DOCUMENT RESUME

ED 477 524 SP 041 597

AUTHOR	Walker, Nancy T.; Bean, Thomas W.
TITLE	Multiple Uses of Texts in Content Area Teachers' Classrooms.
PUB DATE	2003-04-23
NOTE	29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 21-25, 2003).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Culturally Relevant Education ; Diversity (Student); Middle School Teachers; Middle Schools; *Reading Material Selection; Secondary Education; Secondary School Teachers; *Textbook Selection; *Textbooks; Urban Schools
IDENTIFIERS	Cultural Capital

ABSTRACT

This case study of three content area teachers in one middle school and two high schools examined their use of multiple texts in the classroom. The teachers represented three content areas: physics, history, and English. Data were collected via surveys, e-mail exchanges, participant observations, field notes, and semistructured interviews. Data analysis indicated that content area teachers' use of multiple texts could be placed on a continuum indicating degrees of multiple text usage in their classrooms. The continuum was shaped by teachers' beliefs in text use, by student engagement, and by its use as a tool to strengthen cultural capital in the classroom. Each teacher managed to resist or disrupt strong institutional forces, while using texts to produce an environment that valued students' cultural capital in their classrooms. By incorporating multiple texts into their classroom curricula, each teacher broadly defined multiple text usage in the classroom while enhancing students' interest and engagement. Teachers' usage of multiple texts disrupted the idea that one text meets the needs of all students. While teachers incorporated multiple texts into their classrooms, they also demonstrated the necessity of tending to standards and assessments, and they supported the call for multiple texts connecting to information and technology. (Contains 47 references.) (SM)

Running Head: Multiple Uses of Texts

Multiple Uses of Texts in Content Area Teachers' Classrooms

Nancy T. Walker

University of La Verne

Thomas W. Bean

University of Nevada, Las Vegas

A paper to be presented to the American Educational Research Association Conference to be held in Chicago, Illinois, April 23, 2003.

The learning and practice of teaching are situated processes shaped by numerous sociocultural and historical factors, including teachers using texts in their classrooms (Lewis, 2001; Beach, 2000; Wertsch, 1988). Indeed, the decision to use multiple texts in a classroom is very likely to result in a different, expanded form of classroom discourse that spans intertextual and critical connections that are quite different from the discourse derived from consideration of a single content text (Author, 2002; Hynd, 2002).

In general, reviews of research in content area literacy point to the dominance of singe text use in many classrooms (Author, 2001; Alvermann & Moore, 1991, Hynd, 1999). Yet, in-depth studies of content teachers' use of multiple texts are rare (Author, 2002). In a commissioned paper released by the Carnegie Corporation of New York titled, *Principle Practices for a Literate America: A Framework for Literacy and Learning in the Upper Grades,* content area instruction should focus on utilizing multiple texts in varying contexts. In order to understand the dialogic implications of multiple texts, it is crucial to examine classroom culture where "reoccurring social practices and their artifacts give order, purpose, and continuity to social life" (Smagorisnky, 2001, p. 139). Within the culture of the classroom, "textbooks, classroom events, and adjunct materials shape literacy as social practices differently" (Luke, 1998, p. 306). As we proceeded with this study, we were mindful of Bourdieu's (1998) concept of cultural capital and how social space is constructed depending on the capital in possession. In the classroom, we focused on the social relations, often asymmetrical power hierarchies, and authority embedded in the structures where these literacies are practiced.

Specifically, we conducted a multiple case study of 3 content area teachers in one middle school and two high schools to examine their use of multiple texts in their

classrooms. Understanding the politics that constrain or enable these teachers adds another dimension to the complexities of literacy practice. This is particularly important given the many forces influencing, and perhaps narrowing curricular decision-making. These influences include high stakes testing, the standards movement, and university accreditation linked to performance in classrooms. We understand that content area teachers shape their beliefs and practices in relation to the structure of school. Schools and classrooms are a natural environment to examine issues of silencing and policing by patriarchal structures. Talking to and observing teachers to see if they sustain, reproduce, and/or resist the patriarchal structure in terms of literacy curriculum is a foci of this study.

Theoretical Background

A common definition of content area reading according to Moje, Peyton Young, Readence, and Moore (2000) is reading instruction composed of classroom content materials that adolescents encounter in school. This "formalized curriculum" (O'Brien, Stewart, & Moje, 1995) consists of subject area textbooks and worksheets (O'Brien, 1998). However, adolescents have multiple literacies (O' Brien, 1998) which are not being addressed in mainstream school curriculum. While school reading is based on traditional textbooks (Alvermann & Moore, 1991), outside reading involves a range of multimedia (Author, 1999). Traditional texts according to the New London Group (1996) are "page-bound, official, standard forms of the national language" (p. 61) that limit the possibility for multiple discourses in the classroom. While teachers and administrators approve of official materials and assignments, Apple (1993) viewed this "as an artifact of technical control" which limits students usage of literacy.

