

January 1989

## Beyond "Trends" in English and Language Arts Instruction

Charles Suhor

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

---

### Recommended Citation

Suhor, Charles (1989) "Beyond "Trends" in English and Language Arts Instruction," *Michigan Reading Journal*: Vol. 22: Iss. 2, Article 4.

Available at: <https://scholarworks.gvsu.edu/mrj/vol22/iss2/4>

This work is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact [scholarworks@gvsu.edu](mailto:scholarworks@gvsu.edu).

# Beyond "Trends" in English and Language Arts Instruction

by Charles Suhor

Trends. You hear about them all the time, reported in professional journals, outlined and implemented in inservice sessions, smothered in jargon or laid out in terms that seem to be, indeed usually are, deceptively simple.

The problem is, treatment of educational trends is seldom fine-grained enough to communicate the complexity of the issues involved. Worse yet, by the time a clear picture of a trend has been formulated, a new development is often afoot, challenging the assumptions of the trend-turned-cliche and offering alternative views which, in time, might alter your view of the trend in important ways.

I won't try to solve those dilemmas in this article. What I will do, though, is point out some new wrinkles in trends that are now well established in the professional literature of English and language arts. I'll give a capsule explanation of recent developments, using deceptively simple language and italicizing key phrases in the text, but citing sources numerous and varied enough to suggest the complex dimensions of the topics. Virtually all citations will be from 1986 to the present. All that objectivity is tempered by the fact that any quick view of the educational horizon is bound to reflect the summarizer's perceptions of what those indistinct shapes on the horizon really are. But no more caveats. Here are some beyond-the-trend analyses of movements and countermovements in composition, reading, literature, and oral language.

## Composition

The **writing process movement**, a major trend of the 1980s, has recently come under scrutiny that has resulted in some useful clarifications and refinements. Based on classroom applications of ideas from influential theorists like Flower and Hayes (1980), writing process instruction has been variously described as rigidly sequential steps of prewriting/drafting/revising on one hand, and as undisciplined "free writing" on the other (Rodrigues, 1985, Kucer, 1987).

Recent studies suggest that modified process approaches are needed. A central point in Hillocks' (1986) meta-analysis of writing research is that "**natural process instruction**," which underplays structured assignments and teacher intervention, is **less effective than instruction that combines theory with more clearly defined goals and procedures**.

**The teacher's role in process instruction** is also discussed in **Writing Report Card** (Applebee, et al., 1986), the recent National Assessment of Educational Progress Report. The NAEP report found that although teachers who use process methods do not presently seem to be producing better writers, students who employ process techniques such as planning, revising, and editing (regardless of their teachers' instructional methods) do indeed produce superior written products.

The NAEP report correctly notes that the process movement is still young, as



instructional movements go. But further development in crucial related areas - such as **ways of testing writing and evaluation of the teaching of writing** (Piazza and Wallat, 1987) - will also be required if the writing reform trend is to yield enduring results.

**The role of computers in writing instruction** is another issue that has taken some new turns. After an early flurry of predictions about revolutionary effects of computers (e.g., Cleaver, 1981; Zakariya, 1982), educators have settled down to deal with some fundamental issues - notably, the genuine utility of computers in teaching revision and the need to focus on keyboarding as an essential skill. While various modes of Computer-Assisted Instruction (CAI) still hold promise for the teaching of writing (Hubert, 1985), **the teaching of revision via word processors** has emerged as the major use of computers in English. Word processing software materials such as Bank Street Writer and WordPerfect permit students to do extensive revision without laborious hand-copying - and intensive skill in revision is clearly a major goal of composition instruction (Brown, 1985; Wheeler, 1985).

Concerns about revising by computer are premature, though, if students lack **sufficient keyboarding skills** to compose on the computer. Koenke (1987) notes that some useful studies are appearing on several aspects of keyboarding - e.g., the feasibility of teaching keyboard skills to elementary students (Jackson and Berg, 1986; Warwood, 1985); rates of typing speed needed to avoid student frustration in composing via keyboard (Cox and Donin, 1985; Wetzel, 1985); organization of instruction in keyboarding, including time span of instructional sessions and number of sessions required (Jackson and Berg; Warwood; Wetzel); quality of computer software for keyboard instruction (Nolf and Weaver, 1986). At least two states, Alaska (Parkston, 1985) and New York (1986) have published curriculum guides for teaching of keyboarding in the total composition program.

