Illinois English Bulletin

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IATE also maintains standing committees that address a number of professional interests and works with other professional organizations to further the interests of teachers. Composed of nearly 1,000 teachers throughout the state, IATE provides a working network for the exchange of teaching tips, current research, and professional development as well as enduring friendships.

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THE *ILLINOIS ENGLISH BULLETIN* 102.2
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JANICE NEULEIB

This spring's selection of essays provides fascinating takes on teaching and learning. In Laura Dabezic's "Practical Annotation Strategies for Short-Term and Long-Term Comprehension Success: Pens, Highlighters, and Annotations, Oh My!" she compares a variety of learning strategies for students working to understand the Scottish play. I have often wondered how the very young, who we hope have not lusted after power at the political and social level, can identify with this play. Yet in this research study, Dabezic demonstrates powerful aspects of learning theory. We learn and understand what we do (students who wrote analytic notes learned more than those who did not) rather than what we simply read or hear.

Adam Kotlarczyk argues for teaching Tolkien, offering our readers a variety of reasons for venturing into Middle

Earth. As a C. S. Lewis scholar, I definitely agree with him, but his reasons are compelling even for those of us who have not spent a lifetime dreaming of the Shire and Narnia. A particular emphasis on language study leads the arguments here; then the essay explains how reading Tolkien contributes to creativity in student readers. I am never sure whether creative people read fantasy or whether fantasy reading makes us creative, but I think the results most important and significant.

Ingrid Ramirez, a writer for a large company, recounts her research adventure in a public school. In "Teach Them Spanish, So They Learn English: A Glance at Teaching Biliteracy in Elementary Schools in the United States," Ramirez blends her own experience as a bilingual speaker and writer with her observation of a master teacher who has learned to encourage students to use two languages so that each enhances the other. Gone are the days of asking a language learner to give up a native language. Today's research argues for using each language to help the writer/speaker understand the other.

Elizabeth A. Schurman, college professor, in "From Service-Learning to Servant Leaders: A Rationale for Service-Learning in Teacher Education Programs," offers an important perspective on the meaning and use of service-learning for college students. Schurman notes the many ways in which serving others enhances the self as well as the community. Certainly, these community experiences far better prepare any college student, but most especially future teachers, to understand the demands of working in various communities and in various positions. Indeed, we all need to be reminded of the joy of giving of ourselves as well as of our time.

Then we add something new to the *Bulletin*. Thomas Hansen gives us an important set of reviews of books that will be meaningful and useful to teachers. He offers a detailed

reading and analysis of these texts while explaining how they can enhance our teaching experiences. We are grateful for these reviews and appreciative for this additional genre for our reading and learning about teaching.

Once again, I thank all these authors. IATE thanks the committed teachers, professors, and community members who contribute to the *Bulletin*. Each issue I thank the English Department's Publications Unit at Illinois State University and the faithful editors who work so hard to make our elegant *Bulletin*: Danielle Duvick, assistant director, and her staff, who do the hard work of perfecting the copy for each issue. IATE deeply appreciates the Publications Unit and the Illinois State University English Department for contributing so much to the *Bulletin*.

PRACTICAL ANNOTATION STRATEGIES FOR SHORT-TERM AND LONG-TERM COMPREHENSION SUCCESS: PENS, HIGHLIGHTERS, AND ANNOTATIONS, OH MY!

LAURA DABEZIC

This study determined the most effective way for students to improve their textual comprehension and vocabulary acquisition was through annotating versus other types of textual engagement. Throughout my teaching of *Macbeth*, students engaged in a variety of research-based strategies to determine which were most effective toward improving their ability to find main ideas, make accurate inferences, and determine the meanings of words.

Introduction

An-no-ta-ting: 1) a traditional classroom strategy praised by teachers for its effectiveness in promoting both short- and

long-term reading comprehension; 2) a torture strategy most likely contrived by medieval English teachers intent on ruining students' reading enjoyment and lives in general.

Students in all levels of courses, English, science, social studies, and even math, are often required to annotate a variety of genres in order to improve overall comprehension of the text. Simply put, they hate it. The many complaints include that annotating takes too long, annotating causes too much stress, and annotating takes the pleasure out of reading. Teachers, however, revel in the benefits of annotating to improve student engagement with the text and overall student understanding of a text. The battle ensues.

Is annotating the most effective strategy to promote reading comprehension, and, if so, why? Are there other comprehension strategies that are more effective and, perhaps, less painful for students to complete? Interested to know which is most effective and tired of hearing my students complain, I put four of the most widely practiced comprehension strategies to the test in order to determine which strategies are the most effective to both short-term and long-term student reading comprehension. After all, if there is a more effective and efficient way to impact student reading comprehension, I want to use it in my classroom.

The Research Process

Over the course of a seven-week study involving eighty-six eleventh-grade English students and William Shakespeare's *Macbeth*, I taught a variety of research-based reading strategies to determine which were most effective toward improving students' abilities to find main ideas, make accurate inferences, and determine the meanings of words. My teaching of each of the five acts of the play included instruction, modeling, and independent practice of four different types of comprehension

strategies: thematic annotations, teacher-generated study guides, coding, and journaling to determine which impacted overall comprehension most. Additionally, throughout each act, students received a homework grade based on the quality of the application and the completion of each strategy, which kept students motivated to apply each strategy to the best of their abilities. After each act, students were given a ten-question close-passage comprehension assessment. Students were expected to comprehend each of these passages in and out of context of the play. Then, based on previously used and normed assessments, ten questions were administered for each passage: four main idea questions, three inference questions, and three vocabulary questions. These questions were based on the most current question stems provided by the ACT. Questions were based on the Common Core and were worded with similar difficulty. That is, the passages and questions in the first passage assessment were equivalent in difficulty and wording to those in the last passage assessment. Data collected from the assessment analysis indicated the overall success of the students, the success per question type on the assessment, and the success of the strategy in general. Theoretically, the higher the students score on each assessment, the more positively impacting the strategy. After several passage assessments, the data was compared from assessment to assessment in order to note student growth or decline. Thus, a large sum of both measureable and anecdotal data was collected throughout the assessment process, which determined the effectiveness that annotating and other strategies have on student reading and comprehension.

In the end, what I learned was that, while proponents of annotating (i.e. teachers) may win the overall war of comprehension success, many of the battles along the way indeed favor the students.

In the Beginning

To determine which comprehension strategies are the most effective, I created a list of the most commonly used strategies and, over the course of seven weeks, I instructed, monitored, assessed, and analyzed all students in three sections of my literature class. Though this course is a college preparatory course, it was considered a standard-level English class, contained students of all ability levels, and was representative of the general population of students that attend high school in my area. After surveying students on their annotation preferences, a baseline, close-passage, multiple choice assessment was administered before we began our study of *Macbeth* to determine level of student reading comprehension prior to the instruction of new strategies. The data collected from the first passage indicated how well students could already navigate a passage of Elizabethan English with pre-existing reading comprehension strategies, before any new strategies were taught to them. The results reveal that the average score on the exam was 63%, which falls short of the minimum passing score of 65%, which means, overall, students did not meet the minimum standard comprehension and lacked the strategies to effectively comprehend the reading.

This item analysis also indicated that students could only successfully comprehend main idea questions 53.8% of the times they were asked to on the assessment. Students correctly responded to the inference questions 63.3% of the time; therefore, students did not meet the minimum standards on two of the three sections. The vocabulary questions were answered with 73.7% accuracy, which did meet the minimum standard, indicating that the students did have some pre-existing skill to comprehend vocabulary. Few students made any marks on the reading passage and questions, even though they were encouraged to do so at the start of the assessment.

These low scores and lack of markings on the passage indicate that students' general comprehension of the reading passage, and, more specifically, Shakespeare's language, is poor and the students lack the general skills necessary to effectively make meaning and find meaning in a required piece of writing.

The Comprehension Strategies

Comprehension Strategy 1:
Guided Thematic Annotations

The first strategy focus was guided annotations, in which students were specifically given thematic areas of interest in the text and were asked to find and comment on these areas throughout the reading. In the case of Act I of *Macbeth*, students annotated for characterization, unnatural acts and thoughts, fate versus free will, the use of metaphor, and difficult/new words. Students were provided with a list of five themes to annotate, and then I demonstrated how to find and note those themes. After I modeled the thematic strategy with Scene 1, students independently annotated thematically for the remainder of Act I. After students completed the first act of the play, the students' books were collected and graded. The average score for the thematic annotation assignment was 90% completed and accurate. Students were then given the second close-passage assessment, with the same perimeters as passage one.