Hinchman and Moje (1998) argued that "secondary school students are confronted not only with the discourses of secondary schooling, but also with the discourses of the disciplines" (p. 120). For example, teachers report "that many of their students struggle with their own literacy and they appear to be having difficulty with the cultures and texts of schooling (Luke, 1998). Specifically, textbooks in history and social science classrooms limit critical thinking while minimalizing contributions by historians (Hynd, 1999). One reason is that teachers' desire critical thinking but do not encourage conversations about texts (Ivey & Broaddus, 2001). Thus, limited conversations with texts broaden the disconnect between students, teachers, and texts.

Many traditional classrooms that support the textbook worksheet format limit literacy interactions. O'Brien (1998) noted that "by the time students reach adolescence, their experiences with reading materials and practices in school have taught them to dislike literacy activities" (p. 29). According to Worthy, Moorman, and Turner (1999) middle school students do read but traditional school materials are unpopular. Furthermore, many students "lose interest in the kinds of reading they are required to do in school, such as reading textbooks and certain teacher selected texts" (Ivey, 1999). Many of these practices may be due to state-mandated standards that often create a mismatch between student interests and content requirements (Ivey & Broaddus, 2001). Therefore school is an arena for answering questions for content area texts (Author, Bean, & Bean, 1999) that places adolescents in passive roles.

Understanding and changing teaching is complex. Richardson, Anders, Tidwell, and Lloyd (1991) argued that exploring teacher beliefs is critical in changing instructional practice. In their study exploring teacher beliefs about reading comprehension instruction

in Grades 4, 5, and 6, they found that beliefs of teachers connected to their classroom practices. Studying beliefs is complex because of the years we spend in classrooms as students. Munby, Russell and Martin (2001) reviewed Richardson's (1996) chapter in the *Handbook of Research on Teacher Education* and concluded that "preservice teacher beliefs are so strong that they may be impervious to change within teacher education programs" (p. 885). Tidwell (1995) utilized the practical argument to explore preservice and novice teachers' beliefs in instructional practice. Text choice was prevalent in discussions and important when activities were connected to text. Research shows how secondary teachers beliefs develop over time and impact literacy practices in the classroom (Alvermann & Moore, 1991). Agee (2000) examined five English teachers' beliefs about effective literacy instruction and found that beliefs emerged from background experiences and university coursework. Similarly, Sturtevant's (1996) study of two high school history teachers report that elementary and secondary teacher memories play a role in constructing beliefs about instruction. Yet both teachers experienced tension when they addressed their own beliefs, student needs and content demands. Demands from state mandated curriculum and standards limit disruption of this traditional process.

Bridging this disconnection that exists between teachers, texts, and students is a concern of educators. The New London Group (1996) called for an "extension of the scope of literacy pedagogy to account for a culturally and linguistically diverse society and for the variety of text forms associated with information and multimedia technologies" (p. 60). More recently, the International Reading Association Commission on Adolescent Literacy published a position statement advocating, among other things

student "access to a wide variety of reading material that appeals to their interests" (Moore, Author, Birdyshaw, & Rycik, 1999). The notion of "text" needs to be expanded to include "film, CD-ROM, Internet, music, television, magazines newspapers and adolescents own cultural understandings" (Phelps, 1998, p. 2). It is critical that we explore new avenues of text in classrooms because "students are faced with complex challenges that include a "globalized economy, the emergence of new, hybrid forms of identities, and new technologies that are transforming traditional print" (Luke, 1998). These challenges require instruction that addresses specialized literacy practices (Moje, Peyton Young, Readence, & Moore, 2000). As multiple forms of text are brought into the classroom, finding meaning can arrive when readers generate new texts in response to the text being read (Smagorinsky, 2001). Both this form of interterxtuality and the concomitant use of cross-textual strategies result in a style of reading that is close to the disciplinary experts read in their respective content area fields (Hynd, 2002). Furthermore, multiple texts "teaches adolescents that all texts, including their textbooks, routinely promote or silence particular views (Alvermann, 2002, p. 198). Utilizing texts that capture students' attention and increase engagement are conditions that are necessary for adolescents in classrooms (Worthy, Moorman, & Turner, 1999). They call for an expanded definition of school reading that "includes the use of materials that students read outside of school".

Redefining education, literacy, and classroom instruction can be explored through intertextuality. Bloome and Egan-Robertson (1993) viewed the social construction of intertextuality as a way to reveal the literacy learning and instructional experiences of both teachers and students. One way to accomplish this task is to juxtapose texts and their

contents with social interactions to highlight the meaning making processes in classrooms. Egan-Robertson (1998) noted that students' intertextual connections are interwoven with the social significance they assign to texts that are juxtaposed to create a mosaic of meaning. Thus, intertextual connections are influenced by the nature of the classroom context and its inherent power relationships. Floriana (1994), found the same complexities when she analyzed two pairs of students interactions with text. Realizing that there is a process of negotiation when students interact with text, she called for future research that addresses context. Furthermore, intertextuality is a complex process that "a is highly idiosyncratic and often elusive" (Harris, Trezise, & Winser, 2002, p. 50). Egan-Robertson calls for a "reconceptualzing of teaching and learning of school literacy practices" (p. 483) that connects to larger societal issues in order to make meaningful links between texts and context.