**Teaching composition to basic writers** - i.e., those who are markedly deficient in writing performance - is a matter of increasing urgency at all grade levels. The

forementioned NAEP study confirms past research indicating that ineffective writers come disproportionately from disadvantaged-urban communities and Black and Hispanic populations. A NAEP report on students' problems with usage and mechanics (Applebee, et al., 1987) supports the notion that diagnosis and prescription based on actual student errors are superior to workbook sequences and global attacks on such problems with students of all ability levels. Rubin and Dodd's (1987) **prewriting oral language exercises** provide useful directions for teaching basic writers, adding to an increasing repertoire of language-based techniques - e.g., **sentence combining** (Strong, 1986) and **language/thinking skills materials** (Stanford and Stanford, 1985). It is important to add, underlining Rubin's point, that there is **increasing skepticism about materials and techniques specially "simplified" for basic writers**. Many of the techniques that promote higher order thinking in general and thoughtful writing in particular are applicable to students of varying backgrounds and ability levels (Marzano, et al., 1988).

Finally, the increasing interest in the **teaching of expository writing in the elementary school** is worth noting. (See, e.g., McLaughlin, 1987). This is traceable in part to the well-documented neglect of expository writing instruction in elementary schools (Applebee, et al., 1986) and to increased general interest in the study of nonfictional prose as a literary genre (Commission on Composition, 1987).

### Reading

Two major issues in reading instruction are the teaching of vocabulary and the use of basal readers. Considerable ferment exists both in practice and research on **ways to improve reading comprehension through vocabulary instruction**. Traditional approaches such as learning definitions, examining prefixes/suffixes/root words, and using context clues have produced little measurable improvement in reading comprehension. Although students who read extensively can indeed infer word meanings from context clues, teaching the use of



context clues in itself does not affect reading comprehension for most students (Nagy, Herman, and Anderson, 1985; Schatz and Baldwin, 1986).

Effective vocabulary instruction is multifaceted, **stressing relationships among words to assure deeper processing of underlying concepts**. Prereading vocabulary study should not deal with a mere list of unfamiliar words from the text to be studied. Since students can comprehend texts without understanding every unfamiliar word, helpful prereading vocabulary study focuses on clusters of words related to the main theme or topic of the text (Nagy, 1988). Meaningful relationships among words can also be taught through **techniques involving graphic arrays** -- e.g., semantic maps (Heimlich and Pittelman, 1986), semantic feature analysis (Anders and Bos, 1986), and hierarchical arrays (Kirby and Kuykendall, 1985). **Linking new words to students' prior knowledge** (schemata) is another powerful aspect of many of test integrative techniques for teaching vocabulary (Ogle, 1986).

These developments in research and practice in vocabulary instruction and reading have only begun to appear in teacher training programs and instructional materials. Moreover, Stahl and Fairbanks' (1986) meta-analysis points to the **greater complexity of effective vocabulary teaching, which includes orchestrations of old and new techniques**. Good instruction is explicit and intensive, yet the teacher also helps to guide the student's extensive reading and seizes opportunities for incidental instruction. (See the special **Journal of Reading** issue on vocabulary, April 1986, v29 n7.)

The **role of basal readers** in American education has been debated for decades (See, e.g., Stone, 1922.) But only in recent years have formidable scholarly studies and political forces been marshalled in efforts to effect fundamental changes in basals. The highly influential volume **Becoming a Nation of Readers** (Anderson, et al., 1985) acknowledges systematic alternatives to the use of basals such as **whole language instruction** and **emergent literacy**

approaches but essentially recommends more thoughtful use of basal texts and calls for improvement of future materials. (For alternative views see Davidson, 1988)

Cassidy (1987) holds that publishers have become more responsive to the legitimate criticisms of basal readers and are rapidly improving their technical aspects and literary quality. Others, though, see changes as minimal and regard the basal textbook as a continuing obstacle to creative reading instruction. They view basals as part of an entrenched system, driven more by market research than by concern for the learner (Goodman, et al., 1988).

Although the controversy over basals sometimes takes on a doctrinal cast, reflecting what Dillon (1985) has called a "hardening of the ideologies," eclectic approaches have been advanced. (A many-sided discussion of basal readers appears in the January 1987 **Elementary School Journal**, v87, n3.) Consistent with recommendations in **Becoming a Nation of Readers**, many reading specialists hold that **literature-based reading instruction** can compensate for the overemphasis on skills found in many basal-dominated programs. Higgins (1986) notes that students who have read widely in non-basal materials in early grades are less perplexed by more complex literary narratives and abstract content area texts when they enter upper elementary grades.

