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Creating Communities of Engaged Readers: Why One Size Doesn't Fit All

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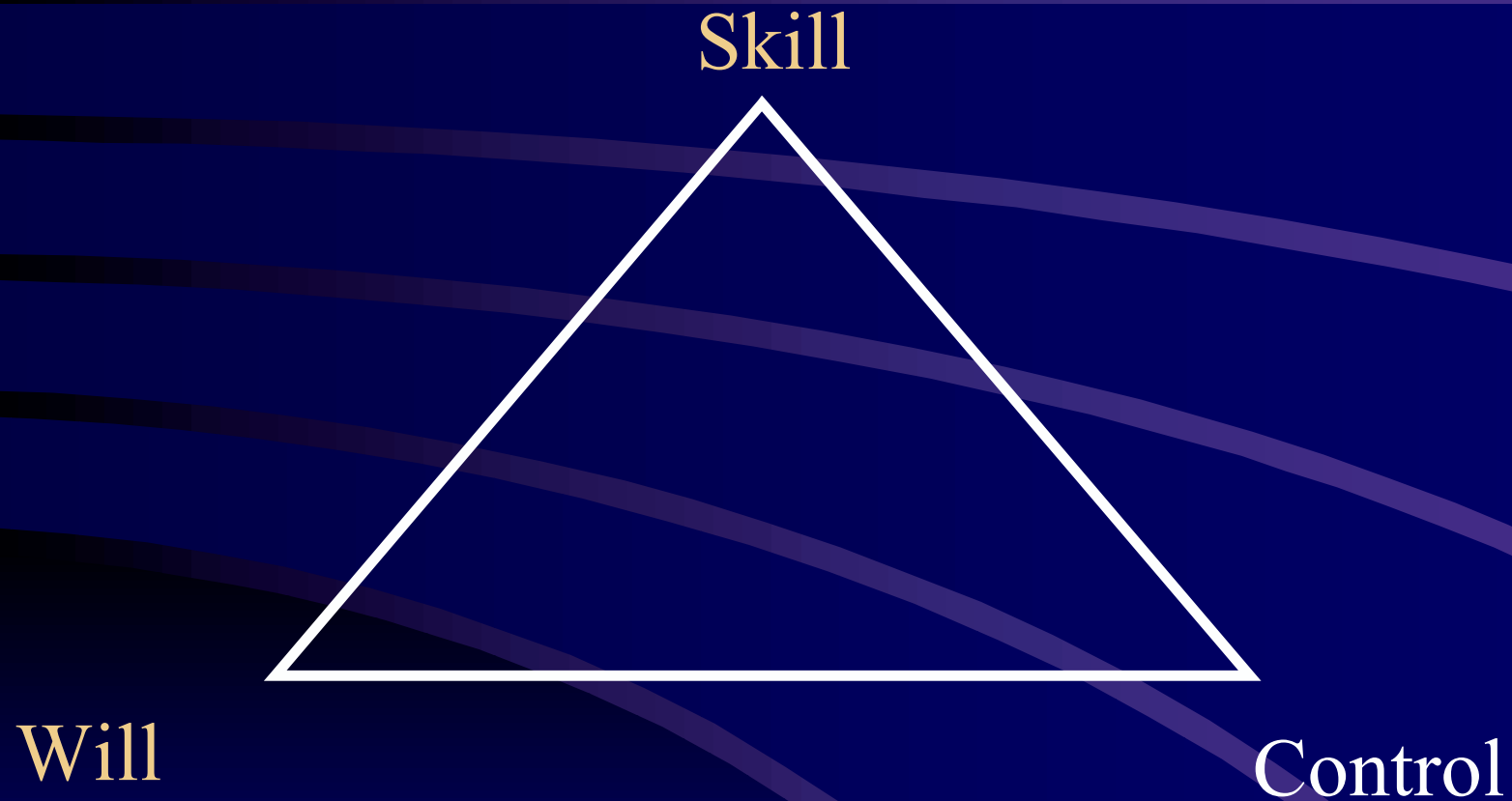