Method

Given our interest in understanding how and why content teachers use multiple texts we constructed a descriptive qualitative case study. We employed a multiple-case study design to collect and code data (Yin, 1994, p.44).

Participants

Initially, seventeen credential candidates (10 females and 7 males) were surveyed to participate in this study. They were single subject credential candidates in teacher education at a private university in Southern California. The seventeen teachers were

diverse in ethnic background (10 Caucasians and 7 Hispanic) and represented grades 6-12 in the following content areas: Science, Social Studies, Art, English, Spanish, and Physical Education. From this group, we utilized purposeful sampling (Patton, 1990) to select three full time teachers who were "information-rich cases" whose teaching would illuminate our research question. They represented three content areas: physics, history, and English.

The first author was the instructor for the content reading course and is a Caucasian female assistant professor employed at the university for two years. She has taught middle school for eight years and current interests include the study of teachers' purposes in providing reading instruction. The second author is a European-American senior professor at a public southwestern university with specializations in content area literacy and classroom-based research in teacher education.

Data Sources and Analyses

We drew on five data sources that included surveys, e-mail exchanges, participant observations, fieldnotes, and semistructured participant interviews. Written responses to survey questions inquired into participants' use of multiple texts in classrooms. The initial survey asked respondents to indicate if they used other texts in addition to the required content area textbook, how often other texts were used, what types of texts were used (e.g. newspapers, film etc.), and how they were incorporated in lessons. E-mail exchanges shared specific topics of multiple texts used in classrooms that were not specified in the survey. Participant observations involved the researchers conducting five visits over a three month period in classrooms observing how multiple texts are used in

lessons. Fieldnotes and photos of classroom contexts included artifacts, bulletin boards, texts, and examples of text comprehension and vocabulary aids. Five semistructured interviews allowed the researchers to share, question and triangulate data with the teachers. Both qualitative pattern analysis (Yin, 1994) and critical discourse analysis (Fairclough, 1989) were used to analyze and interpret our data sets. Pattern analysis involved reading and rereading the transcribed fieldnotes and interview transcripts, followed by a meeting of both researchers to go over the tentative categories listed and distill larger themes (Merriam, 1998).

Critical Discourse Analysis (Fairclough, 1989) followed an analysis of fieldnotes and interview transcripts where we sought to discern the level of concern notes by teachers. Within CDA a teacher's concerns might center exclusively on classroom or local problems. Conversely, a teacher might view pressures from the principal's or district office as driving her curriculum and this would fall under institutional forces within a CDA analysis. Finally, larger societal forces might influence text use based on community pressures to achieve higher scores on high stakes assessments. Such a critical perspective fits within social dimensions in a CDA construct. In essence, CDA offers a powerful sociocultural research tool for the deconstruction of discourse surrounding teaching, including teacher beliefs and practices concerning multiple text use.

Trustworthiness of the data was assessed by triangulating information from the data collection methods (surveys, e-mail exchanges, participant observations, fieldnotes, and semistructured participant interviews) and from the perspective of different participants (the researchers and teacher participants). In addition, we further triangulated the data with member checks (Merriam, 1998) conducted with key quotes from our

transcripts. This provided opportunities for teachers to reflect on the teaching, learning, and curriculum and for all of us to learn from the process.

Three Cases

The findings from this study will be presented with a brief description of each school, teacher and class. Then, we offer an in-depth look at 3 content area teachers use of multiple texts. The names are pseudonyms.

Case #1: Ty.

Madison High School was located east of downtown Los Angeles in a socioculturally diverse community. There were 3217 ethnically diverse (Latino, African American and European American) students enrolled at this high school. Ty who identifies himself as a Caucasian has a degree in sociology and held strong beliefs about education and teaching. He was 46 and a native Californian. He taught 9th-grade resource social studies with an average student age of 14-15 and a reading level between ages 3-6. There were 8 boys and 6 girls in the class. The topic for this class observation was the Ottoman Empire. The resource versus regular text featured just 2 pages about the Ottoman Empire. Ty would tap as many as 5 additional texts for material on a topic.

Ty indicated that:

> They will have a 2 page handout that I have adapted along with a worksheet which I created. I modified the text. I have a resource text and a regular text and I know that the resource text lacks color, graphics, font and pictures.

Ty helped students make intertextual connections from texts to world events,

particularly terrorism. He spent a great deal of preparation time pulling sections of information from multiple texts in history and maps to make students aware of the locale of key events. In this classroom, adolescents are valued and Ty tapped their teen cultural knowledge. For example, as one student was reading she realized that the text about Bulgaria was talking about her home country.