In fact, literature-based language arts instruction has received increasing attention at upper elementary levels (Poole and Poole, 1986; Cummings, 1987) and secondary levels (Myers and Hughes, 1985), quite aside from debates over basals. The profession appears to be reacting to a decade of emphasis on composition by giving renewed attention to literature study and to the use of trade books in language arts programs (Commission on Literature, 1986; Fielding, et al., in press). **Innovative reading tests**, moreover, are focusing on self-contained selections rather than disjointed snippets in statewide assessment programs (Valenica, 1987; Peters, and Wixson, 1987).



## Literature

Few aspects of literature instruction have generated more comment than the **teaching of values through literature** and the related question of **content of the literature program**. Leaders from numerous organizations and agencies - among them, former Secretary of Education William Bennett (1986), Lynne Cheney of the National Endowment for the Humanities (1987), Nancy McHugh of the National Council of Teachers of English (1987), David Hornbeck of the American Association of School Administrators ("*Values Education Belongs in Schools*," 1987), the American Federation of Teachers and the Educational Excellence Network (Connell, 1987), and the Association for Supervision and Curriculum Development Panel on Religion in the Classroom (1987) - have commented on various aspects of teaching values.

While generally agreeing that public schools should not be advocates of particular belief systems, these educational leaders typically argue for the teaching of a common store of insights and values - variously called cultural, civic, moral, and intellectual values - that make our experience as a people cohesive. They note that history and literature are the subject areas that carry our cultural heritage forward in the most explicit ways.

Literature is a crucial discipline because values are embedded in complex, often ambiguous ways in literary works (DeMott, 1984). Some critics (e.g., Ryand, 1986) believe that English teachers seriously neglected analysis of values in the 1960s and 1970s, turning to skills instruction or stressing subjectivity in discussions of the moral dimensions of literary works. Others (e.g., Howell, 1987) hold that English teachers have continued the longstanding tradition of discussing moral and philosophical aspects of literary works.

The **absence of empirical data about whether and how values are discussed in literature instruction** does not make the question any less significant. The problem is of immense importance both to English educators and the public, especially in its most controversial aspect - viz., the teaching

of religious values. Studies by Vitz (1985) and Bryan (1985) and critiques from groups as diverse as People for the American Way (Davis, 1986) and the Americans United Research Foundation (cited in McDermott, 1986) have revealed neglect of traditional values and religious topics in social studies, English, and reading textbooks.

The teaching of literature will no doubt be affected by the outcome of important **litigation centering on several aspects of religious values in instructional materials, student reading lists, and school library books**. Among the issues are First Amendment rights, separation of church and state, secular humanism as a belief system, and the parents' right to demand alternative texts when existing ones run counter to their beliefs. (Details of recent suits, decisions, and appeals in recent cases - e.g., Mobile, Alabama; Hawkins County Public Schools, Tennessee; and Panama City, Florida - cannot be provided in this brief summary.)

Discussions of values take on a different cast in the debate over **content of the literature program** within the profession. There, the decades-old debate about the **teaching of classics and the teaching of popular literature** continues, expressed most recently in terms of content-based instruction and process-based instruction (Sims, 1986; Suhor, 1988).

Advocates of process instruction have been increasingly challenged, e.g., by Finn ("*In Box*," 1987), to articulate the what of language arts instruction as well as the how. It is not sufficient to argue that process is the primary aspect of language arts; hard questions remain concerning what literature should be taught, and to whom. Those who favor a traditional canon of great works have been supported in the 1980s by numerous programs and texts. The **Paideia Proposal** (Adler, 1982) and **A Nation at Risk** (National Commission on Excellence in Education, 1983) have been followed by the widely publicized texts by Bloom (1987), Cheney (1987), and Ravitch and Finn (1987). Indeed, classroom teachers seem to be gravitating towards exchange of ideas on teaching familiar literary classics (e.g., Carter, 1985).