What is most noteworthy is that the average score on the assessment was 80%, which is a 30% increase in student success from the first test. Additionally, there was a distinct increase in the scores of all three areas of questioning. Main idea comprehension went up 24.5% (from 53.8% to 78.3%). Inference question scores rose 8.4% (from 63.3% to 71.7%), and vocabulary comprehension grew 17.5% (from 73.5% to 91%). These increases clearly indicate that thematically annotating a text positively effects student reading comprehension.

Comprehension Strategy 2:
Teacher-Generated Study Guide Questions

The second strategy, teacher-generated study guide questions, included a series of study questions based on Act II. Students read each scene and answered general recall and inference questions on a separate worksheet for each scene. Students were quite successful on its completion with an average assignment score of 91%. This score, unfortunately, was not reflected in the overall mean score of the close passage assessment: 67%.

Students commented that they liked the study guide assignment because it gave them clues as to what they were reading in the play, but it did not encourage them to figure out the play on their own as effectively as the thematic annotation strategy.

While students scored poorly in the main idea question category, with an average score of 58.5%, they scored well on the inferential questions with 70.3% accuracy, second only to thematic annotations. This suggests that students were capable of making deeper meaning and connections with main ideas when those ideas were presented to them. In other words, students had the skills; they just needed a strategy to enable them to use those skills.

Comprehension Strategy 3:
Coding

The third strategy assigned to students was textual coding, in which students were given a list of eleven codes/symbols to use to mark the text as they read. I modeled how to find information and annotate using those codes. Though this is a form of annotation, it does not require any developed thoughts written out by students, only simple mark-ups of the text itself. The average score for the coding annotation assessement was 66%.

Students seemed to lose interest and many did not complete each of the scenes or the students were careless in their markings and did not identify/label the text correctly. Assessment scores reflected this poor completion. Interesting to note is that the main idea question score actually improved from the score in the thematic annotation assessment from 78.3% to 80% with the coding annotations since coding involves only marking the main parts of the text, not deeper thoughts regarding those main ideas. Students performed poorly on the inference questions, worse than the baseline score with 61% accuracy. Since inferencing is a skill that requires readers to think about *why* and *how*, when students were required to only mark *what*, they lost focus on thinking beyond on the text, which is an essential part of inferencing. This score reflects that lack of skill.

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Comprehension Strategy 4:
Journal Entries

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The fourth and final strategy in the study was the holistic journal entry. Students followed a teacher-generated outline and wrote an original summary for each scene, which included the function of the scene, major developments, and recurring images/metaphors.

Even though the average assignment completion and accuracy score was 81%, the holitistic journal entry proved to be the least effective strategy in the study, with an overall assessment score of 64%.

The main idea questions yielded 67.5% accuracy, placing it in the middle of the scores, under the thematic and coding annotation strategies. Students were required to find main ideas regarding the characters and the overall plot in the text using the journal strategy, but not as specifically as they did for the other comprehension strategies. Scores of the inference

questions were the second lowest in the study at 53%, indicating that the holistic journal is not an effective strategy in teaching students how to reach conclusions based on the ideas presented in the text. The strategy does help students find the main ideas, but it is not effective in developing their logical reasoning skills as well as the annotation strategies in the study. Therefore, there was some merit in having students look for main ideas regarding the central characters in the act in the journal strategy, but the strategy in general was not effective in the overall comprehension of the passage.

Student-Selected Comprehension Strategy: Why Choice Matters

Although data from each of the previous item analyses was used to determine the impact of different reading and vocabulary comprehension strategies, once all the strategies were tried and tested, it was important to set them directly against each other to offer a side-by-side measure of the impact of each strategy based on student preference. Therefore, for the final assessment, students individually chose the strategy for Act V based on their previous success and enjoyment of completion of that strategy.

Even though the results showed that the thematic annotation strategy was the most effective for understanding *Macbeth* and the study guide strategy had the best impact on their multiple choice success, most students chose the coding annotation strategy, noting that it was the easiest, the quickest, and the most natural strategy to complete. Fifty-five students chose one of the annotation strategies, either thematic annotations or text coding, which focused on the students themselves finding and noting the important concepts in the text, not the teacher. Furthermore, twenty-nine students chose the teacher-generated study guide, which was

based on the main ideas of the reading. Only two students chose the journal entry assignment, which was berated by students as too long and tedious to complete. Noteworthy is that the scores on the assignments that students submitted for Act V averaged 96% completion: the highest of all five acts, which I attributed to the power of student ownership of their learning process.

Overall, students performed better on the passage six assessment than all other passages except for passage two (thematic annotations), averaging 77%.

The main idea questions averaged 89.5% accuracy rate on the passage six assessment, the highest of all assessments for this question type, which supported this purpose of the annotation strategies. The inference and vocabulary questions scored in the middle of the totals at 68.7% and 69% respectively. These average scores indicated that when strategies with a heavy focus on inference and vocabulary were combined with strategies that did not focus on inference and vocabulary, the outcome was obviously going to fall somewhere in the middle range of scores.

More specifically, students who chose thematic annotations as their reading and vocabulary comprehension strategy scored the highest on the assessment, with 86% accuracy. Those who annotated by coding earned an average score of 75%, narrowly followed by students who completed the teacher-generated study guide for Act V, who averaged a 74% on the assessment. Again, the increase in these scores is attributed to the focus of main ideas in each of these strategies. Finally, those students who used the journal entry strategy scored the lowest on the assessment, with a 67% average. Despite the diverse range in scores for each strategy, all scores shared one commonality: they were all passing scores.

Conclusions

To further explore the impact of particular strategies on finding main ideas, making correct inferences, and understanding vocabulary in context—i.e. comprehending a text—I calculated the scores of each of the three types of questions for each of the four sets of strategies presented to students and set them side by side for comparison (See Figure 1).

Figure 1: Skills Scores Success Per Strategy

Main Idea
Inference
Vocabulary
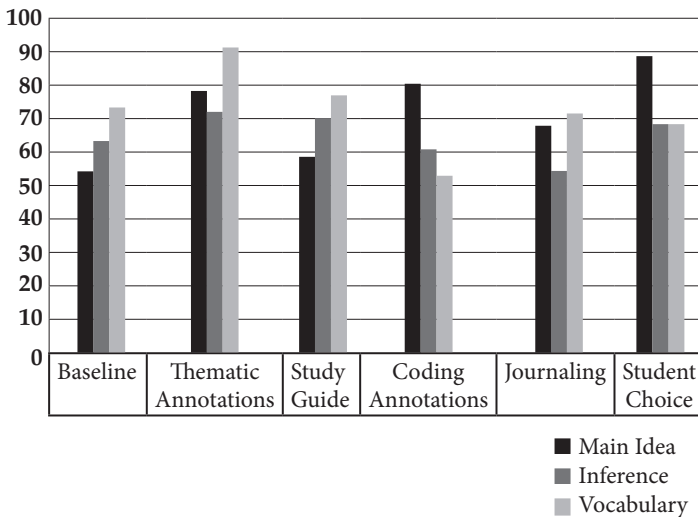
Evident from the graph, the thematic annotation strategy yields the highest overall score on the assessment, and, therefore, has the greatest impact on reading and vocabulary comprehension of the four strategy sets presented in this study. From the graph it is clear that both the thematic and coding annotation strategies impact reading comprehension for main ideas the most effectively. When students are using a strategy that requires them to search for and mark what they perceive as the main ideas repeatedly in a passage assigned

for class, they are better able to apply that skill to reading passages outside of that assignment. Though thematically annotating a passage did produce the highest overall assessment scores, students did not particularly enjoy completing the assignment. Students generally realize that thematically annotating is the most effective for their understanding of *Macbeth*; however, they lament that it just takes too long to complete the assignment. This extra time, of course, is precisely why teachers like this strategy. When students are not able to rush through an assignment, when they are forced to slowly work through a text, they are naturally going to comprehend it better. Students should be required to thematically annotate all reading texts for which comprehension is essential as long as the teacher provides four to six specific focal points for students to follow as they mark the text or until students are able to determine those focal points on their own, as these focal points help students hone in on significant features and particular motifs in a text and help them maximize their annotation efficiency.

Coded annotations, which focus on marking the main ideas of a passage, yielded the highest main idea assessment score throughout the study, but it also earned the lowest inference and vocabulary scores. This strategy seems to best promote the students' ability to access information in the text, but not necessarily think deeply about it. Therefore, coding is an effective strategy on a reading passage that does not require long-term comprehension, such as an ACT or other standardized reading passage. For classroom purposes, a combination of thematic annotations and coding annotations is most effective. This will help students work through the passage quicker but will also encourage them to stop and think about the sections of the passage at longer intervals, which promotes students' overall comprehension skills and enjoyment.