One of the ways Ty scaffolded students reading of multiple texts was to highlight sections. He said, "It's stuff that is important that we are talking about."

> I create tests where students can go to the handouts. I don't do any testing without giving them something as a source. To me education is much of where to find the answer as knowing it.

Thus, Ty had strong beliefs about teaching and texts that were borne out in his day-to-day lessons. His handouts consisted of text excerpts from various books that he then underlined and embellished with marginal glosses to key students into the big ideas. For example, in a text discussing nationalism, the marginal gloss Ty developed provided an explicit definition of nationalism: Deep devotion to one's nation. Other texts were pre-highlighted with a yellow marker. In essence, for these resource students who struggled with text reading, Ty was desensitizing the texts. "What I'm giving them is an abridged version which is less threatening than a voluminous book or a handout." In addition, *National Geographics* and other magazines (e.g. *Outside* and *Popular Mechanics*) were available for students to read.

Based on our constant comparison analysis of Ty's classroom and interview responses, the following categories emerged. First, Ty viewed texts as a form of cultural capital. The degree to which students had access to the more appealing qualities of the

regular versus resource text was important from an engagement standpoint. Ty used multiple texts partly out of a need to capture students' interest. But the other part of this dynamic was a strong belief in education as a route to a better life. From a Critical Discourse stance (Fairclough, 1989), Ty was very aware of institutional forces on his students' text options: "I wasn't happy with what I was given to teach with. It wasn't providing enough information for the students. I think they are capable of handling a lot more than what this textbook provides." For example, the Mexican Revolution was ignored by the required resource text yet the school was over 50 percent Hispanic.

In an interesting co-opting of often narrow curriculum standards, Ty viewed them as important and therefore offering a rationale for expanding text options. " I didn't think it (the resource text) focused on the importance of the area and I wanted them to focus on realistic aspects of what was going on in the Middle East because actually that is standards right there."

Of course, one of the potential problems of Ty's relatively intrusive scaffolding of students' text comprehension is an absence of metacognitive, self-regulation. " I come from a background of just do it—if it takes 2 hours, 2 weeks, 2 months, here is the task just do it." But in Ty's classroom this translates to hours of preparation on his part to focus students' text reading without ever releasing responsibility to them for independent metacognitive development. What happens to them in other classes where there are no marginal glosses, key questions, highlighted text and other guides? Comprehension in this form consists of getting the message in the text rather than constructing meaning. Thus, how multiple texts are used in content area classrooms matters a great deal. Ty is part way there in his direct teaching but the missing ingredient seems to be a gradual

release of responsibility to the students. Through a reflective consideration of his own beliefs about learning, Ty might come to see that his autobiographical influences of "just do it" may limit his students' metacognitive development (Florio-Ruane, 2001).

Case #2: Madeline.

Edison High School was located in a socioculturally diverse community east of Los Angeles. A student body population totaling 3407 ethnically diverse students (Latino, African American and European-American) attended Edison High School. Edison is the highest performing high school in their district. Madeline was in her third year of teaching junior remedial English to a population that included African-American, Hispanic, and a few European-American students. During the observations, students were engaged in reading Steinbeck's *Of mice and men*, a district required core novel.

Madeline was very effective at using multiple texts. In addition to the core novel, students watched a film version *Of mice and men* along with pop-films and opportunities to make intertextual connections as was comparing the two genres. For example, Madeline had them view *Pretty Woman* and do a quickwrite on their own dreams. They then had to select one of the dreams from the novel and indicate its purpose for the character. Madeline's multiple texts spanned the novel, an audio tape of the novel, the films *Pretty Woman* and *The Green Mile*. Other intertextual connections involved reading a news article from *Parade* magazine and connections to the pop film, *American pie*.

The actual class anthology, *Adventures in American literature* (1989) was badly dated. Although Madeline had a voice in selecting curriculum in her department she viewed the novels from the library as largely excluding diversity issues. In addition, she

was very sensitive to socially deterministic institutional forces that limited her remedial students access to engaging materials. "This is a remedial class, the kids get the older texts. That is the way the librarians choose to do it." When she was asked what she thought about that situation, Madeline offered:

> I don't like it at all. I think it sends a negative message to the kids when they are getting what is left. I don't like it. I mentioned it to the librarian and they rule the library and they decide who gets what and you usually end up with what is left. They have the idea that my kids are going to ruin the new books or be irresponsible with them.

Despite being upset with this institutional policy that limited her students reading horizons to 12 year old books, Madeline quietly adjusted her curriculum at the classroom level of discourse rather than challenging this practice with the administration. "I didn't feel comfortable making any comments because it has been supported by the school for so long."

Madeline resisted this institutional effort to pigeonhole her students by integrating multiple forms of texts in her classroom. She used a video to supplement the book *Of mice and men* because: "When they read they don't understand but when they hear they do. So I try to present the literature in other ways than just reading so that their comprehension will lift."