At the same time, champions of the **increasing repertoire of young adult materials** continue to affirm its value for promoting enjoyment of literature, stimulating class discussion and writing, and even teaching difficult literary concepts (e.g., Amidon, 1987). Curriculum leaders in some states and school districts (e.g., California State Department of Education, 1987) have taken a middle ground defining reading goals in terms of process while offering lengthy lists of literary works as suggested materials for classroom study.

Hirsch's (1987) call for **development of cultural literacy** brings a different dimension to the debate over content. His views relate to many disciplines, but he draws from schema theory, and includes numerous literary items on his list of important cultural information. Cultural literacy (which in Hirsch's system involves an "extensive curriculum" - the learning of numerous items of information that help readers to understand allusions in texts written for general, literate audiences) has been justifiably attacked as trivial, elitist, and psychologically and pedagogically unsound (Tchudi, 1987). But Albert Shanker (1987) of the American Federation of Teachers is among those urging serious consideration of cultural literacy, and general interest in the idea is presently strong.

### **Speaking and Listening**

The phrase **guided oral discourse in the classroom** is a convenient umbrella for numerous techniques that hold promise for significantly strengthening classroom interaction (Marzano, et al., 1988). Various called "supervised conversation" (Thaiss, 1986), "thinking together" (Staton, 1983), "dialogical instruction" (Paul, 1986), and "problem centered discussion" (Hillocks, 1986), the purposeful use of discussion to generate and intensify understanding has gained considerable support.

In recent years scholars have validated what many English and language arts teachers have long contended - that classroom discussion need not be mere recitation on one hand, or free-floating chatter on the other. Of course, there is a powerful historical tradition of concern with oral discourse, from

ancient Greek philosophy to contemporary rhetorical theory; and psychologists such as Vygotsky and Piaget have noted the centrality of oral discourse in children's cognitive growth. Recent studies have built upon those traditions and modified them by providing **a growing research base for oral discourse in the classroom**, and by suggesting **methods that effectively promote learning through oral language**.

Among the techniques for guided oral discourse are reciprocal teaching, scaffolding, inquiry teaching, and cooperative learning. **Usable at various grade levels and across the curriculum**, these methods combine verbal fluency with educational purpose as students negotiate content-relevant ideas. In **reciprocal teaching** (Palincsar and Brown, 1985) students are involved in summarizing, question-generating, clarifying, and predicting as they read texts or observe phenomena. The teacher and students share responsibility for the verbal exchanges, providing cognitively focused discussions that do not have the restrictiveness of recitation. Lehr (1985) describes **instructional scaffolding** as a widely applicable technique in which the teacher initially provides a relatively high degree of verbal structure - a "scaffold" that assures a firm grounding for student discourse - then gradually withdraws the structure as students become increasingly capable of building conceptual edifices on their own.

**Inquiry teaching**, long known as an interactive method in social studies and science instruction, has been further developed in terms of oral discourse strategies. Hillocks (1986) reports that inquiry methods - teacher and student question/discussion - generating techniques - underlie numerous studies in which students show writing improvement. Collins (1986) shows how teachers use inquiry techniques flexibly during the course of a discussion, helping students to become aware of misconceptions, highlighting what is known and not known, and setting future directions for class activities. **Cooperative learning** is another potent language-for-learning technique usable in many disciplines. Although cooperative learning activities



embrace much more than oral discourse, guided classroom interaction is central. Johnson and others (1984) note that focused group discussion in cooperative learning has both social, value-shaping outcomes and cognitive, meaning-making benefits.

The emphasis on complex, elaborated oral response in recent research seems especially promising. The techniques described above resist reduction to rigid sequences or formulas - a common problem, as Gibboney (1987) has accurately stated, with the popular Madeline Hunter model (See the February, 1987 issue of **Educational Leadership** v.44, n5, for varied views on Hunter's approach.) Paul (1986) further observes that classroom dialoguing develops such traits as fairmindedness, intellectual empathy, commitment to reasoned analysis, and tolerance of divergent viewpoints. Dialoguing often includes but goes beyond typical Socratic questioning, in which the teacher asks penetrating "thought questions" to elicit discussion. The new interactive techniques are geared towards helping students to **pose** thoughtful questions as well as respond to such questions.