Students found the study guide to be the most helpful strategy for understanding *Macbeth*, and they found it to be the most enjoyable strategy to complete in both the reading comprehension and the vocabulary comprehension categories. This, however, did not translate well into assessment scores, as it produced the lowest scores in the main idea category. Since I gave the students the main ideas on the study guide and their role was to make inferences off those ideas, students did refine their inference skills, but really did nothing to build their own ability to find main ideas. Therefore, teachers need to explain to students how to create their own study guide questions in order to promote their own higher level thinking skills and reading comprehension. Students could start by annotating for main ideas in a text. Students could then turn those ideas into questions that require inference, such as those that begin with *how* or *why*. Then, they could respond to their own questions using these logical inferences along with direct support from the text to reinforce their total reading comprehension.

Though it was the least popular strategy used during the study, the holistic journal entry yielded mixed results between assessment scores and the student approval rating. This strategy promotes students actively finding and developing ideas from the text and recording them in a narrative form. There is a lot of freedom for students to select ideas about plot development, characterization, and interesting lines. The assignment is based on the students' understanding and responses to these selected ideas, which seems ideal for comprehension development. However, it was not. Students experienced difficulty reaching complex conclusions about the selected ideas. In other words, students could pick out the main ideas; they just did not have much to say about them on their own. Additionally, the journal entry assignment takes

a lot of completion time outside of the text, making it wildly unpopular with most of my students. Therefore, I recommend providing a modified journal entry assignment or even a group collaboration effort in completing the assignment. This way everyone gets the practice of finding and commenting on the important ideas in the text and the benefits of working and sharing with peers.

Students want to do well and are willing to learn new strategies in order to succeed. Teachers want their students to do well and to enjoy what they are studying. Overall, what worked the best was students choosing their own annotation strategy for reading and vocabulary comprehension. Not only should students know how to comprehend a challenging text with their own independent skill set, but they should appreciate—and maybe even enjoy—the published, written word. Most high school students in college preparatory courses know how to find meaning in text; it is the making of meaning from those main ideas that is difficult, which is evident in the strong scores in the main idea category for each strategy. Because of the diversity of learners and learning styles in the classroom, teachers must offer an assortment of strategies and hone the skills of those students. After fairly explaining and modeling a variety of strategies, teachers need to present students with strategy choices that cater to multiple interests and ability levels in the classroom. When given a choice among options, students are capable of choosing the strategy that best fits their learning style and will, for the most part, choose the strategy that is most academically beneficial to them. This is the key to active involvement in the classroom and active engagement with the text: both of which lead to stronger reading and vocabulary comprehension skills that transcend the classroom. Modifying these strategies to meet the needs of struggling readers, perhaps by offering more scaffolding or

fewer focal points, is also a key to their success. Though the data favors thematically annotating a text, what is important is to **offer a few effective strategies and let students create their own best practice strategies for their style of learning and their diverse needs and interests.**

In the long run, the effectiveness of academic instruction is not measured by whether or not students can describe the three apparitions that taunt Macbeth in Act IV or recognize and support the tone of Lennox's speech in Act III or even recall what makes the tragedy of *Macbeth* so tragic. The impact that we make on our students is measured by the comprehension skills that we arm them with, which will enable them to successfully comprehend and conquer all types of texts that they will encounter in their future endeavors, beyond our classrooms. Through a combination of effective strategies that physically and mentally engage students with the text, our students are developing the reading comprehension skills needed to vanquish readings in other content areas, standardized tests, college classrooms, and even hastily written love letters from the Scottish battlefield.

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TEACHING TOLKIEN: LANGUAGE, SCHOLARSHIP, AND CREATIVITY

ADAM KOTLARCZYK

Why Tolkien?

Let us start with the obvious—if cynical—question, almost certain to come from a skeptical administrator or colleague: why would any serious, self-respecting English teacher want to teach an author whose work is about dragons, fairies, and the fantastic? With all the increased attention to standardized testing and with the demand for rigor in readings in the average English curriculum, choosing a popular text might raise eyebrows among critics. The question that an English teacher may be asked (or indeed, may ask him- or herself) is: doesn't teaching Tolkien as "serious" literature just fan those flames?

The short answer is no.

J. R. R. Tolkien was an English teacher's English teacher. Success as a fiction writer came much later—he was in his

mid-forties when *The Hobbit* was published in 1937, and in his early sixties when *The Lord of the Rings* went to press in 1954. First, he served as a professor of English at the University of Leeds, and later as the Rawlinson and Bosworth Professor of Anglo-Saxon at Oxford. His first professional published book—fifteen years before *The Hobbit*—had the decidedly unfantastic title, *A Middle English Vocabulary*. He worked on the *Oxford English Dictionary*, for heaven's sake. In an anecdote to which any English teacher can relate, Tolkien even told the BBC in an interview that he began *The Hobbit*, the text that caused people to take notice of him as a fiction writer instead of a professor and philologist, as a scribble while grading essay exams:

> I'd got an enormous pile of examinations there [pointing to his right], and marking school examinations in the summertime is an enormous [task], very laborious and unfortunately also very boring. I remember picking up a paper and actually finding—I nearly gave it an extra mark on it, an extra five marks—one page of the particular paper was left blank. Glorious. Nothing to read, so I scribbled on it, I can't think why, "In a hole in the ground there lived a hobbit." (qtd. in Anderson 11)

Even if Tolkien had never written his books about Middle-Earth, though, there's a good chance many English teachers would know his name. His published lecture "*Beowulf*: The Monsters and the Critics" was transformational in the study of that poem, and was singled out by Seamus Heaney as "epoch-making" in the introduction to his landmark 2000 translation: "Tolkien's brilliant literary treatment changed the way the poem was valued and initiated a new era—and new terms—of appreciation" (xi).

So he taught and loved language and he was an esteemed essayist. What more could an English teacher want? Oh, right—creative writing. With Tolkien, the creative aspect is self-evident: *The Hobbit* and the three volumes of *The Lord of the Rings* have been in print for over seventy years, with combined sales approaching 200 million (Shippey xxiv). Peter Jackson's film adaptations have grossed over one billion dollars worldwide.

But, your persistent administrator might argue, dragons don't belong in the realm of "serious" literature. Think again. In his book *J. R. R. Tolkien: Author of the Century*, Professor Tom Shippey makes a compelling argument that the "dominant literary mode of the twentieth century has been the fantastic" (vii). Shippey cites texts and authors already widely accepted in curricula, appearing on syllabi and even AP exams, as proof: Vonnegut's *Slaughterhouse-Five*, Pynchon's *The Crying of Lot 49*, and Orwell's *1984* and *Animal Farm*, for example. In truth, fantasy and the fantastic have been part of literature for much longer, from H. G. Wells to Jules Verne, from Shelley to Malory to Spenser to the *Beowulf* poet. As Tolkien himself said of *Beowulf* in his lecture, the appeal of the fantastic may be that it transcends the limitations and the petty politics of the real, for "it glimpses the cosmic and moves with the thought of all men concerning the fate of human life and efforts; it stands amid but above the petty wars of princes, and surpasses the dates and limits of historical periods, however important."

Studies of Tolkien are on the rise in high schools and colleges across the country—not just integrating Tolkien into the curriculum, but entire courses devoted to his writing. A quick Internet search reveals courses like the "Tolkien Seminar" at Saint John's College High School (DC), "*The Hobbit*" at the San Juan Unified School District (CA), "Tolkien and Literary Heroism" at Franklin Delano Roosevelt High School (NY),

"English: *The Hobbit*" at the University of Vermont, "*Lord of the Rings* and Medieval Heroic Poetry" at Southern Illinois University–Edwardsville, "J. R. R. Tolkien" at Wheaton College (MA), and "Tolkien: Medieval and Modern" at the University of Chicago. To this list, I myself recently added "J. R. R. Tolkien: Language and Literature" at the Illinois Mathematics and Science Academy.

I am an unlikely advocate for Tolkien's work as English and literary study. My primary interest has been in American literature, with a strong preference for the realists and modernists of the early twentieth century. I generally don't care for fantasy, and I—to the everlasting shock, horror, and disappointment of my students (also: some colleagues and my wife)—have never even been able to finish a Harry Potter book. Yet for the reasons outlined above and to be detailed hereafter, I believe the time has never been better for Tolkien to play a bigger part in the English classroom. His writing and career serve as a model for what the teaching and learning of English should be about—language, analysis, and creativity.