In addition to films, Madeline used a number of magazine articles that deal with issues in the novels she teaches. However, amidst this autonomy within her classroom, Madeline had to acquiesce to institutional practices that she felt were inappropriate for her students. Rather than use vocabulary from their actual readings, students had to work

through a district-wide adopted vocabulary development book with leveled sections clearly categorized. "They realize they are in a lower book...they don't like that."

Much like Ty, Madeline viewed her use of multiple texts as a means to capture students' interests. For example, she used an article from *Parade* magazine that featured teens talking about what it was like to be different and related this to the novel *Of mice and men*.

> A lot of my kids in my class have differences. They tell me about the things in their lives that make them feel different or separate. At school, just being in remedial classes a lot of them are labeled dumb. In fact when they are behind because they come from another country.

Madeline also viewed texts as a means to building cultural capital. She had a jaundiced view of other teachers who set low expectations for her students. "So I am not one of their favorite teachers because I do feel like maybe in the future it will benefit them."

Case #3: Maria.

Lincoln Middle School is located east of Los Angeles in an ethnically diverse district. Latin, Asian, and European-American students form a student body population of 940 7th and 8th graders at this award winning Blue Ribbon School. Maria, a second year teacher taught 8th-grade physical science with 35 students identified as gifted. One student was an ELL learner. Ethnicity included European-American, Asian, and Hispanic students. Within the course, Maria was expected to cover chemistry, physics, introduction

to matter, and the solar system. Within these topics, the process of investigation represented a key standard that she integrated across the curriculum.

Maria used a variety of texts to accomplish these goals including Internet website articles, newspapers as writing examples for articles students created, and topic research (e.g. cloning). Students were expected to form opinions on issues like cloning. Students produced a newspaper with three major sections: Science, history, and English. In addition, they debated topics like cloning from religious and scientific viewpoints.

Maria saw the standards as a useful guide that supported her teaching. "I like them. I can do a lot of activities and incorporate the standards." In addition, the adopted text supported the district standards. Her use of the Cornell notetaking approach was designed to provide students with cultural capital as they prepared for high school and college.

> It's a tool. As they read the text in the class I give them the information on the board and expect them to write it and then at the end I want them to write at least five questions. They had to formulate the questions...

Her use of multiple texts included *Time* and *Newsweek* magazines. "I try to give them the articles to read or jigsaw them in the class." She wanted them to read another source. With issues like cloning, her intent was to get students reading across the curriculum as they were also dealing with this topic in Language Arts and Maria wanted to integrate science and English. She was not currently using any fiction but planned to use 2001 next year. "I really want to do a science fiction novel next year. It bothers me that I didn't this year. I think they need to see an example of science fiction."

Maria used a series of student-centered projects to develop students' knowledge of physics concepts. In addition, she routinely used multiple texts and largely treated the core textbook as another reference for project knowledge. During the participant-observation phase of the study students were engaged in creating roller coasters. All their persuasive writing was geared to selling their designs to prospective theme parks and their reading encompassed contrasting articles about roller coaster safety as an issue or non-issue. They had to read various article and compare their roller coaster designs to established theme park roller coasters including Cedar Points Wicked Twister. Physics concepts including potential and kinetic energy were treated in conjunction with roller coaster design considering these factors. In one student's words: "This class is fun."

The roller coaster project grew out of conversations with a colleague who then gave Maria the website URL where it was described.

> I tried to use their lesson plan as a guide but I changed some of the stuff because I wanted to include more writing. One of our problem areas in our school when we looked at the SAT-9 scores is writing because they do lab write-ups for me but I wanted them to do a lot more writing. I incorporated daily journals and essays which I didn't do before...

The roller coaster project research resulted in student generated bibliographies and wide reading across various forms of texts. Maria had a particular interest in helping students improve their reading of expository texts.

> I try to give them the opportunity to learn the information other than the textbook. The articles are pretty good and they did a better job

than the textbook. The textbook gets too technical and I wanted

it to be more interesting for them.

The core text for the course, *Focus on physical science* (2001) was contemporary and useful as a reference in the roller coaster project. Maria also used Cornell or parallel notes to guide students' notetaking. This is a well established metacognitive study strategy based on taking notes on one side of a page and providing key words to jog one's memory on the other side of the page. Maria also used drawing on the board to illustrate concepts. For example, she drew a waterfall and queried students about potential energy.

Thus, Maria was generally happy with existing policies that underpin curriculum in her school, As an honors science teacher, she had an elite groups of students who thrived in the hands-on environment of her classroom. Her feeling toward institutional forces were pretty neutral and, like many science teachers, she appreciated well organized teaching. Maria's roller coaster project revealed the possibilities of multiple text integration. While she addressed the standards and curriculum she heightened student interest by shutting her door and tending to her students' needs.

Discussion and Implications

Our data analysis revealed that content area teachers' use of multiple texts can be placed on a continuum indicating degrees of multiple text usage in their classrooms. Studying these teachers through a sociocultural lens revealed the complicated nature of teaching and specifically, the use of texts in classrooms. How multiple texts were incorporated into classroom literacy practices can be positioned along a continuum of use, whereby integration of texts was perceived in terms of depth in literacy experiences.

