission beliefs, the reader's task is to understand the author's intended meaning, while transaction beliefs assign to the reader the role of active meaning constructor. Students' beliefs were ascertained by means of a questionnaire (Schraw, 2000), and the effects of these beliefs on narrative text comprehension and interpretation were examined. The first study, involving 52 students in grade 11, showed that transaction beliefs positively affected text interpretation in the form of personal and thematic responses. Study 2, involving 202 students in grades 7 and 11, revealed the influence of transaction beliefs on text comprehension, thematic, and personal interpretative responses, and overall meaning construction. It also showed the positive effects of giving specific rather than generic instructions for the interpretative task. Moreover, grade level significantly affected text comprehension and interpretation. Finally, differences in student performances were also related to the type of high school they were enrolled in.

Newell, G.E. (1994). The effects of written between-draft responses on students' writing and reasoning about literature. *Written Communication,*11(3), 311-347.

Although studies of writing and literary understanding have demonstrated the value of analytic essay writing for enhancing story understanding, these studies have focused on students' initial interpretations without considering the effects of a teacher's support and direction. The purpose of this study was to explore how 9th- (n = 6) and 11th- (n = 6) grade students reformulated and extended their initial written analyses of two short stories through revisions fostered by two different kinds of between-draft written comments. After revising initial drafts in two response modes (directive and dialogue), the students wrote paragraph-length responses to post-test questions of story understanding.

Results indicated significant (p < .05) main effects for response condition and grade level, with the dialogue condition enhancing story understanding more than the directive condition, and the 11th graders attaining higher post-test scores than the 9th graders. Data from composing-aloud protocols revealed that the dialogue condition supported the students' reformulation of their own interpretations constructed in the initial drafts, while the directive condition seemed to shift the students away from their own initial interpretations of the stories.

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. Analyzes two female college students' responses to "The Yellow Wallpaper" (Gilman, 1899) to determine how they changed their critical stance on inequities in gender and marriage as they participated in post-reading events in their literature class. Finds that the students shifted away from voicing an initial critical stance after participating in a class discussion to adopt a reading that reflected dominant ideologies, reflecting the influence of "norming" effects of group attitudes. Suggests that literature teachers who introduce multiple perspectives need to have explicit strategies for supporting students' emerging critical perspectives.

Pantaleo, S. J. (2007). "How could that be?": Reading Banyai's *Zoom* and *Re-zoom. Language Arts*, *84*(3), 222-233.

Explores the written responses of grade five students to two wordless picture books with radical change characteristics. Students most often responded aesthetically, with focus on structure and format as they attempted to make sense of the books. The structure and format in the two books forced students to construct associations and engage in a number of comprehension strategies in order to understand the text, highlighting the "wandering viewpoint" postulated by Iser and others. Responses also demonstrated characteristics associated with radical change theory such as a high degree of interactivity.

Pantaleo, S. (2011). Grade 7 Students Reading Graphic Novels: 'You Need To Do a Lot of Thinking'. *English in Education*, 45(2), 113-131.

A multifaceted, classroom-based research project explored how developing Grade 7 students' knowledge of literary and illustrative elements affects their understanding, interpretation and analysis of picturebooks and graphic novels, and their subsequent creation of their own print texts. Analysis of two sources of data, the students' written responses to Amulet (Kibuishi 2008), one of the graphic novels read and discussed during the study, and the students' opinions about the knowledge that is required to read and understand a graphic novel, indicated how the instruction about various graphic novel conventions had impacted the students' awareness of and knowledge about the structural design of these multimodal texts.

Peskin**,** J. (2010). The development of poetic literacy during the school years. *Discourse Processes*, 47(2), 77-103.

There is growing consensus that, for trained readers, poetic-text processing involves a genre decision, which triggers genre-based conventional expectations and directs attention to the textual devices. This research examines how students recognize and process texts in poetic versus prose form at different points during their literary education. The study compared 48 students, 16 in each of Grades 4, 8, and 12 as they thought aloud when reading poems in the graphic shape of poetry, as well as prose. Results showed that the 4th graders did not yet categorize a poem as a poem. The 8th graders made significantly more poetic-genre categorizations than the 4th graders, but only the 12th graders spent more time processing the texts in poetic form than prose, thinking aloud about their genre-based expectations and the textual devices. Developing the structure of knowledge needed for poetic literacy seems to require a long process of formal literary education.

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*, 63-84.

Examines how two literature teachers try 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 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.

Readence, J. E., Baldwin, R. S. & Head, M. H. (1986). Direct instruction in processing metaphors. *Journal of Reading Behavior*, *18*(4), 325-339.

Explored the efficacy of instruction in processing metaphors based on the princi-ples of the direct explicit teaching of reading comprehension and current metaphor theory. In Exp I, with 47 3rd graders, process instruction was validated. In Exp II, with 53 3rd graders, process instruction was compared with traditional basal in-struction in the context of a unit on metaphor. Significant differences were found in favor of process instruction. The psychological processes involved in metaphori-cal interpretation are discussed, and directions for future research are suggested.

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

Analyzes how novice learners develop the interpretive mode when reading a liter-ary text in a foreign language. Examines transcripts from video and audio record-ings of students' discussions in small groups of 3 to 4 students. Finds that students were more likely to learn to interpret a poem using first language in teacher-moderated discussions, but not in small groups.