Language

Language seems to me by far the most underutilized aspect of studying and teaching Tolkien's writing, and with good reason. Unless you have some background in Old English, it can be a very daunting task. It is, however, also one of the richest and most rewarding aspects of studying Tolkien, and one that students quickly learn to appreciate. In anonymous end-of-year surveys of the course I taught, students repeatedly commented on how much they'd learned about language in their Tolkien course. "I've seen connections between Old English and Modern English and see how language can be used as a device to demonstrate culture," wrote one student; another commented: "This class has taught me

more about the fundamentals of language than probably all my previous English and French classes together."

Fortunately, one needn't have a PhD in medieval studies to demonstrate effectively the influence of Tolkien's love of language on his texts (although it helps if one knows someone who does, and for her assistance in this area I am indebted to Susan Deskis at Northern Illinois University). For those who have the background—or who are brave enough to learn—some fundamentals of Old English (also called Anglo-Saxon) can really go a long way. In my classroom, although we did some short translations, it was more important to learn *how* the language works than to learn the language through rote memorization—a subtle distinction, perhaps, but one that takes a lot of pressure off students (and their teacher). To that end, we discussed the basics of pronunciation, conjugation, and declension. With a little coaching, students can learn to read and pronounce Old English aloud in a class period. There are a number of YouTube videos that teach the basics of pronunciation, along with videos that model pronunciation by reading poems aloud as the text is scanned on the screen.

Once they can pronounce the words, students can perform some simple translation activities from Tolkien's writing. Using any number of online Old English-to-modern English glossaries, students can start to peel back the many layers of Tolkien's Middle-Earth. This is especially true in Rohan. Consider Rohan's King Théoden. In Old English, the word *þeoden* (þ is usually pronounced "th") means king, lord, or leader (compelling one incredulous student to ask, "His name is King King?"). Likewise, Théoden's father Thengel (*þengel* = prince), niece Éowyn (from *eoh* = horse and *wyn* = joy), and hall, Meduseld (*meduseld* = mead hall). Even his allies, the ents (*ent* = giant) and his enemy, Saruman (*saru* or *searu*

= cunning/treacherous and *mann* = man) take their names from Old English (Tolley).

Tolkien, more than perhaps any author, uses names of people and places to conjure meaning; he believed ancient words had an almost archetypal resonance in the modern ear. As Shippey writes, Tolkien believed people "could detect historical strata in language without knowing how they did it," and that "it was possible sometimes to feel one's way back from words as they survived in later periods to concepts which had long since vanished" (xiv). Thus our study of language in Tolkien is not an exercise in itself merely, but a key to unlocking the dense cultural and literary allusions embedded in his work.

Old English (and often, Old Norse) becomes our bridge to these ancient allusions that enhance our understanding of Tolkien's work. Tolkien "allude[s] perhaps more than most to ancient literatures […] and to understand him presupposes a knowledge of this literature" (Tolley 60). The most significant of these allusions may be *Beowulf*; no class on Tolkien is complete without a reading (in translation, of course) of the poem. Not only in its themes (discussed later) is *Beowulf* similar to *Lord of the Rings*, but in places, specific descriptions seem parallel. For example, try having students read the arrival of Beowulf at Heorot (lines 224–490) next to the arrival of Aragorn, Gandalf, Gimli, and Legolas at Meduseld (Book III, Chapter 6), noting the similarities (discussed in-depth in Tolley). Contrast the greeting of a warden of Théoden, "Who are you that come heedless over the plain thus strangely clad, riding horses like to our own horses?" (497) with the Danish coastguard's greeting to Beowulf: "What kind of men are you who arrive / rigged out for combat in coats of mail / sailing here over the sea-lanes / in your steep-hulled boat?" (237–240). A similar exercise might be done with the Old English poem "The Wanderer," whose lament beginning

"Hwær cwom mearg? Hwær cwom mago?" (92) translates to "Where is the horse gone? Where the rider?" and is echoed by Aragorn's (or, in Peter Jackson's film *The Two Towers*, Théoden's) chant, "*Where now the horse and the rider? Where is the horn that was blowing?*" (497).

It is not from Old English alone that a reader might discover added depth and meaning in Tolkien's writing. You might, for example, ask students to contrast the role and description of the eagles in *The Hobbit* with the "dream" portion of Geoffrey Chaucer's poem, "The House of Fame" (lines 529–553 and 896–909). Middle English is phonetically similar to modern English, so although the lines may look intimidating in Chaucer's original language, students reading them aloud should be able to "hear" and make sense of the meaning: "This egle, of which I have yow told, / That shoon with fethres as of gold, / Which that so hye gan to sore, / I gan beholde more and more."

Even in modern English, Tolkien loves to experiment with meaning and sometimes even to riddle out linguistic conundrums. Take "Ringwraith," for example. If you were to have your students look up "wraith" in the *Oxford English Dictionary* (on which Tolkien worked, not coincidentally, in the 'W' volume (Gilliver)), they might find two competing examples from Gavin Douglas's Scots translation of *The Aeneid*: In the first, wraith represents someone who has died ("In diuers placis The wraith is walkis of goistis that are deyd'), but in the second, it represents the living ("Thidder went this wrath or schaddo of Ene [Aeneas]") (Shippey 123). Ask your students how Tolkien resolved this linguistic paradox, and they'll see that his solution is to create wraiths as creatures that are both living and dead—a fun way, perhaps, to begin to address Common Core State Standard 11-12.5B, "Analyze nuances in the meaning of words with similar denotations."

Scholarship and Analysis

Another key and (sometimes) overlooked aspect of Tolkien's work is his scholarship. Even for high-achieving high school students (and, sometimes, even for their teachers), this reading can be dense and difficult, but it is rewarding and provides much insight into Tolkien's fiction, as well as some fascinating fodder for discussion. If you're thinking about the Common Core, it is also a unique way to handle complex informational texts. I have found that challenging students with Tolkien's essays can push students in their own thinking and analytical writing by modeling what good writing can look like. In teaching a Tolkien course, I also found that after reading his creative work, many students were curious to see how he wrote in other modes. I point out to them that "*Beowulf*: The Monsters and the Critics" is essentially one long, well-researched, beautiful analysis paper, and students can plumb it to demonstrate key elements of formal writing (thesis, support, opposing views, etc.) as readily as to uncover its ideas on the poem itself.

"*Beowulf*: The Monsters and the Critics" is so important to reading Tolkien because *Beowulf* was so influential on his work; through reading the lecture, we discover his own analysis of the poem and see how he applied its themes in his own writing. "Correct and sober taste may refuse to admit that there can be an interest for *us*—the proud *we* that includes all intelligent living people—in ogres and dragons," writes Tolkien in a passage that could as easily defend his own work as *Beowulf*. "[W]e then perceive its puzzlement in face of the odd fact that it has derived great pleasure from a poem that is actually about these unfashionable creatures" (112). This, in part, explains the appeal of myth—and perhaps his own mythic work—which Tolkien says "is alive at once and in all its parts, and dies before it can be dissected" by analysis.

"Monsters" can also be connected more directly to Tolkien's writing. After reading of Smaug in *The Hobbit* for example, students might grapple with the idea expressed in "Monsters" that the dragon in *Beowulf* is a "conception, none the less, [which] approaches *draconitas* rather than *draco*: a personification of malice, greed, destruction (the evil side of heroic life), and of the undiscriminating cruelty of fortune that distinguishes not good or bad (the evil aspect of all life)." He is, as Tolkien writes, "not to be blamed for being a dragon, but rather for not being dragon enough" (114). Can this be said also of Smaug? To put it another way, if Smaug is the driving, symbolic evil of *The Hobbit*, why then does his death not diminish, but rather escalate, the violence around the Lonely Mountain, leading to the fragmentation of Bilbo and Thorin's party and the Battle of Five Armies?

Finally, "Monsters" describes a particular worldview pervasive in both *Beowulf* and Middle-Earth. As *Lord of the Rings* is about the ending of an era (the Third Age), so too is the *Beowulf* poet concerned with the idea that "man, each man and all men, and all their works shall die" (119). All cultures, Tolkien recognizes, even his own, will pass away. Yet *Lord of the Rings* and *Beowulf* are not concerned only with this passing; the ending is balanced with a beginning. Aragorn's coronation begins a new age, and as much as *Beowulf* tells the tale of the death of the hero, it also bespeaks his rise and maturation. Likewise, the loss, sadness, and pain of Frodo's retreat to the Havens in the book's final passage are counterbalanced by friendship and new family even in the moments immediately following his departure:

> Merry and Pippin rode on to Buckland; and already they were singing again as they went. But Sam turned to Bywater, and so came back up the Hill, as day was ending once more. And he went on, and there was yellow

> light, and fire within; and the evening meal was ready,
> and he was expected. And Rose drew him in, and set
> him in his chair, and put little Elanor upon his lap.
>
> He drew a deep breath. "Well, I'm back," he said. (1008)

Here Tolkien contrasts endings and beginnings: the passing
of Frodo and eventually his generation with the setting of the
sun, but also the coming of Elanor's generation into a world
made better by his heroic sacrifice. As Tolkien writes of *Beowulf*, "It is essentially a balance, an opposition of ends and
beginnings. In its simplest terms it is a contrasted description
of two moments in a great life, rising and setting" (124). Just
as readers can feel sorrow in Middle-Earth or *Beowulf* for "a
day already changing and passing, a time that has now forever vanished, swallowed in oblivion" (129), so too can they
welcome the dawning of a new time, even though that time,
too, is fated to pass eventually—or as Tolkien puts it at the
end of the essay, "until the dragon comes" (130).