This continuum was shaped by the teachers' beliefs in text use, student engagement, and as a tool to strengthen cultural capital in their classrooms.

For Ty, an inadequate resource textbook prompted him to incorporate additional sources of texts (i.e. maps, newspapers, grade level textbook, and books) to supplement the content. Integrating texts allowed him to form marginal glosses (Readence, Author, & Baldwin, (2001) to support access to knowledge yet limited independent metacognitive development. We suggested a gradual release of responsibility to the students to encourage independent meaning making opportunities.

Progressing along the continuum, the level of depth increased with Madeline' effective use of multiple texts. Incorporating novels, movies, magazine, and newspaper articles encouraged opportunities for intertextual connections while capturing student interest. At the opposite end of this continuum was Maria who disrupted the notion of static texts to enrich her 8th-grade physical science class. Maria presented a deeper understanding and integration of multiple text in her classroom as she incorporated technology (Kamil, Intrator, & Kim, 2000) as a research tool, newspapers and magazine articles for writing models and student-centered projects to enhance students' knowledge of physics concepts. When her students linked their understanding of physics concepts to the researching and building of roller coasters they formed intertextual connections (Bloome & Egan-Robertson, 1993) which deepened their meaning making of text.

When we examined each of these teacher profiles, cultural capital (Bourdieu, 1998) weaved in and out of each story. Most interestingly, each teacher managed to resist or disrupt strong institutional forces while using texts to produce an environment that valued students' cultural capital in their classrooms. For example, by incorporating

the regular textbook along with the resource textbook Ty provided his students access to information from multiple perspectives (Hynd, 1999). This form of resistance resonated with Ty's belief (Richardson, 1996) that education is a route to a better life. Similar to Ty, Madeline presented another significant example of cultural capital in her classroom. While the library provides no form of support in terms of cultural capital, she resisted the outdated curriculum by uniting a variety of texts that captured student interests which concurred with the International Reading Association Commission of Adolescent Literacy' statement that students need to read a variety of high interest reading material (Moore, Author, Birdyshaw, & Rycik, 1999). Conversely, Maria addressed institutional forces by embracing the standards and curriculum, yet quietly shut her door and met the needs of her students. Maria extended cultural capital by considering the future of her students. Specifically, she incorporated study strategies including Cornell Notes into her curriculum to prepare students for college. Furthermore, she utilized student-centered projects to deepen students' understanding of physics concepts.

By incorporating multiple texts into their classroom curricula, each teacher broadly defined multiple text usage in their classrooms while enhancing students' interest and engagement (Worthy, Moorman, & Turner, 1999). Their usage of multiple texts disrupted the idea that one text meets the needs of all students. Interestingly, while each teacher managed to incorporate multiple texts in their classrooms they also demonstrated the necessity of tending to standards and assessments. As Nieto (2000) stated "to imply that working-class students and students from dominated groups need not learn the cultural norms of the dominant group is effectively to disempower the students who are most academically vulnerable" (p. 234). These teachers recognize the importance of

access to the dominant curriculum while broadening the notion of text in the classroom. Furthermore, they supported the call (New London Group, 1996) for multiple texts connecting to information and technology.

This study was limited by the fact that we studied only three teachers, yet we acknowledge that other teachers utilize multiple texts in their classrooms. While our work focused on a small number of teachers this allowed us to deepen our understanding of the decision making process by teachers as they brought texts into their classrooms to impact students. When examining classroom practice, it is critical to capture the students' voice. While the voices of students in these classrooms is missing our future work will inquire into the students' voice and interest in multiple texts. We concur with Alvermann, Boyd, Brozo, Hinchman, Moore, and Sturtevant (2002), that we need to "develop adolescents critical awareness of how all texts (print, visual, oral) position them as readers and viewers within different social, cultural, and historical contexts" (p. 50). Our future work with the adolescents in these classrooms will study their use of multiple texts and how they are positioned within a variety of contexts. Our purposeful sampling involved teachers early in their career and we recognize that experienced teachers also utilize multiple texts in their practice. Another facet of our future work is to capture the stories of teachers deeply entrenched in teaching.

The main purpose of this study was to interpret the decisions teachers make about literacy texts and their impact on students. By inquirying into the role multiple texts play in content area classrooms, we illuminated "the impact on students' learning, interest, critical thinking, writing, and attitudes toward reading" (Author, 2000, p. 641). Furthermore, understanding beliefs and practices of teachers in classrooms deepened our

knowledge of the complexities of teaching. This inquiry challenged the narrow notion that content area teachers rely on single texts as the primary source of information in the classroom. Also, the old traditional notion of content teachers relying on a single text has shifted, partially driven by sociocultural dimensions and influenced by technology innovations. At a deeper level, issues of literacy, culture, and gender involve issues of power. As these teachers resisted the use of solitary texts in their classrooms and disrupting mainstream middle class perceptions of doing school, they faced authoritative structures that caused discouragement in their quest.

