

# JoLLE@UGA®

## JOURNAL OF LANGUAGE & LITERACY EDUCATION

### Editor's Introduction

### Engaging Conversations

Heidi Lyn Hadley

When I first began teaching almost twenty years ago, I was invited by the teachers in my department to participate in professional book clubs, where we read practitioner and educational research books as part of an overall commitment to having engaging, reflective conversations about our practice, our students, and our community. I've always felt lucky to have been introduced to what it meant to be a teacher by such committed professionals who modeled deep engagement with teaching as a profession.

This fall, as the editorial board has been pulling together articles and creating podcast interviews for this latest issue of *JoLLE*, I have felt similarly invited to engage in reflective conversations about teaching by the authors of the articles included here. I encourage readers to consider these articles as an invitation to meaningfully engage with students, with ideas, with practice, and with research. Most importantly, I hope these articles will serve as a jumping off point for all of us to engage in meaningful conversations with other educators, as we all grapple with the ways that we, in turn, engage with students to address the most pressing issues and challenges that face our communities, our nation, and our world.

#### Fall 2017 Academic Articles

This issue starts off with two articles that encourage readers to engage with classroom discussions and discursive patterns. Our first article, titled "Reciprocity of Student and Teacher Discourse Practices in Monologically and Dialogically Organized Text Discussion" by Maren Aukerman, Erika Moore Johnson, and Lorien Chambers Schuldt, invites readers to consider the role that reciprocity between student talk and teacher talk plays in classroom discourse practices. The second article, "Searching for Clarity and Nuance: A Four-quadrant Method for Analyzing and Teaching Whole Class Discussion," by Todd Reynolds offers an adapted analytic method to identify discursive patterns in classroom discussion that moves beyond an understanding of discourse as a binary continuum of monologic or dialogic discourse. Together, these articles highlight the challenges of creating space in language and literacy classrooms for student voice and collaborative meaning making.

The next three pieces--"Disrupting the Dominant Narrative: Beginning English Teachers' Use of Young Adult Literature and Culturally Responsive Pedagogy" by Elsie Lindy Olan and Kia Jane Richmond, and "Preservice Teachers' Envisioning and Enactment of Content-Area Literacy Instruction in Elementary Classrooms" by Stephanie Lemley, and "Creepers and Supporters: A Qualitative Analysis of the Practices of Beginning Educators in a Virtual Teaching Community" by Nicole Damico--all deal with how beginning teachers deal with the challenges of enacting their pedagogical beliefs as newcomers to teaching. Olan and Richmond find that new

teachers may be hesitant to incorporate culturally responsive Young Adult literature into their classrooms because they feel unable to push against standardizing educational forces that encourage universal, canonical texts. In Lemley's piece, she finds that preservice teachers' envisionment of an ideal content area literacy instruction classroom was somewhat fluid and was influenced by the preservice teachers' participation in university courses and practical field experiences. Damico's article examines beginning educators' use of an online teaching community to find needed support, particularly when their immediate, physical teaching community proved to be insufficient. All three of these articles invite us to consider how new teachers might be supported in the complicated learning processes they are engaging in as they begin their teaching careers.

The fifth article, by Kristen H. Perry, Donita M. Shaw, Lyudmila Ivanyuk, and Yuen San Sarah Tham, is titled "Adult Functional Literacy: Prominent Themes, Glaring Omissions, and Future Directions." This article reviews multiple scholarly articles relating to adult functional literacy to understand the current construction of the concept. The authors argue that much of the literature approaches adult learners from a deficit perspective, often conflates literacy with reading *only*, and may ignore community considerations. This work challenges researchers to examine their own beliefs about the participants they research.

The final research article, "Effects of Educational Games on Sight Word Reading Achievement and Student Motivation," is an exploration of the efficacy of educational reading games for young readers. The results of this study showed that educational games did increase students' sight word recognition and reading motivation. Because tabletop games were shown to be more effective than games on a tablet, this article invites us to consider the benefits of engaging students in social play for educative purposes.