This interest in paradox also plays a major role in one
of Tolkien's other lectures worth sharing, in whole or in part,
with a class: "On Fairy-Stories" (1939), essentially his theory
and philosophy of myth and fantasy. More specifically, it
applies to "eucatastrophe," a neologism that combines the
Greek prefix for "good," *eu-*, with "catastrophe." Tolkien calls
eucatastrophe "the peculiar quality of the 'joy' in successful
Fantasy […] explained as a sudden glimpse of the underlying
reality or truth" (155). Students might try to connect this idea
to Tolkien's fiction writing; where is the eucatastrophic moment? In a letter to his son, Christopher, Tolkien claimed it for
The Hobbit and the (unfinished, at this point) *Lord of the Rings*:

> I knew I had written a story of worth in 'The Hobbit'
> when reading it (after it was old enough to be detached
> from me) I had suddenly in fairly strong measure the

'eucatastrophic' emotion at Bilbo's exclamation: 'The Eagles! The Eagles are coming!' …. And in the last chapter of The Ring that I have yet written I hope you'll note, when you receive it (it'll soon be on its way) that Frodo's face goes livid and convinces Sam that he's dead, just when Sam give up *hope*. (Letter 89)

Creativity

I've saved the briefest section for last because with the teaching of Tolkien it should be the most obvious. A serious study of Tolkien requires that we help our students inquire into language—our modern version as well as its forebears. It also requires that we ask our students to read his analytical work, and that they think and write analytically. But equally important to these things is the act of *creation*—or, as Tolkien might have called it in "Fairy-Stories," "sub-creation." Ralph Waldo Emerson writes that "Books are the best of things, well used; abused, among the worst. What is the right use? What is the one end, which all means go to effect? They are for nothing but to inspire." Tolkien's books then should not just be studied, but should inspire your students to their own creations, just as Tolkien was inspired to create and combine by the ancient works he read.

The possibilities here are limited only by your imagination, but I will suggest a few that I used with success. One early idea is to have students create a map; this works particularly well with *The Hobbit*. Tolkien's maps are frequent reference points in my class, and we quickly learn that they reveal a lot more than locations and place names. I often bring in a large, two-panel map of Middle-Earth to show the students where the story has brought us. Ask students to develop a map of an imaginary place with both physical and political features; have them explain how their map reveals

something about the (invented) culture that produced it (in the map of the Dwarves at the beginning of *The Hobbit*, for example, the top of the map is east, not north).

If you are particularly brave, you might have students develop the rudimentary elements of a language. Tolkien created fourteen languages in *The Lord of the Rings*; he knew or had a working knowledge of almost twenty real languages, including Latin, Greek, and modern and medieval Welsh (Noel 3). Creating a language is remarkably common (poll your students on how many have or had a "special" or secret language with a classmate or sibling growing up). I ask students for some basics—an alphabet and pronunciation, simple inflections (plurals and present tense verbs), and a basic lexicon of about thirty-five words. Students then explain where on their maps this language is spoken. At the end of the year I give them the option to develop this language as a final project, and even to translate some of Tolkien's writing into their own language.

Combining their language and their maps, students can then create their own fantasy story. I first review with them W. H. Auden's six elements of a quest adventure: "1) a precious object, 2) a heroic seeker, 3) a long journey, 4) fierce guardians, 5) tests that screen out the unfit, and 6) supernatural helpers" (*Reader*). Then I task them with creating a short story featuring these elements, scaffolded by mini-lessons in basic character development and plot structure (Freytag's Pyramid). For support, I put them in small groups that are given time in every class to share and test ideas; in honor of Tolkien's own group of such writers (which included C. S. Lewis), I call these their "Inkling" groups.

Finally, another creative option is to have the students write a review of *The Lord of the Rings*, with the hook being that it must be a *contemporary* review. I tell them Dwight

Eisenhower is president, the Korean War has just concluded, and Ernest Hemingway has just won the Nobel Prize for literature. How does this book fit in that world? Indeed, Tolkien's reception was (and continues to be) mixed. For context, I first ask students to read W. H. Auden's glowing review of *The Return of the King* from 1956 in which he remarks, "Mr. Tolkien has succeeded more completely than any previous writer in this genre in using the traditional properties of the Quest, the heroic journey, the Numinous Object, the conflict between Good and Evil while at the same time satisfying our sense of historical and social reality." This we contrast with literary critic Edmund Wilson, who in the sarcastically titled "Oo, Those Awful Orcs!" engages Auden's argument and makes the assertion that *The Lord of the Rings* is "long-winded […] balderdash," its popularity explained only by people who "have a lifelong appetite for juvenile trash." This serves as a solid introduction to criticism of Tolkien's work, which, Shippey claims, divides "between generally-educated and professionally-educated." "It appears," he writes, "that people have to be educated *out* of a taste for Tolkien, rather than into it" (xxv). Despite my abiding love for Middle-Earth, my approach to teaching him is a warts-and-all examination in which students reflect on opinions from multiple perspectives in order better to inform their own.

Suggested Resources

For this article (and for the design of my course) I am indebted to many sources. Since the release of *The Lord of the Rings* films in 2001–2003, there has been a rapidly growing body of books about Tolkien and his work. Many are good; some are not. The Tolkien "brand" is so hot that Tolkien himself has published two books in the last two years, despite being dead since 1973: *The Fall of Arthur* (2013) an unfinished

piece of alliterative verse about King Arthur, and a translation of *Beowulf* (2014).

For the teacher interested in designing a course or unit on Tolkien, I would suggest the following. Douglas A. Anderson's annotated edition of *The Hobbit* (1988, 2002) is an essential tool for teaching that book and particularly useful for how it contrasts editions (the strikingly different ending to the riddle game of Bilbo and Gollum in the first and second editions, for example). A similarly useful text is Wayne G. Hammond's and Christina Scull's *The Lord of the Rings: A Reader's Companion* (2005), which consists exclusively of annotations on the text. Those who are especially interested in the evolution of the text of *The Lord of the Rings* should pick up Christopher Tolkien's comprehensive (though sometimes difficult to digest) multivolume *The History of the Lord of the Rings* (1988–1992). For those interested in understanding and doing more with the languages of Tolkien, Ruth S. Noel's *The Languages of Tolkien's Middle-Earth* (1974) is indispensable. Finally, Houghton-Mifflin's *Reader and Educator Guide to "The Hobbit" and "The Lord of the Rings"* (2012) is one of the finest teacher's guides I've encountered.

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TEACH THEM SPANISH, SO THEY LEARN ENGLISH: A GLANCE AT TEACHING BILITERACY IN ELEMENTARY SCHOOLS IN THE UNITED STATES

INGRID RAMIREZ

A bilingual schoolteacher in Illinois, Patricia Valente, helped me learn more about the difficulties she has observed among her bilingual students when learning English. She explained to me much more than what I was expecting by introducing me to bilingual education. She first talked to me about the concept of Transitional Bilingual Education. Valente explained to me, "This method ultimately eliminates the first language from the student's life by teaching them only English."

For years, schools have been teaching English to their second language (L2) students through this method. Historically, the Spanish-dominant student has been looked down

as having a problem, not an opportunity to develop literacy in both languages. Simply put, the opportunity of using their dominant language to learn their second one has been overlooked. Patricia then explained what she does now, which is teaching for biliteracy: "Teaching biliteracy is basically saying teach them Spanish so they learn English." Although she is a white American woman, her heart resides in the Latino culture and she handles the bilingual education subject with much passion and dedication, traits I utterly admire. She continued, "Instead of removing one language that is still at a seminal stage, develop it." She has observed that when strengthening their Spanish skills, they can understand their native language system and structure and feel more confident to transfer that system into the English language. Through this method, both languages are being developed at the same time with a strong foundation; neither is weaker than the other or threatened with extinction. Neither is socially better than the other.