The "**English First**" movement (sometimes called "English Only" or "U.S. English") is by far the most widely publicized language issue in recent years. California's Proposition 63, approved by votes in that state in 1986, has been followed by "English Only" bills in 37 states (Crawford, 1987). An amendment to the U.S. Constitution, proposing that English be declared the official language, has been advanced (U.S. Congress). Popular and scholarly periodicals are publishing position statements and reports on the movement (e.g., Hayakawa, 1987; Judd, 1987; "Opinion," in **USA Today**, 1987). Numerous organizations have taken stands on the issue. The pamphlet "In Defense of Our Common Language" emanates from the group known as U.S. English (n.d.) for example; and the "Epic Events" Newsletter (1988) reports thirty professional associations opposed to the "English first" concept.

Interestingly, many apparent antagonists agree that non-native speakers should be taught English, and that their native languages

and cultures should not be denigrated. Disputes center on matters such as the good or ill effects of requiring English to be used in various spheres of public communication; the political motives of those arguing on both sides of the question; and the particular educational and social initiatives that might best promote literacy in English for all of our citizens.

## References

- Adler, Mortimer J. **The Paideia Proposal: An Educational Manifesto**, New York: Macmillan Publishing Co., Inc., 1982.
- Amidon, Rick. "Toward a Young Adult Drama." **English Journal** 76 (September 1987): 58-60.
- Anders, Patricia L., and Candace S. Bos. "Semantic Feature Analysis: An Interactive Strategy for Vocabulary Development and Text Comprehension." **Journal of Reading** 29 (April 1986): 610-616.
- Anderson, Richard C., et al. **Becoming a Nation of Readers: The Report of the Commission on Reading**. Urbana, Ill.: Center for the Study of Reading; Washington, D.C.: National Academy of Education, 1985.
- Applebee, Arthur N., Judith A. Langer, and Ina V.S. Mullis. **Grammar, Punctuation, and Spelling: Controlling the Conventions of Written English at Ages 9, 13, and 17**. Princeton, N.J.: National Assessment of Educational Progress, 1987.
- Applebee, Arthur N., Judith A. Langer, and Ina V.S. Mullis. **The Writing Report Card: Writing Achievement in American Schools**. Princeton, N.J.: National Assessment of Educational Progress, 1986.
- Association for Supervision and Curriculum Development Panel on Religion in the Curriculum. **Religion in the Curriculum**. Alexandria, VA.: ASCD, 1987.
- Bennett, William J. "In Defense of the Judeo-Christian Ethic." **Religion & Public Education** 13 (Fall 1986): 42-47.
- Bloom, Allan. **The Closing of the American Mind**. New York: Simon and Schuster, 1987.
- Brown, Jane L. "Emphasizing Revision with Word Processing in Freshman English classes." Paper presented at the annual meeting of the Southeastern Writing Center Association, Atlanta, Georgia, April 1985.
- Bryan, Robert. **History, Pseudo-History, Anti-History: How Public-School Textbooks Treat Religion**. Washington, D.C.: LEARN, Inc., 1985. ED 249 575
- California State Department of Education. **Handbook for Planning and Effective Literature Program**. Sacramento, CA 1987.
- Carter, Candy, ed. **Literature - News that Stays News: Fresh Approaches to the Classics. Classroom Practices in Teaching English 1984**. Urbana, Ill.: National Council of Teachers of English, 1985.
- Cassidy, Jack. "Basals are Better." **Learning** 87 (September 1987): 65-66.