By contextualizing literacy research, we gained a deeper understanding of the social processes that occur within the classroom setting. Luke (1998) stated "that students will use conventional print literacy and new multiliteracies alike to access, construct, and, indeed, talk back to information, whether it be print, electronic, or face-to-face" (p. 306). To understand and provide for the educational needs of our students we need to "engage as critical participants in these new cultures and media" (p. 306). As Alvermann (2002) cautioned, "...by encouraging students to extract information from print texts, we run the risk of disenfranchising who may learn better in social interactive settings or whose literacies (e.g., visual and computer span a broader range than those typically emphasized in school literacy" (p. 194). Our aim was to expand the attention to this area by providing detailed stories of the realities these teachers faced as they provided students multiple avenues to literacy. Insights gained from this study broaden the field by providing insight into the lives of teachers as they made curricular decisions that impacted their students and themselves as professionals.

References

Adventures in American Literature. (1989). San Diego, CA: Harcourt, Brace, and Jovanovich.

Agee, J. (2000). What Is Effective Literature Instruction? A Study Of Experienced High School English Teachers In Differing Grade- And Ability-Level Classes. *Journal of Literacy Research, 32*(3), 303-348.

Alvermann, D. (2002). Effective Literacy Instruction for Adolescents. *Journal of Literacy Research 34*(2), 189-208.

Alvermann, D., Boyd, F., Brozo, W., Hinchman, K., Moore, D., & Sturtevant, E., (2002). *Principled Practices For A Literate America: A Framework For Literacy And Learning In the Upper Grades.* Carnegie Corporation of New York.

Alvermann, D.E., & Moore, D.W. (1991). Secondary School Reading. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of Reading Research* (Vol. 2, pp. 951-983). New York: Longman.

Apple, M.W. (2000). *Official Knowledge*. New York: Routledge.

Author (2002). Text comprehension: The role of activity theory in navigating students' prior knowledge in content teaching. In C. Roller (Ed.), *Reading Research 2001.* Newark, DE: International Reading Association.

Author (2001). Reading in the Content Areas: Social Constructivist Dimensions. In M.L. Kamil, P.B. Mosentahl, P.D. Pearson, & R.Barr (Eds.), *Handbook of Reading Research Vol. 3.* Mahwah, NJ: Lawrence Erlbaum.

Author (1999). Intergenerational conversations and two adolescents' multiple literacies: Implications for redefining content area literacy. *Journal of Adolescent & Adult Literacy, 42*(6), 438-448.

Beach, R. (2000). Critical Issues: Reading and responses to literature at the level Of activity. *Journal of Literacy Research, (32),* 237-251.

Bloome, D. & Egan-Robertson, A. (1993). The social construction of Intertextuality in classroom reading and writing lessons. *Reading Research Quarterly, 28,* 305-333.

Bourdieu, P. (1998). *Practical Reason.* Stanford: Stanford University Press.

Egan-Robertson, A. (1998). Learning About Culture, Language, and Power: Understanding Relationships Among Personhood, Literacy Practices, and Intertextuality. *Journal of Literacy Research, 30*(4), 449-487.

Fairclough, N. (1989). *Language and power.* New York: Longman.

Floriani, A. (1994). Negotiating What Counts: Roles and Relationships, Texts, and Contexts, Content and Meaning. *Linguistics and Education, 5,* 241-274.

Florio-Ruane, S. (2001). *Teacher education and the cultural imagination: Autobiography, conversations, and narrative.* Mahwah, NJ: Lawrence Erlbaum.

Focus on Physical Science. (2001). New York: Prentice-Hall.

Harris, P., Trezise, J., & Winser, W.N. (2002). "Is the Story on My Face?" Intertextual Conflicts during Teacher-Class Interactions around Texts In Early Grade Classrooms. *Research in the Teaching of English,*

37(1), 9-54.

Hinchman, K. & Moje, E. (1998). Locating the social and political in secondary School literacy. *Reading Research Quarterly, 33*91), 117-128.

Hynd, C. R. (2002). *Using multiple texts to teach content.* Paper presented at the North Central Regional Laboratory Annual Literacy Research Network Conference. Naperville, Illinois.

Hynd, C.R. (1999). Teaching students to think critically using multiple texts in history. *Journal of Adolescent & Adult Literacy, 42*(6), 428-436.

Ivey, G. (1999). Reflections on teaching struggling middle school readers *Journal of Adolescent & Adult Literacy, 42*(5), 372-381.

Ivey, G. & Broaddus, K. (2001). "Just plain reading": A survey of what makes Students want to read in middle school classrooms. *Journal of Adolescent & Adult Literacy, 36*(4), 350-377.

Kamil, M.L., Intrator, S.M., & Kim, H.S. (2000). The effects of other technologies On literacy and literacy learning. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (Vol. 3, pp. 771-788). Mahwah, NJ: Erlbaum.