Smagorinsky, P. (1997). Artistic composing as representational process. *Journal of Applied Developmental Psychology*, 18(1), 87-105.

I. E. Sigel's (1970) distancing theory and notion of representational competence provides the framework for examining students' interpretations of literature through artistic depictions. Through their productions the students represented not only the relationships they saw in the literature but also their own experiences as reflected in the action in the story. Their texts then served as representations that enabled them to reflect on their own experiences. The research procedure, which required students to respond to a videotape of their composing process, further prompted them to develop the material text they had created into a mental representation of their vision of themselves as instantiated in the characters of the story. The students engaged in 3 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. The article supports Sigel's distancing theory by postulating that representation is a reciprocal, dynamic process.

Van Schooten, E., Oostdam, R., & de Glopper, K. (2001). Dimensions and predictors of literary response. *Journal of Literacy Research*, 33(1), 1-32.

To test the validity of the Literary Response Questionnaire (LRQ, Miall & Kuiken, 1995) and to assess its relationships with student, home-background, and school-related variables, the LRQ was administered to Dutch students in grades 7, 8, and 9.

The seven first-order factors of the LRQ, as identified by Miall and Kuiken (1995) were confirmed. One of the two second-order factors was not identified. However, a model with two different second-order factors fitted the data. Trance, the first factor, represents the degree to which a reader is absorbed in a story. Literary Interpretation, the second factor, represents the degree to which a reader likes or dislikes literary criticism and reflection on the meaning of what is read. Grade, gender, type of education, vocabulary size, reading behaviour, and cultural level of the home environment were the best predictors of the literary response scores. Results are discussed in relation to response theories and research and to literary education.

Warren, J. E. (2011). "Generic" and "specific" expertise in English: An expert/expert study in poetry interpretation and academic argument. *Cognition and Instruction*, 29(4), 349-374.

In this study, eight English professors thought aloud as they read four lyric poems and composed a short text proposing a hypothetical talk about them for a professional conference. The study used a crossed design in which participants read a poem in each of the following conditions: familiar to them and close to their professional writing, familiar and far, unfamiliar and close, unfamiliar and far. When reading familiar poems, participants produced longer protocols and more elaborate interpretations. When planning their conference talks, participants produced longer protocols for poems that were far from their professional writing as they struggled to access sufficient background knowledge. Participants attempted to say something "new" about the poems, and they closely monitored the limits of their knowledge. These results suggest that English professors, just like experts in other disciplines, develop both "generic" and "specific" expertise. Implications for expertise research, literature instruction, and academic literary scholars are considered.

Whiteley, S. (2011).Talking about 'An Accommodation': The implications of discussion group data for community engagement and pedagogy. *Language and Literature*, 20(3), 236-256.

Community engagement is an important area of development both generally in Higher Education English departments and also in the disciplines of stylistics and cognitive poetics. Though claiming to be concerned with 'real readers reading literature in the real world' (Stockwell, 2002: 8), cognitive poetic and stylistic analyses could be biased towards the reading practices of academics (Miall, 2006). As a result, it is becoming increasingly popular for stylisticians to use empirical methods to investigate readers other than the analyst in their discussion of literary effect (e.g. Burke, 2010; Stockwell, 2009; Whiteley, 2011).
This article examines extracts from group discussion data collected as part of the 'Creative Writing in the Community' project at the University of Sheffield. Five

groups of readers were recorded discussing poems by the contemporary British poet Simon Armitage. The groups consisted of cognitive poetic researchers, first-year undergraduate English students, and local reading groups respectively. The author examines the style and content of their discussions in the light of existing research into the distinctions between 'professional' and 'non-professional' readers, and considers what the similarities and differences between their discourse could signal for university departments' engagement with readers both within and outside of the classroom.

Whitin, P. (2005). The interplay of text, talk, and visual representation in expanding literary interpretation. *Research in the Teaching of English,* 39(49), 365-397.

This teacher-research study examines the roles of talk and metaphorical representation in the construction of personal and social literary interpretation. Over three years, the investigator collected data from fourth-grade children's sketched interpretations about literature, their written commentaries, and conversations that occurred before, during, and after sketching and writing. Analysis of critical incidents in the earlier part of the study led to refined theoretical assumptions that were later explored in depth. Data were analyzed for patterns of discourse and use of visual symbols to mediate thinking about reading. Research findings elaborated upon the value of visual and verbal metaphors to generate multi-layered interpretations of literature, and the identification of pedagogical practices that capitalize upon this potential. New questions for further research into the nature of teacher education emerged from this work.

Zeitz, C. M. (1994). Expert-novice differences in memory, abstraction, and reasoning in the domain of literature. *Cognition and Instruction*, 12(4), 277-312.

Explores the information processing advantages associated with expertise in literature. Three groups of students (24 high school students, 13 graduate students in engineering, and 16 graduate students in English) read a poem, short story, and scientific passage and were tested on recognition, interpretation, and reasoning. In all 3 texts, the English students generated the most interpretations, the high school students the most facts, and the engineers the largest number of other types of sentences. The literary experts were superior to novices in gist level recall and the extraction of interpretations, surpassed novices in reasoning about literary texts, and generated arguments with greater hierarchical depth. Through their experience, literary experts appeared to develop a knowledge base organized by highly abstract structures that enhance memory, analysis, and reasoning.