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The Changing Context

- In California, 25% of the K–12 population is LEP. 80% of these students speak Spanish; 88% speak one of 4 languages: Spanish, Cantonese, Vietnamese, or Hmong
- By the year 2050, the US population will reach 300 million. By then, White Americans will account for 60% of the population. Black Americans will account for 16%, Latinos 15%, and Asian Americans 10% -- More than 1 in 3 Americans will be non-White
- Latinos are both the fastest growing US minority group as well as the poorest and least-educated -- recent data indicated 53.4% of Latinos graduated from high school, compared with 83% of Whites and 73.8% of Black Americans
- "Bilingual" or "bicultural" doesn't describe many classrooms now -- they are multi-lingual and multicultural

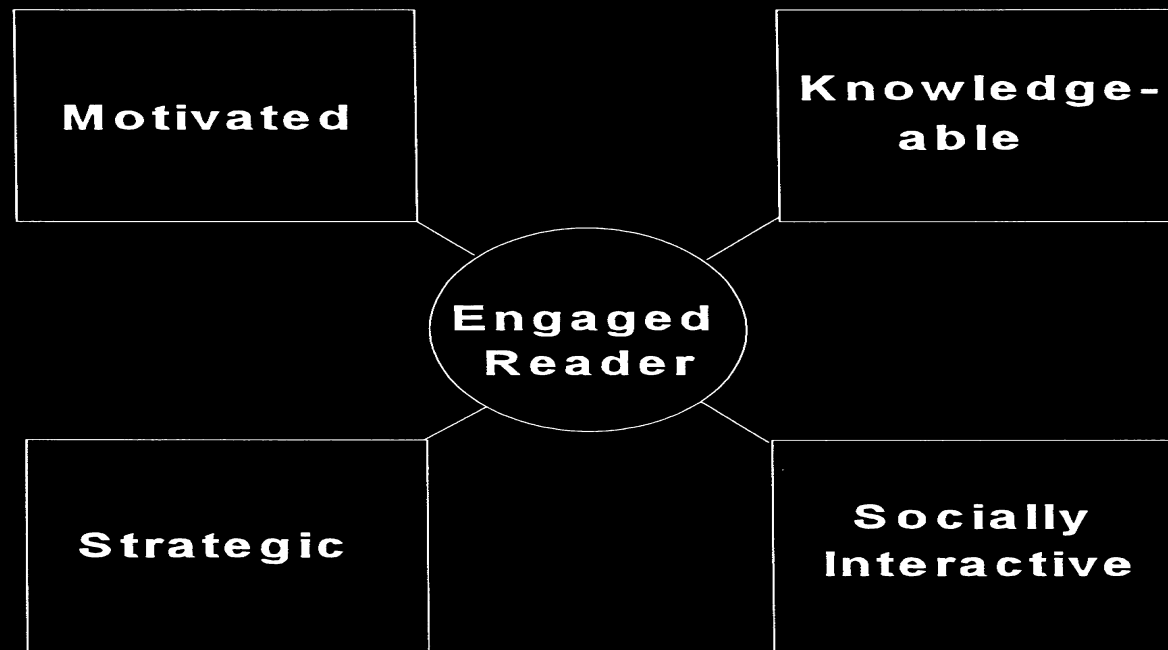
Cognitive Factors in Learning



A Cognitive View of Motivation

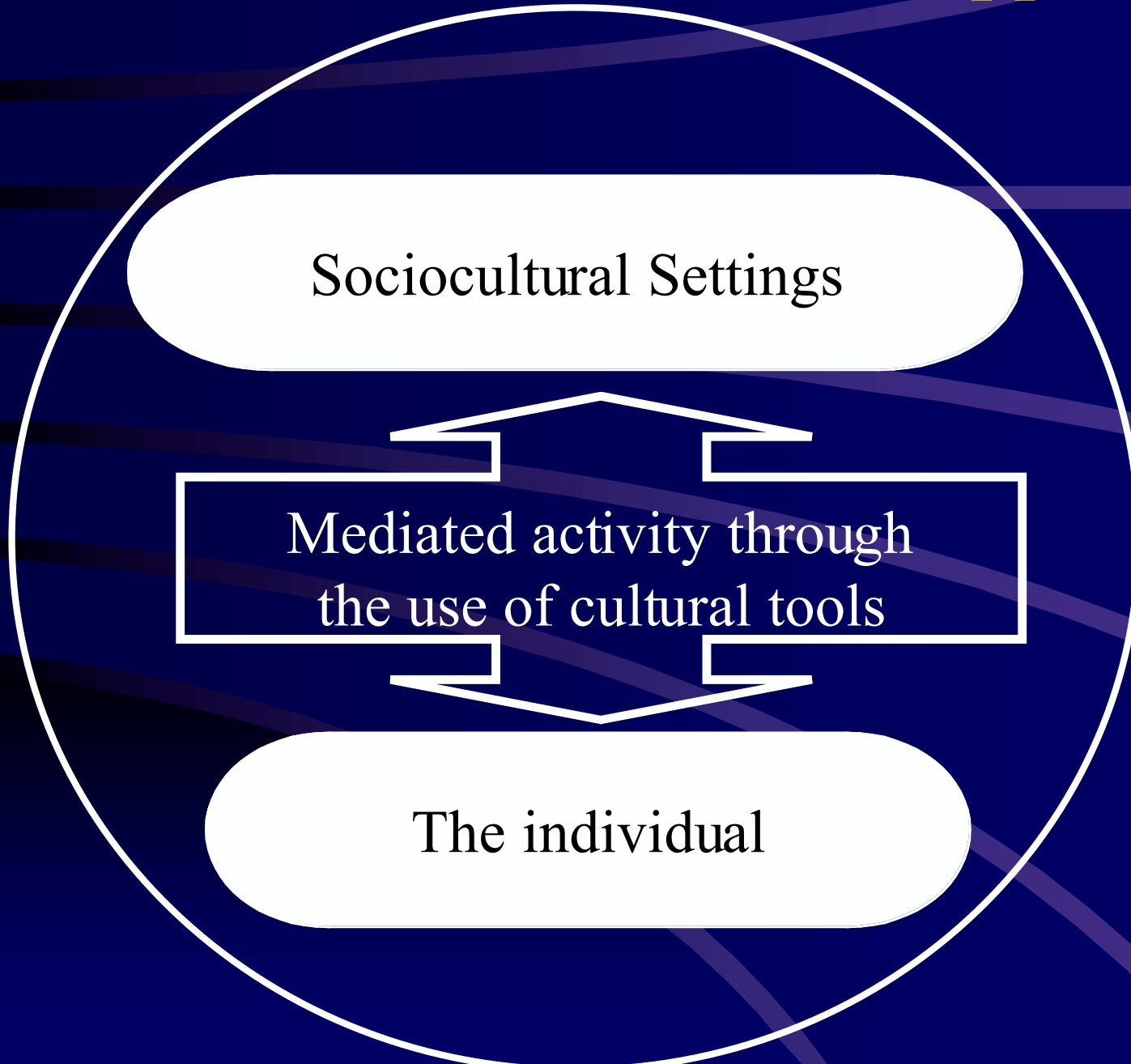
- Goals: Are they realistic & challenging?
- Efficacy: Can I do it? (A function of past success/failure)
- Attributions of Causality: Why did I fail? Was it me (something I can change)? Or external factors (that I have no control over)?
- Interest: Do I like this?
- Value: Is it worth it?
- Instrumentality: How do I achieve this?

A Current View of Reading Motivation: The Engaged Reader



Gambrell, L.B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 50(1), 14-25.

The Basis of a Sociocultural Approach



THE PLANES OF LEARNING & DEVELOPMENT

- **Personal Plane:**
cognition, emotion, behavior, values, beliefs
 - **Interpersonal Plane:**
communication, role, dialogue, cooperation, conflict, assistance & assessment
 - **Community Plane:**
shared history, languages, rules, values, beliefs, identities, activities
- To understand any area of human development, all planes must be taken into account
 - The planes are aspects of an inseparable unity
 - The basic unit of analysis is the activity setting, because it contains all three
- In research, one plane may be foregrounded, others backgrounded

(Rogoff, 1995)