- Cheney, Lynne V. **American Memory: A Report on the Humanities in the Nation's Public Schools.** Washington, D.C.: National Endowment for the Humanities, 1987.
- Cleaver, Betty. "The Media and the English Curriculum." In **Education in the 80's: English**, edited by R. Baird Shuman. Washington, D.C.: National Education Association, 1981.
- Collins, A. **A Sample Dialogue Based on a Theory of Inquiry Reading.** Technical Report No. 367. Urbana, Ill.: Center for the Study of Reading, 1986.
- Commission on Composition. "1987 Report on Trends and Issues - NCTE Commissions." **Council-Grads** 49 (May 1987): 10-11.
- Connell, Christopher. "Better Teaching of Democratic Values Sought." **News-Gazette**, 30 May 1987, p. 11-A.
- Cox, Rollie, and Donald M. Donin. "The Time Has Come to Teach Composing at the Keyboard." **Business Education Forum** 39 (May 1985): 14-16.
- Crawford, James. "Thirty-Seven States Consider 'English Only' Bills, With Mixed Results: Debates Spark Animosity in Several Legislatures." **Education Week** 6 (June 17, 1987): 1, 14-15.
- Cummings, Mick. "Literature Based Reading." **FOCUS: Teaching English Language Arts** 13 (Winter 1987): 23-27.
- Davidson, Jane (ed.) **Counterpoint and Beyond: A Response to Becoming a Nation of Readers.** Urbana, Ill.: NCTE, 1988.
- Davis, O.L., Jr., et al. **Looking at History: A Review of the Major U.S. History Textbooks.** Washington, D.C.: People for the American Way, 1986.
- DeMott, Benjamin. "The Humanities and the Summoning Reader." In **The Humanities in Precollegiate Education**, edited by Benjamin Ladner, Part II, Eighty-third Yearbook of the National Society of Education. Chicago: University of Chicago Press, 1984.
- Dillon, David. "Dear Readers" (Editor's Page). **Language Arts** 62 (October 1985): 585-586.
- "EPIC Events." Newsletter of the English Plus Information Clearinghouse (March-April 1988):1 (1), 3.
- Fielding, L., P. Wilson, and R.C. Anderson. "A New Focus on Free Reading: The Role of Trade Books in Reading." In **Contexts of Literacy**, edited by T. Raphael and R. Reynolds. New York: Longman, in press.
- Flower, L.A., and J.R. Hayes. "The Dynamics of Composing: Making Plans and Juggling Constraints." In **Cognitive Processes in Writing**, edited by L.W. Gregg and E.R. Steinberg. Hillsdale, N.J.: Erlbaum, 1980.
- Giboney, Richard A. "A Critique of Madeline Hunter's Teaching Model from Dewey's Perspective." **Educational Leadership** 44 (February 1987): 46-50.
- Goodman, Kenneth S., et al. **Report Card on Basal Readers.** Katonah, NY: R.C. Owen, 1988.
- Hayakawa, S.I. "Why English Should Be Our Official Language." **Education Digest** 52 (May 1987): 36-37.
- Heimlich, Joan E., and Susan D. Pittelman. **Semantic Mapping: Classroom Applications.** Newark, Del.: International Reading Association, 1986.
- Heller, Scott. "English Teachers Favor Emphasis on How to Read, Write, Think, Rather than on Becoming Familiar with Specific Literary Works." **Chronical of Higher Education**, 5 August 1987, p. 1.
- Higgins, Michael W. "Literacy through Literature: Improving on the Basal." **Wisconsin State Reading Association Journal**. 30 (Summer 1986): 27-35.
- Hillocks, George, Jr. **Research on Written Composition: New Directions for Teaching.** Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English, 1986.
- Hirsch, E.D., Jr. **Cultural Literacy: What Every American Needs to Know.** Boston: Houghton Mifflin Company, 1987.
- Howell, Sue. "On Values Education." **IATE Newsletter** 23 (Fall 1987): 5.
- Hubert, Henry A. "Computers and Composition: An Annotated Bibliography." 1985.
- "In Box." **Chronicle of Higher Education**, 12 August 1987, p. 1.
- Jackson, Truman H., and Diane Berg. "Elementary Keyboarding-Is It Important?" **Computing Teacher** 13 (March 1986): 8, 10-11.
- Johnson, David W., et al. **Circles of Learning: Cooperation in the Classroom.** Alexandria, Va.: Association for Supervision and Curriculum Development, 1984.
- Judd, Elliot L. "The English Language Amendment: A Case Study on Language and Politics." **TESOL Quarterly** 21 (March 1987): 113-35.
- Kirby, Dan, and Carol Kuykendall. **Thinking through Language. Book One.** Urbana, Ill.: National Council of Teachers of English, 1985.
- Koenke, Karl. "Keyboarding: Prelude to Composing at the Computer." **English Education** (December 1987): 244-249.
- Kucer, Stephen B. "The Cognitive Base of Reading and Writing." In **The Dynamics of Language Learning: Research in Reading and English**, edited by James R. Quire. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English, 1987.
- Lehr, Fran. "Instructional Scaffolding." **Language Arts** 62 (October 1985): 667-672.
- McDermott, John W., Jr. "The Treatment of Religion in School Textbooks: A Political Analysis and a Modest Proposal." **Religion & Public Education** 13 (Fall 1986): 62-77.
- McHugh, Nancy. "Making Connections: The Principal's Key to Success." **Council-Grads** 49 (May 1987): 8.
- McLaughlin, Elaine M. "QUIP: A Writing Strategy to Improve Comprehension of Expository Structure." **Reading Teacher** 40 (March 1987): 650-54.
- Marzano, Robert, et al. **Dimensions of Thinking.** Alexandria, Va.: Association for Supervision and Curriculum Development, 1988.