### Voices from the Field

**Voices from the Field** articles are reflections of practice and research that invite educators and researchers to create space in classrooms for voice, difference, and community. The first **Voices from the Field** piece is authored by Detra Price-Dennis, Gholnecsar Muhammad, Erica Womack, Sherell A. McArthur, and Marcelle Haddix. In this article, they discuss the rich tradition of Black community groups that promoted and created space for Black voices and literacies. They then discuss the ways they see each of them as participating in and continuing the tradition through their separate work with Black girls, both in and out of school. Price-Dennis et al. urge educators to listen to, create space for, and engage with the voices of Black girls.

Finally, Leanne M. Evans shares her attempt to break down her elementary students' perception of their classmates as "Other" in her article "Deconstructing 'Otherness' Through Conversations and Writing in a Biliteracy Classroom: A Book Project Approach to Building Diverse Communities of Learners" In her bilingual classroom, Evans encouraged students to use a published writing piece as a way to build relationships between students who initially viewed speakers of a different language as different.

### Book Reviews and Poetry, Fiction, and Visual Arts

Our new Academic Book Review Editor, Mariah Copeland Parker, presents reviews of two recent volumes which apply critical lenses to salient and challenging classroom texts and environments. The first, *Disability Studies and the Inclusive Classroom: Critical Practices for Embracing Diversity in Education*, is reviewed by Christopher Bass at the University of Illinois at Chicago; the second, *Critical content analysis of children's and young adult literature: Reframing perspective*, is reviewed by Amber Moore at the University of British Columbia.

JoLLE's Children's and Young Adult Literature (CYAL) Book Review Editor, Stacia L. Long, begins her section with an interview of two expert CYAL booksellers about the importance of small presses and independent publishers. Additionally, she includes a great selection of texts for elementary, middle, and high school readers, reviewed both by students and educators.

For elementary-aged readers, texts in this section include: *I Love you Americanly* by Lynn Parrish Sutton and illustrated by Melanie Hope Greenberg reviewed by David Ziegler (student) and Ann D. David (adult/educator); *The Journey* by Francesca Sanna, reviewed by Jack Ziegler (student) and Ann D. David (adult/educator); *Nighlights* by Lorena Alvarez, reviewed by Sage Amato (student) and Michelle Fowler-Amato (adult/educator); *Ivy and the Lonely Raincloud* by Katie Harnett, reviewed by Jaeden Rangel (student) and Megan Janak (adult/educator); and *On the Space Station* by Carron Brown and Illustrated by Bee Johnson, reviewed by Izzy Kelt-Hancock (student) and Deb Kelt (adult/educator).

For our middle school-aged readers, reviewed texts are: *Landscape with Invisible Hand* by M.T. Anderson, reviewed by Promice Ninnie (student) and Sidonie Chhetri (adult/educator); *Refugee* by Alan Graz, reviewed by Nadeen Al Rifaei (student) and Ean Fulks (adult/educator); and *The Silenced* by James DeVita, reviewed by Hannah Lundebo (student) and J. Eric Hasty (adult/educator).

Our final texts reviewed in this section are for high school-aged youth and include: *How to Survive in the North* by Luke Healy, reviewed by Santiago Cardona Juarez (student) and Daniel Do (adult/educator); *Elena Vanishing* by Elena Dunkle and Clare B. Dunkle, reviewed by Brisa Anzures (student) and Heathcliff Lopez (adult/educator); and *Get It Together, Delilah!* by Erin Gough, reviewed by Adrianna Serna (student) and Erin Schmitt (adult/educator).