Lewis, C. (2001). *Literacy practices as social acts: Power, status, and cultural norms in the classroom.* Mahwah, NJ: Lawrence Erlbaum.

Luke, A. (1998). Getting Over Method: Literacy Teaching as Work in New Times *Language Arts, 75*(4), 305-313.

Marshall, C., & Rossman, G.B. (1995). *Designing Qualitative Research.* Thousand Oaks, CA: SAGE.

Merriam, S.B. (1998). *Qualitative Research and Case Study Applications In Education.* San Francisco: Jossey-Bass.

Moje, E. B., Peyton Young, J., Readence, J., & Moore, D.W. (2000). Reinventing Adolescent literacy for new times: Perennial and millennial issues, *Journal of Adolescent & Adult Literacy, 43*(5), 400-410.

Moore, D. W., Author, Birdyshaw, D., & Rycik, J. A. (1999). Adolescent literacy: A position statement. *Journal of Adolescent & Adult Literacy, 43*, 97-112.

Munby, H., Russell, T., & Martin, A. (2001). Teachers' Knowledge And How It Develops. In V. Richardson (Ed.), *Handbook of Research on Teaching* (pp. 877-904). Washington D.C.: American Educational Research Association.

New London Group (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review 66*, 60-92.

Nieto, S. (2000). *Affirming Diversity.* New York: Longman.

O'Brien, D.G. (1998). Multiple Literacies in a High-School Program for at-Risk Adolescents. In D.E. Alvermann, K.A. Hinchman, D.W. Moore, S.F. Phelps, & D.R. Waff (Eds.), *Reconceptualizing the literacies in Adolescents' lives* (pp. 27-50). Mahwah, NJ: Erlbaum.

O'Brien, D.G., Stewart, R., & Moje, E.B. (1995). Why content literacy is difficult To infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly, 30*(3), 442-463.

Patton, M.Q. (1990). *Qualitative Evaluation And Research Methods.* Newbury Park: SAGE.

Phelps, S.F. (1998). Adolescents and Their Multiple Literacies. In D.E. Alvermann, K.A. Hinchman, D.W. Moore, S.F. Phelps, & D.R. Waff (Eds.), *Reconceptualizing the literacies in Adolescents' lives* (p. 2). Mahwah, NJ: Erlbaum.

Readence, J.E., Author, & Baldwin, R.S. (2001). *Content Area Literacy.* Iowa: Kendall Hunt.

Richardson, V. (1996). The Role of Attitudes and Beliefs in Learning to Teach. In J. Sikula, T. Buttery, & Guyton, E. (Eds.), *Handbook Of Research On Teacher Education.* (pgs. 102-119). London: Macmillan.

Richardson, V., Anders, P., Tidwell, D. & Lloyd, C. (1991). The relationship between Teachers' beliefs and practices in reading comprehension instruction. *American Educational Research Journal, (28),* 559-586.

Smagorinsky, P. (2001). If Meaning is Constructed, What's It Made From? Toward a Cultural Theory of Reading. *Review of Educational Research, 71*(1), 133-169.

Sturtevant, E.G. (1996). Lifetime Influences on the literacy-Related Instructional Beliefs of Experienced High School History Teachers: Two Comparative Case Studies. *Journal of Literacy Research, 28*(2), 227-257.

Tidwell, D.L. (1995). Practical argument as instruction: Developing an inner voice. In K.A. Hinchman, D.J. Leu, & C.K. Kinzer (Eds.), *Perspective on literacy Research and Practice* (pp. 368-373). Chicago: National Reading Conference.

Vacca, R.T. (1998). Foreword. In D. E. Alvermann, K.A. Hinchman, D.W. Moore, S.F. Phelps, & D.R. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives*

(p. xv). Hillsdale, NJ: Erlbaum.

Wertsch, J.V. (1998). *Mind as Action.* New York: Oxford University Press.

Worthy, J., Moorman, M., & Turner M. (1999). What Johnny likes to read is hard to find in school. *Reading Research Quarterly, 34*(1), 12-27.

Yin, R. (1994). *Case Study Research: Design and Methods.* Thousand Oaks: SAGE.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Multiple Uses of Texts in Content Area Teachers' Classrooms	
Author(s): Nancy T. Walker Thomas W. Bean	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Nancy Walker	Printed Name/Position/Title: Nancy Walker
Organization/Address: 1950 3rd Street La Verne CA 91750	Telephone: 626 403-1973 FAX:
	E-Mail Address: walkern@ulv.edu Date:

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

University of Maryland
ERIC Clearinghouse on Assessment and Evaluation
1129 Shriver Lab, Bldg 075
College Park, MD 20742
Attn: Acquisitions

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

University of Maryland
ERIC Clearinghouse on Assessment and Evaluation
1129 Shriver Lab, Bldg 075
College Park, MD 20742
Attn: Acquisitions