- Myers, Jo, and Bob Hughes. "A Literature Based Language Arts Program for Secondary Gifted Students." Paper presented at the annual meeting of the Northwest Regional Conference of the National Council of Teachers of English, Seattle, Washington, April 1985.
- Nagy, William E. **Teaching Vocabulary to Improve Reading Comprehension**. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills, 1988.
- Nagy, William E., Patricia A. Herman, and Richard C. Anderson. **Learning Word Meanings from Context: How Broadly Generalizable? Technical Report No. 347**. Urbana, Ill.: University of Illinois, Center for the Study of Reading, 1985.
- National Commission on Excellence in Education. **A Nation at Risk: The Imperative for Educational Reform**. Washington, D.C.: Government Printing Office, 1983.
- New York State Education Department. **Developing Keyboarding Skills to Support the Elementary Language Arts Program**. Albany, N.Y.: New York State Education Department, Bureau of Curriculum Development, 1986.
- Nolf, Kathleen, and Dave Weaver. **A Comparison of Keyboarding Software for the Elementary Grades. A Quarterly Report**. Portland, Oreg.: Northwest Regional Educational Laboratory, 1986.
- Ogle, Donna M. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text." **Reading Teacher** 39 (February 1986): 564-70.
- "Opinion-The Debate: Making English Official." **USA Today**, 13 February 1987, p. 12-A.
- Palincsar, A.S., and A.L. Brown. "Reciprocal Teaching: Activities to Promote 'Reading with Your Mind'." In **Reading, Thinking, and Concept Development: Strategies for the Classroom**, edited by T.L. Harris and E.J. Cooper. New York: The College Board, 1985.
- Parson, Gail. **Hand in Hand: The Writing Process and the Microcomputer - Two Revolutions in the Teaching of Writing**. Juneau: Alaska State Department of Education, Office of Instructional Services, 1985.
- Paul, R. "Critical Thinking, Moral Integrity, and Citizenship: Teaching for the Intellectual Virtues." Paper distributed at the ASCD Wingspread Conference on Teaching Skills, Racine, Wisconsin, December 1986.
- Peters, Charles, and Karen Wixson. "Innovative Tests in Reading: Applying Current Theory-The Michigan Effort." Paper presented at the annual meeting of the National Council of Teachers of English Spring Conference, Louisville, Kentucky, March 1987.
- Piazza, Carolyn L., and Cynthia Wallat. "Performance-based Teacher Evaluation: Steps toward Identifying Excellence in the Teaching of Writing." **English Education** 19 (February 1987): 44-50.
- Poole, Gary, and Scott Poole. "Using Notable Children's Literature and Questioning Techniques to Enhance Comprehension." Paper presented at the annual meeting of the Colorado Language Arts Society, Colorado Springs, Colorado, February-March 1986.
- Ravitch, Diane, and Chester Finn, Jr. **What Do Our 17-Year-Olds Know?** New York: Harper and Row, 1987.
- Rodrigues, Raymond J. "Moving Away from Writing-Process Worship." **English Journal** 74 (September 1985): 24-27.
- Rubin, Donald L., and William M. Dodd. **Talking into Writing: Exercises for Basic Writers**. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1987.
- Ryan, Kevin. "The New Moral Education." **Phi Delta Kappan** 68 (November 1986): 228-233.
- Schatz, Elinore Kress, and R. Scott Baldwin. "Context Clues are Unreliable Predictors of Word Meanings." **Reading Research** 21 (Fall 1986): 439-453. EJ 343 642
- Shanker, Albert. "Literacy Goes Beyond Reading." **New York Times** 19 July 1987, Section 4 - The Week in Review, p. 7.
- Sims, Rudine. "Reading/Literature." In **Consensus and Dissent: Teaching English Past, Present, and Future. 1986 NCTE Yearbook**, edited by Marjorie N. Farmer. Urbana, Ill.: National Council of Teachers of English, 1986.
- Stahl, Steven A., and Marilyn M. Fairbanks. "The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis." **Review of Educational Research** 56 (Spring 1986): 72-110.
- Stanford, Barbara Dodds, and Gene Stanford. **Thinking through Language. Book Two**. Urbana, Ill.: National Council of Teachers of English, 1985.
- Staton, Jana. **Thinking Together: Language Interaction in Children's Reasoning. The Talking and Writing Series, K-12: Successful Classroom Practices**. Washington, D.C.: Dingle Associates, Inc., 1983.
- Stone, C. **Silent and Oral Reading: A Practical Handbook of Methods Based on the Most Recent Scientific Investigation**. Boston: Houghton Mifflin, 1922.
- Strong, William. **Creative Approaches to Sentence Combining**. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1986.
- Suhor, Charles. "Content and Process in the English Curriculum" Chapter in 1988 Yearbook of the Association for Supervision and Curriculum Development (ed. Ronald S. Brandt), Alexandria, Va.: ASCD, 1988.
- Tchudi, Stephen. "Slogans Indeed: A Reply to Hirsch." Prepared for **Educational Leadership** (December 1987): 72-74.
- Thaiss, Christopher. **Language Across the Curriculum in the Elementary Grades**. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1986.
- U.S. Congress, Senate Committee on the Judiciary. **The English Language Amendment. Hearing before the Subcommittee on the Constitution of the Committee on the Judiciary. Senate, Ninety-Eighth Congress, Second Session on S. J. Res.**