According to Kathy Beeman and Cheryl Urow in *Teaching for Biliteracy*, "Teaching for biliteracy has three parts: Spanish (or one of the two languages) instruction, the Bridge (both languages side by side), and English (or the other language) instruction" (4). I will discuss the Bridge in more detail further into the reading. I argue that teaching biliteracy is an easy task to achieve, and a much more approachable one for young children at an age in which their language acquisition skills are at their best. Researchers Shabita and Mekala posit:

> According to this hypothesis [Critical Period Hypothesis], there is an age-related point (generally puberty) beyond which it becomes difficult to learn a second language.
>
> There are neurological changes that prevent adults from using their brains in the same way children do to carry

out language learning tasks. This is usually presented
as a loss of flexibility in the brain. (8)

No matter how a second language is acquired, either at a young age or as an adult, the ability to communicate in two languages is an enormous accomplishment. However, not everyone reaches biliteracy. For example, bilinguals usually have different levels of language skills that can range from very low, to basic, conversational, advanced and superior. According to the *LD Online*, an educators' guide to learning disabilities and ADHD, "Bilingualism is the ability to use two languages. However, defining bilingualism can be problematic since there may be variation in proficiency across the four language dimensions (listening, speaking, reading and writing) and differences in proficiency between the two languages. People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language" ("Glossary"). On the other hand, "Biliteracy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different language" ("Glossary"). However, teaching for biliteracy in US elementary schools has a different twist to it. It is the initial educational process the student receives at an early age that will establish and develop biliteracy.

At the end of the day, there are two languages in the minds of these students. They are trying to coexist and they both strive to dominate each other every day. Through Transitional Bilingual Education, taking away the student's native language at this early age is easier than developing it, especially if schools don't properly staff to teach them Spanish and make this one of their priorities. As a result of this lack of interest tampered with sociopolitical issues that usually hover

over Spanish language education, eliminating the native language has been the easiest way to teach English in the United States. Transitional Bilingual Education is defined as an "educational program in which two languages are used to provide content matter instruction. Over time, the use of the native language is decreased and the use of English is increased until only English is used"("Glossary").

There will always be students that will have better language acquisition skills than others for a number of reasons, but still, I wonder if disrupting a child's first language culminates in difficulties in their overall language skills. As Valente confirmed from her experience in her classroom, these L2 students end up doing poorly in grammar in both languages or end up being monolinguals. The fact is that at this early age, their first language hasn't been developed enough to build a universal grammar that they can then repurpose when learning their second language. This plays a crucial part in their English literacy acquisition. However, if they actually do well in English and lose their Spanish, they can't communicate with their family afterwards. Consequently, no one wins in this situation.

On the other hand, Transitional Bilingual Education provides Spanish-dominant students with Spanish-only classes at the beginning before they transition to English. However, this method historically only separates the Spanish from the English and vice versa; there is no integration within the students, just exclusion and isolation. When teaching biliteracy, the correct methodology would encourage inclusion, exploration, and connection in its teachings.

Two years ago this teacher would teach the curriculum in Spanish to the Spanish-dominant students instead of eliminating Spanish from their education by second or third grade. This year, she started to use a different approach to

her educational methods. When we met, she introduced me to one of her favorite scholars, Dr. Kathy Escamilla. Dr. Escamilla studies Second Language Acquisition theories and her research brings a wealth of knowledge that I believe is transferable to the education of any student no matter the language. I was very interested in some of the second language acquisition theories that Patricia applies as teaching methods in her classroom. The Monitor Theory caught my attention.

> The Monitor Theory is composed of four hypotheses that provide a framework for teaching a second language:
>
> - The Input Hypothesis;
>
> - The Natural Order Hypothesis;
>
> - The Affective Filter Hypothesis; and
>
> - The Acquisition vs. Learning Hypothesis.
>
> These hypotheses lay the foundation for the communication-based teaching strategies that have become popular with many instructors today. (Escamilla and Grassi 2)

The Input Hypothesis basically says that children begin acquisition of a second language through comprehensible input. Input becomes comprehensible through strategies the teacher can use, such as:

- Showing pictures or visuals to accompany new vocabulary words and communicative concepts. […]

- Incorporating gestures, drama and music into the lessons. […]

- Designing lessons with hands-on and manipulatives. […]

- Repeating new vocabulary. […]

- Translation. (Escamilla and Grassi)

Escamilla and Grassi reference, "'By enabling students to match what they hear to what they see and experience, teachers can ensure that students have access to meaning. Experiential, hands-on activities make input comprehensible..'" The Affective Filter Hypothesis claims that a student won't learn a second language in a stressful environment where he or she is constantly corrected or humiliated. For example, in Valente's classroom the use of both languages is embraced, because "To ensure acquisition of the second language, it is important that the teacher maintain a relaxed and enjoyable learning environment" (Escamilla and Grassi). One of the techniques Escamilla shares that really caught my attention was the following: "Attempt to model the correct grammar form rather than explicitly correcting the student every time a mistake occurs." Lastly, the Environmentalist Theory also stood up conspicuously as I peruse through these pages. It "suggests that a learner's social and psychological distance from the target language group influences that individual's ability to develop proficiency in the target language" (Escamilla and Grassi).

This brings me back to Shabitha and Mekala's article "The Impact of Psycholinguistic Factors on Second Language Acquisition." These factors include age, gender, anxiety, motivation, language shock and culture shock, language learning experiences, self-esteem, learner's attitude, language aptitude, and learning strategies. I believe these will also apply to an English-speaking student trying to learn English grammar and overall literacy. If students don't have a healthy, motivated, respectful, and engaging relationship with the language, they will not do well with it: "Language shock refers to the fear of appearing comical to speakers of the target language, whereas culture shock refers to the anxiety relating to disorientation from exposure to a new culture.

Learners can also experience anxiety as a result of fear of experience of 'losing oneself' in the target culture" (Shabitha and Mekala 10). Under all these factors and circumstances I am stunned by how L2 students battle through and still end up learning English. It is almost a miracle that they actually do. However, it could be a result of survival instincts. It also borders on madness as a student forms a double identity around the new acquired language. Subsequently, this is the context in which Valente works her magic in her classroom using the previously discussed theories and strategies, battling all the factors and challenges, and combining everything, seamlessly, to her favor.

Valente explained to me how she teaches her classes and at first it was overwhelming to me. I couldn't see a clear structure in her methods. I know from my own experience that going from one language to the other is an avid exercise and a very exhausting one. That's why it makes sense to separate the languages. Now, this is an outdated practice and I am fully aware of it. It all made sense when I visited her classroom. The first thing I noticed was how her classroom resembles a laboratory of languages. The walls were dressed up in colorful Spanish and English words from top to bottom like an enormous interactive war map. Valente guides and motivates her students to explore both languages constantly. One of the techniques she uses to achieve this is by using the Bridge, a key educational tool used in dual language education:

> The Bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences in the phonology (sound system), morphology (word formation), syntax and grammar (sentence structure), and pragmatics (language use) between the

two languages, that is, to undertake contrastive analysis and transfer what they have learned from one language to the other.… The Bridge is a tool for developing metalinguistic awareness, the understanding of how language works and how it changes and adapts in different circumstances. (Beeman and Urow 4)

One of the Bridge techniques which impressed me the most was the exploration of cognates. As a bilingual, I can relate to this technique. Through this research I've realized that I have never been conscious of the mechanisms I've utilized through the years to learn both languages. This includes whether or not I use cognates to make connections between both languages. I had no technique behind my learning, just logic and memorization. During all the years I've been exploring and using both languages, I was never taught the cognate rules that apply for Spanish and English languages. Spanish/English cognate rules are an enormous language tool that can facilitate and accelerate learning in both languages by understanding their similarities and points of connection.

I found a very resourceful website that explains twelve Spanish Cognate rules, LessonPaths.com, which seeks to simplify online learning with expert materials.

For me this has been like finding gold in my backyard after not knowing about it for years. Here's an example of one of the rules:

Spanish Cognate Rule 1

Words that end in –ous change to –oso

Spanish words that end in -oso tend to be adjectives. In English we can often change a noun into its corresponding adjective by adding -ous e.g advantage/advantageous, harmony/harmonious, space/spacious. You can often

also do this in Spanish with -oso e.g peligro (danger)/ peligroso (dangerous), lujo (luxury)/lujoso (luxurious).