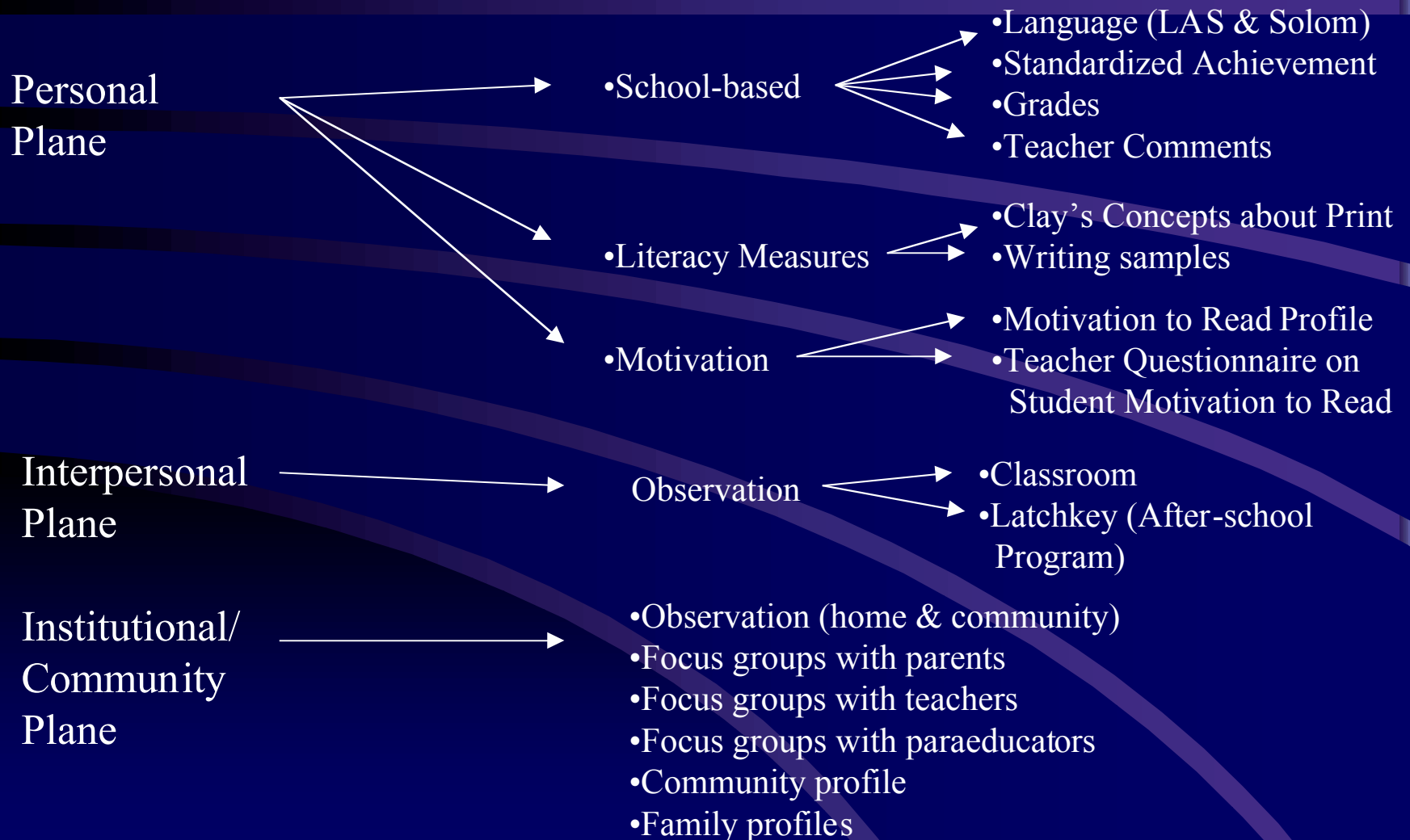
The Community/Institutional Plane of Development & Learning

This plane of development, often overlooked in behavioral science, focuses on factors such as past and current power relationships among various groups under consideration, including a) how these are embedded in social institutions, and b) how these are perceived and experienced by individuals and their communities

Concerns with Current Models

- Current work on reading motivation and engagement is strongly influenced by cognitive models that tend to focus on the individual (or the individual in interaction with others) but not with sociohistorical community and institutional dynamics
- Current models seem to imply that motivation and engagement are static rather than dynamic (ie, responsive to changing contexts)