The final pieces of this issue of JoLLE are featured by Poetry, Fiction, and Visual Arts Editor, Sharon M. Nuruddin. This section begins with the poem "Without a Dot" by Bertram Bruce, which features an illustration by Daniel Dejean. Also featured are five visual art pieces, including Jerome C. Harste's "Field Notes" and several pieces by C. Joyce Price: "Homecoming Fantasy" and *Futures of Mpeasem*, a series of three pieces ("Teacher Victoria and Her Students," "Literacy and Liberation," and "Celebration!"). "Literacy and Liberation" was chosen as the cover art for this issue.

### JoLLE 2018 Winter Conference

The JoLLE@UGA winter conference is held annually at the Georgia Center here at The University of Georgia. This year the conference will be held on February 2-4, 2018, and strives to be a participatory and innovative place for local, national, and international academics, teachers, and students to learn from each other. The conference, organized by Co-Conference Chairs, S. R. Toliver and T. Hunter Strickland, will follow the theme **Reframing Pedagogical Practices and Language and Literacy Research: Teaching to the Future**. The conference will feature two keynote speakers: Dr. Ebony Elizabeth Thomas, and Donalyn Miller. Dr. Ebony Elizabeth Thomas is an assistant professor in Literacy, Culture, and International Education at the University of Pennsylvania. Her work synthesizes postcolonial, critical, and critical race theory with data from her empirical research in classrooms to examine the ways that literature is positioned in schooling and society today. Donalyn Miller is an expert middle school teacher from Texas and is well known as an expert practitioner in English and Language Arts that believes in her students learning that they are readers, and then reading ravenously. We look forward to welcoming both of these keynote speakers to the JoLLE Conference. In addition, we will be honored to have a special presentation by Eurydice Stanley, Elizabeth Eckford, and Grace Stanley, who will be speaking about their

book detailing Ms. Eckford's experience desegregating Little Rock Central High in Little Rock, Arkansas, as one of the Little Rock 9.

This year's conference features sessions by educators, students, and researchers who wish to engage conference participants in interactive ways with the ideas that are being presented. We invite scholars to generate new ideas aimed to push research to new conceptual, empirical, and philosophical heights. We invite innovators and originators to think about ways to create inventive symbiosis. We invite traditionalists and those who enjoy the classics to reinvent current practices and find the inherent synergy that can create renewed vigor for classic approaches. We invite people from all facets of education to think about the ways we can join together to propel ideas about language and literacy into the future. Most importantly, we invite you! Please visit our [conference page](#) for more details and information regarding registration.

### Thanks and Recognition

This journal wouldn't run without the dedication and hard work of the editorial board, reviewers, and many others. This year's editorial board includes William J. Fassbender, Managing Editor; Alexandra L. Berglund, Production Editor, S. R. Toliver and T. Hunter Strickland, Conference Co-Chairs; Mariah Copeland Parker, Academic Book Review Editor; Stacia L. Long, CYAL Book Review Editor; Sharon M. Nuruddin, Poetry, Fiction & Visual Arts Editor; Caroline Bedingfield, Communications Editor; Tairan Qiu, Scholars Speak Out Editor. It has been a pleasure to produce this issue with each of you. I also wish to thank our Faculty Advisor, Peter Smagorinsky, who always offers sage advice, lends a hand wherever it is needed, and always steps back to let the decisions be made by the graduate students who run the journal.

Most of all, thank you to the readers and contributors who continue to grow JoLLE. We look forward to future contributions of academic work that push the field of language and literacy education forward to deeper understandings of thoughtful, engaged scholarship and practice. For all details regarding the submission process—or if you are interested in serving as a reviewer—please refer to the [JoLLE submissions page](#) and/or contact our [Managing Editor, William J. Fassbender](#). In addition to the biannually published journal, JoLLE also invites you to submit shorter op-ed essays to our Scholars Speak Out (SSO) feature. To learn more about the SSO purposes and publication process, please contact our [Scholars Speak Out Editor, Tairan Qiu](#). And, as always, please continue to follow *JoLLE* on both Facebook and Twitter (@Jolle\_uga).

Sincerely,

Heidi Lyn Hadley  
Principal Editor, 2017-2018