Examples

English	Spanish
Curi**ous**	Curi**oso**
Delici**ous**	Delici**oso**
Glori**ous**	Glori**oso**
Mysteri**ous**	Misteri**oso**
Numer**ous**	Numer**oso**
Preci**ous**	Preci**oso**
Religi**ous**	Religi**oso**
Tedi**ous**	Tedi**oso**

In the classroom, there were examples of bridging with cognates placed up on the walls with the connections between languages emphasized with colored marks to form recognizable patterns. She literally decorates her classroom with Bridge (both languages side-by-side) exercises. While all these language-learning techniques are fascinating to me and very effective, the reality is that in the United States, the English and Spanish languages are intertwined. It is common to hear both languages merge in one sentence, creating its own slang, its own code. When I asked her how she handles this in class she explained to me that she doesn't correct the kids when they start mixing both languages. She embraces their exploration of finding within the languages ways to express themselves. She told me,

> We are acknowledging they are living in two worlds and that is okay. They don't have to worry about being someone others won't like because of the way they speak. That is freedom. I teach them there is beachwear

and there is wedding wear, beachwear referring to oral or code-switching language and wedding wear referring to formal language. I guide them to show them the differences, and then, they make the connections.

In the book *Teaching for Biliteracy*, Beeman and Urow show specific strategies and exercises that teachers can follow to support the learning of formal language.

The following three groups of strategies support the use of formal or academic Spanish throughout the unit:

Model and redirect

The teacher accepts all forms of language use, including social, regional, and informal forms of Spanish.

The teacher models the target formal language and redirects the student to use it.

Redirection is carried out most effectively with a support such as sentence prompt, word bank, or graphic image (for very young students who are still learning to read).

Anchor charts comparing formal and informal language

The charts are initiated by the teacher and are added to and maintained by the students.

The charts illustrate how words can be categorized according to their most appropriate use: in formal or informal situations.

Contrastive analysis of language

The teacher leads students through an explicit analysis of language use, including the following: regional uses of language, archaic forms of Spanish, cognates, syntax cross-linguistic influences, and different linguistic registers.

These strategies are important in the teaching of biliteracy in the United States because students of biliteracy will use all their linguistic resources in English and Spanish when they are learning literacy and concepts… students who recognize the relationship between their languages reach higher levels of language proficiency in their languages and have the potential for higher academic achievement than those students who see their languages as separate and unrelated. (Beeman and Urow 84–86)

Through these three strategies, the teacher can embrace the different cultures the students bring to the class, understand the different usages of both languages, and model and redirect them to the formal Spanish or English. Using informal language is not treated as something wrong, but as something to be analyzed according to the context. Here's when the exercises that promote contrastive analysis of language come into place and students can explore usage and grammar and apply it to different real situations.

Ingrid Ramirez: When do you teach them grammar?

Teacher: All the time. All day long. Right there, up on the walls, in both languages, at the same time.

I. R.: Have you seen a positive result in the literacy of your students?

Teacher: Yes. The older kids, the ones that went through the transitional education, have forgotten Spanish or it is so poor or devaluated in their minds that they do not speak it, not even with their parents. The younger kids, my kids, have better English and Spanish language skills now than ever before. They are making the connections

in both languages. They feel more confident. Although, there are still some students that don't want to speak Spanish because of the stigma they feel it has, but they are slowly moving away from that misconception.

As the Environmentalist Theory suggests, teaching biliteracy gives the Spanish language more status. This is then transferred into the student's ability to learn faster and to be more motivated.

The subject of teaching biliteracy in the United States has made me reflect on the way I learned both languages and on the way I am continuously learning. It is an ongoing journey. I came from an education where both languages were taught strictly separately and code-switching existed, but was kept outside of the classroom. Now this research paper has posed even more questions for me. In addition, we live in a globalized world where English is primarily the business language and carries a high status. Consequently, it is no surprise that Spanish acquired some English words to create what is well known as Spanglish—one of the code-switches I use the most in my oral language. What was once considered a devalued Spanish is now normal and "cool," as it is reflected in Taco Bell's new advertising slogan: "Live Más." How this transformation will impact the upcoming US literature will be a candid topic for another research paper.

For now, I will say that this research paper has changed the way I now look at learning English and Spanish literacy in the United States. At first, I was baffled by the fact that in biliteracy education both languages allow themselves to play with each other, going from informal to formal language. After my research, I know I still have much more to learn about this methodology. I do believe this flexibility in the classroom is charged with a certain freedom that teaching only one language doesn't allow. Above all, this second language learning

method is definitely much more fun. I feel very grateful and relieved to know that two languages have come together in a successful method. They are able to help each other in the paramount task of teaching biliteracy and educating students to love both languages. I wish all the best to all the teachers out there that have embarked on this challenging task of teaching biliteracy.

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Her greatest inspiration comes from her desire to make this life a better one by writing stories that entertain and explore human nature, like equality, women issues, wit, loss, and unconditional love. Ms. Ramirez has traveled through Latin America and Europe and her favorite anonymous quote is "Everybody laughs in the same language."

FROM SERVICE-LEARNING TO SERVANT LEADERS: A RATIONALE FOR SERVICE-LEARNING IN TEACHER EDUCATION PROGRAMS

ELIZABETH A. SCHURMAN

From the National Youth Leadership Council (NYLC), whose goal is to "create a more just, sustainable, and peaceful world with young people, their schools, and their communities through service-learning" (*National*) to Campus Compact, a national coalition which represents approximately six million students through the partnership of over 1,100 college and university presidents committed to civic purposes of higher education, many have bought into the value of service-learning. Groups such as NYLC and Campus Compact advocate for the power of service-learning to engage students, K–16, in community and societal needs and concerns while advancing motivation and academic achievement. They believe that

service-learning provides students opportunities to become active members of a democracy rather than passive recipients of others' actions and decisions. The goal of service-learning, for these organizations, is to reposition students as agents of local and global initiatives and ultimately to teach students the value in and skills for becoming active, critical citizens. For them and many others, the question isn't *if* service-learning makes a difference but *how* it can.

Although service-learning is often quickly adopted and benefits are frequently cited, many teachers from pre-K to graduate programs still find themselves wondering what service-learning is, how it benefits their students and the surrounding community, and how to implement projects in ways that have desired effects. In the age of high-stakes testing and standards, teachers may have additional concerns about the role of service-learning in meeting required standards and assessments. Despite push from organizations like NYLC and Campus Compact, most in education are only vaguely familiar with the term *service-learning*, and few are integrating any form of this practice into their classrooms (Kielsmeier). Although some in academia have contested the value of service-learning (Butin; Cushman) based on theoretical and philosophical grounds, my suspicion is that the reason that most K–16 teachers are not considering this form of education is more because they are simply not exposed to the theory behind or practice of service-learning. Although proponents of service-learning continue to make strides in raising awareness about the potential of service-learning in schools, one area, I believe, where it is essential to introduce this practice is in teacher education programs, where candidates are first being introduced to the art of pedagogy. Unlike the traditional focus of curriculum and instruction in teacher education, service-learning can provide opportunities for students to

explore what I consider the trifecta of education: the space where curriculum and instruction meet students in ways that transcends all three. This position requires a shift in the trajectory of teacher education programs from *what* we want students to know to *whom* we want them to be. Likewise, it works from the assumption that the goal of education extends beyond educating the mind to the whole student. It is through this lens that I propose teacher educators understand the role service-learning can play in teacher education programs and from this position that I argue the validity of service-learning as an essential component for any teacher education program.

In his book, *Teachers as Servant Leaders*, Joe Nichols explores Robert Greenleaf's (1977) idea of *servant leadership* within the context of teaching. Nichols' premise is that the purpose of education should extend beyond creating more intelligent students to creating what he considers better citizens, "decent and ethical individuals who also consider the needs of others within their community and who ultimately serve first and lead by their example of stewardship and commitment to others" (xi). The idea is that teachers would model for and encourage students to become servants in their own classrooms, resulting in future service and leadership in the workplace and communities. I have chosen to explore the relationship between Nichols' philosophy and service-learning because while he does not talk about service-learning specifically, Nichols' argument provides an unexplored rationale for completing service-learning projects as well as giving insight into how service-learning can create spaces where, consistent with philosopher John Dewey, students of all ages begin to understand their role as citizens and people as well as students. In the following sections, I will provide a brief history and rationale for service-learning before delving into the ways in which Nichols' theory can inform the reasons for

and ways in which teacher educators can incorporate service-learning projects into their programs.

History

The initial practice of what would later be termed *service-learning* was born out of an obligation to service or charity unlike impetuses today, which tend to have a more critical conscious or academic objective. Although varying responses have been offered for when service-learning officially started, Garbus credits Vida Dutton Scudder as a visionary of what would become known as service-learning almost one hundred years later. Scudder developed several inner-city settlement houses, the first of which was established in 1889. Her idea was that "Educated young people would move into a house in a poor city neighborhood, where they would live simply and use their skills to help and 'uplift' neighborhood residents in whatever ways needed" (Garbus 549). Jane Addams' well-known Hull House was opened just two years later in 1891. Himley also acknowledges "white middle- and upper-class women […] hopeful and idealistic (and perhaps naïve) volunteers [who] went out into poor and working class neighborhoods to improve the material and moral lot of the less fortunate they found living there" (419).