A Comparative Study of Literacy & Engagement: Multiple Planes of Development



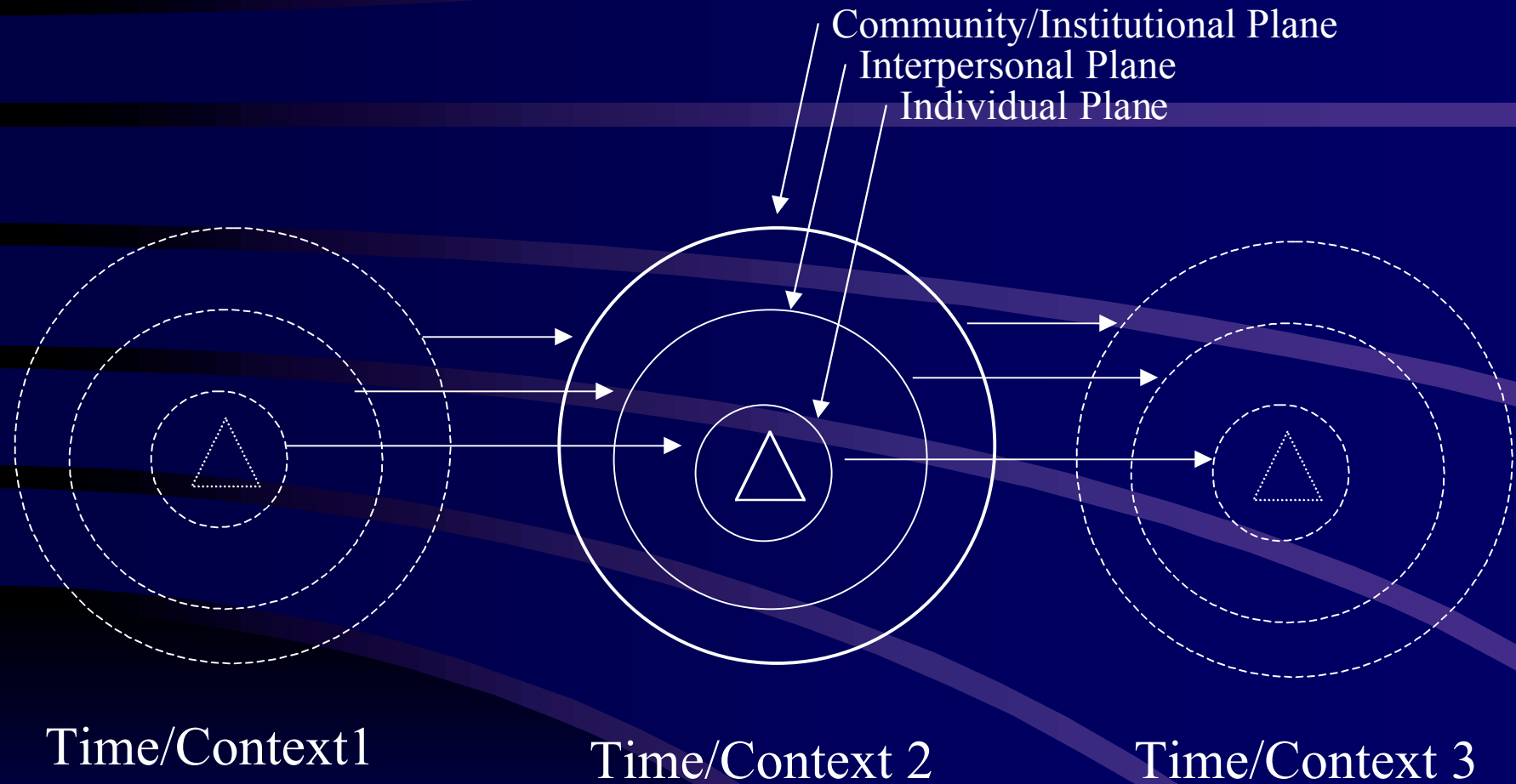
Activity Settings as a Unit of Analysis

Activity Settings are everyday mediated social learning embedded in goal-directed interactions. Provides a way of "unpacking" **context** - the who, what, when, where, and why of everyday contexts

1. Who are the **personnel** present?
2. What are the **values and goals** of those present?
3. What **tasks** are being performed?
4. Why (for what **purpose**) are they being performed?
5. What **scripts** (culturally-based goals and beliefs) govern interactions?