continued on page 37



children's literature in the reading program. Whether the teacher uses theme, author clubs, or genre study as the focus, or a combination of all three, new zeal for reading on the part of both teacher and pupil will be apparent.

## REFERENCES

- Anderson, Richard C. et al. (1985). **Becoming a nation of readers**. Washington: National Institute of Education.
- Bosma, Bette. (1987). **Fairy tales, fables, legends, and myths: Using folk literature in your classroom**. NY: Teachers College Press.
- Commaire, Anne. (1985). **Something about the author**. Detroit, MI: Gale Research.
- Cullinan, Bernice E., ed. (1987). **Children's literature in the reading program**. Newark, DE: International Reading Association.
- deMontreville, Doris, Hill, Crawford, E., Eds. (1978). **Junior books of authors**. NY: H.W. Wilson.
- Huck, Charlotte, Hepler, S., and Hickman, J. (1987). **Children's literature in the elementary school**. 4th edition. NY: Holt, Rinehart.
- MacDonald, M.R. (1982). **The storyteller's sourcebook: A subject, title, and motif index to folklore collections for children**. Detroit, MI: Heal-Schuman.
- Reardon, S. Jeanne. (1987). The development of critical readers: A look into the classroom. **The New Advocate**. 1, 52-61.
- Sutherland, Zena, and Arbuthnot, May Hill. (1986). **Children and books**. Chicago: Scott Foresman.

**Dr. Bette Bosma** is a professor in the Education Department at Calvin College, Grand Rapids.

## Beyond "Trends" in English and Language Arts Instruction

(continued from page 18)

- 167, a Joint Resolution Proposing an Amendment to the Constitution of the United States with Respect to the English Language. 12 June 1984. Washington, D.C.: Government Printing Office, 1985.
- U.S. English. "In Defense of Our Common Language." Washington, D.C.: U.S. English, n.d.
- Valencia, Sheila. "Innovative Tests in Reading: Applying Current Theory - The Illinois Effort." Paper presented at the annual meeting of the National Council of Teachers of English Spring Conference, Louisville, Kentucky, March 1987.
- "Values Education Belongs to the Schools." **Education U.S.A.** 29 (March 1987): 197, 199.
- Vitz, Paul C., et al. **Equity in Values Education: Do the Values Education Aspects of Public School Curricula Deal Fairly with Diverse Belief Systems? Final Report**. New York: New York University, Department of Psychology.
- Warwood, Byrdeen, et al. **A Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding: Final Report**. Bozeman: Montana State University, 1985.
- Wetzel, Keith. "Keyboarding Skills: Elementary, My Dear Teacher?" **Computing Teacher** 12 (June 1985): 15-19.
- Wheeler, Fay. "Can Word Processing Help the Writing Process?" **Learning** 13 (March 1985): 54-55, 58, 60, 62.
- Zakariya, Sally Banks. "The Computer Goes to School." **Principal** 61 (May 1982): 16-20, 52-54.

**Charles Suhor** is Deputy Executive Director of the National Council of Teachers of English, Urbana, Illinois.