A central goal for understanding learning and development is to describe the range and nature of activity settings to which a child has been exposed

An Expanded Model of Reading Engagement



The Planes of Learning & Development

Socioculturally
Specific



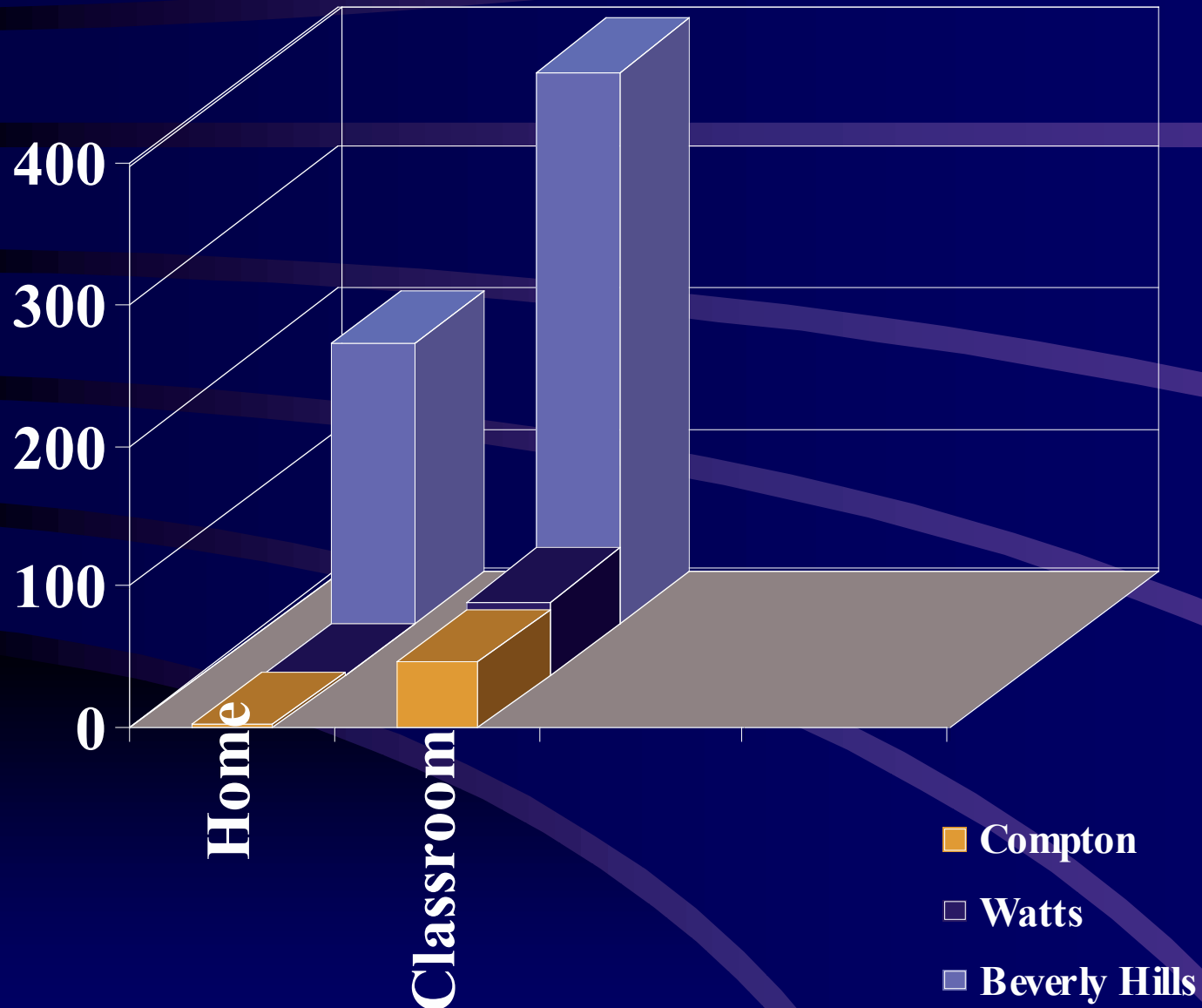
Universal

Community/Institutional Plane

Interpersonal Plane

Individual Plane

Median Number of Books



(Smith, Constantino, & Krashen, 1997)

School Libraries in CA & the US

	Elementary	Middle	High School
Books per pupil			
U.S.	18:1	16:1	15:1
California	13:1	11:1	8:1
Per pupil spending			
U.S.	15.44	15.50	19.22
California	8.48	7.48	8.21
Librarians per pupil			
U.S.	895:1		
California	5,496:1		

(White, 1990; Snyder & Hoffman, 1995)