Additionally, Jacoby recognizes American colleges' long history of helping to prepare students "for active involvement in community life" (10) and specifically credits associations such as the YMCA and Greek-letter organizations. Service-learning grew substantially in the 1960s due to John F. Kennedy's establishment of the Peace Corps in 1961. It was in the '60s as well that the term *service-learning* got its name when it "emerged in the work of Sigmon and William Ramsey at the Southern Regional Education Board in 1967" (Jacoby 12). Over the past two decades, interest and participation in

service-learning has grown considerably. Although it is hard to gauge the exact number of those who participate because of the range of contexts, a couple of indicators to consider are those shared by organizations such as NYLC, which is primarily focused on advancing service-learning at the K–12 level and Campus Compact, which, as its name suggests, is devoted to undergraduate service-learning programs. The NYLC focuses on three areas of service-learning: developing young leaders, supporting educators, and advancing the field of service-learning. Under these three areas, the 2010 annual report indicates that 5,208 youth were directly involved through NYLC programming but that upwards of 375,000 youth were impacted through their teacher training in all fifty states and from thirty-two countries (*National*). Results from the Campus Compact 2010 Annual Survey Executive Summary show that 35% of students enrolled in the more than 1,100 colleges and universities across the country contributed 382 million hours of service during the 2009–2010 school year (Campus Compact). This report also boasted an increase in the average of service-learning courses offered: 64 in 2010, up from 43 in 2008. Fewer reports are available to determine the amount of involvement in teacher education specifically, and the statistics that exist are dated. Anderson and Root provide evidence from Anderson and Erickson's earlier (2003) study of 874 teacher education programs, which found that 59 percent of teacher education programs introduce the idea of service-learning to their teacher candidates, but only 24 percent reported that all students participated in these types of projects. In Wasserman's article, "The Role of Service-Learning in Teacher Candidates' Teaching of Reading," she cites that in 1998 the National Service-Learning in Teacher Education Partnership "found that almost one third of the 1200 teacher preparation programs they surveyed had,

or were considering, incorporating service learning into their curriculum" (1045).

Defining Service-Learning

Many have debated what service-learning does and should mean for whom. As Butin asks in his useful analysis of the various conceptions of service-learning:

> Is service learning a pedagogical strategy for better comprehension of course content? A philosophical stance committed to the betterment of the local or global community? An institutionalized mechanism for fostering students' growth and self-awareness concerning issues of diversity, volunteerism, and civic responsibility? Or, as some critics note, a voyeuristic exploitation of the cultural other that masquerades as academically sanctioned servant leadership? (1675)

The term itself, *service-learning*, has undergone as much critique as the application. Jacoby criticizes the use of this term because it implies one person or group doing something to or for another group, but she concedes that "it is the most common and accessible word to use" (8). Butin criticizes the "lack of multivocality in the definitions, criteria, and conceptualizations," arguing that "almost all conceptualizations of service learning are modernist, liberal, and radical individualistic notions of self, progress, knowledge, and power" (1684; 1678). While a review of the literature on service-learning suggests that Butin and others (Varlotta; Lake and Jones) are justified in their criticism of a lack of a clear definition of service-learning and that those definitions that are proposed often work from the aforementioned assumptions, those invested in service-learning are continually working to deconstruct and reconceptualize this term as well as its referent in order to make

service-learning an effective practice for everyone involved. Likewise, my proposal for the use of service-learning within teacher education programs calls for a continued critique of as well as practice of service-learning. Integrating service-learning without asking candidates to evaluate the philosophy, assumptions, and implications behind the practice may only reify the individualistic conceptions Butin refers to.

In response to concerns, several have attempted to define service-learning in a way that fits most closely with the intent of the concept. These scholars seek to close the gap between the ideal, where projects are collaborative spaces of physical, social, and psychological growth for individuals and communities, and the real, where teachers and students must work around time and schedule restraints and embrace the messiness that comes with confronting social issues.

As Herzberg affirms in his integral piece on service-learning, "The community service experience doesn't bring an epiphany of critical consciousness—or even, necessarily, an epiphany of conscience" (315). Herzberg's concerns have been echoed by many over the last decade, and definitions of the concept have evolved in response. One definition from which many have worked is Jacoby's:

> Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning. (5)

Jacoby emphasizes the hyphen in service-learning because it "symbolizes the symbiotic relationship between service and learning" (5). As individuals and organizations have added to this definition, it has morphed into more of a

list of characteristics necessary to conduct service-learning well. A leader in K–12 service-learning, NYLC has developed a list of standards for "high-quality service-learning." Although these standards are specifically geared toward K–12 educators, they are applicable for university programs as many at the university level have often referenced similar goals, and are especially useful when conducting service-learning with teacher education students so they can begin to see how the same standards can later be applied in their future classrooms:

1. Meaningful Service: Service-learning actively engages participants in meaningful and personally relevant service activities.

2. Link to Curriculum: Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

3. Reflection: Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

4. Diversity: Service-learning promotes understanding of diversity and mutual respect among all participants.

5. Youth Voice: Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

6. Partnerships: Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

7. Progress Monitoring: Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.

8. Duration and Intensity: Service-learning has sufficient
   duration and intensity to address community needs and
   meet specified outcomes.

Although this list is comprehensive, it is not exhaustive of all
recommendations for high-quality service-learning programs,
especially at the university level where students are often
grappling with more complicated understandings of self, so-
ciety, and students in teacher education contexts. Eyler would
add to this list the need for "well-developed assessments that
provide evidence of the achievement of academic objectives"
and "site supervisors who understand the learning goals for
the student" ("Power" 30). One who advocates for a more
critical approach is Varlotta who attempts to bridge com-
munitarian and liberal philosophies for service, essentially a
civic responsibility versus social-justice impetus. In doing so,
she recommends following the nine steps for teaching what
Barber calls "liberty" as described in his book *An Aristocracy
of Everyone*. These steps include many of the recommendations
already mentioned but additionally 1) requiring students to
investigate some of the underlying causes and broader social
justice issues, 2) giving students the opportunity to have a
part in the planning process, 3) not discriminating based on
economic status, and 4) emphasizing citizenship rather than
charity. Levesque-Bristol, Knapp, and Fisher also strongly
emphasize the involvement of students throughout the en-
tire process, proposing that if three psychological needs are
met—autonomy, competence, and relatedness—students'
motivation is increased. They base their argument on Self-
Determination Theory and argue that each can be met in the
following ways:

- Autonomy means choices for students (choice of sites,
  activities, and / or reflection)

- Competency is a sense of accomplishment both with community and course goals

- Relatedness/connectedness can be with other students, the instructor, or community partners, but should also be with course content

One critical aspect of service-learning emphasized by every advocate is the use of reflection. The type, placement, and duration of how to best use student reflections ultimately depends on the goals one has for having students complete service-learning projects; however, one method that is readily accepted and can be adapted to meet a variety of goals is Eyler's Before-During-After (BDA) model ("Reflection"). In her study in which sixty-six college students were interviewed about their experience with service-learning, Eyler found that these students thought the most important principle that made reflection effective was that it was continuous rather than part of an end-of-course assignment ("Creating"). Accordingly, Eyler has created what she considers a reflection map that offers reflection activities that can be completed before, during, and after service projects alone, with classmates, and with community partners. Below is the example Eyler provides as a guide (see Table 1).

Table 1: Eyler's 2002 Reflection Map from "Reflection"

	Activities Before Service	Activities During Service	Activities After Service
Reflect Alone	Letter to self Goal Statement	Reflective journals	Individual paper Film, Artwork
Reflect with Classmates	Explore "hopes and fears" Contrast expert views	List serve discussions Critical incident analysis	Team presentation

Reflect with Community Partners	Create contract Needs assessment	"Lessons learned"—onsite debriefing	Presentation to community partner

Before the service takes place, Eyler believes it is important for students to "explore assumptions about the community, about the issues to be addressed as part of the course, and to identify gaps in understanding [which] will prepare students to be observant and aware of puzzling questions that arise in the course of their service experience" ("Reflection" 525). Eyler claims that at this stage, it is important for students to "understand the fact that there are not easy answers is intrinsic to the nature of social problems" ("Reflection" 525). Students should also identify learning goals and "evidence" that will be used to measure their progress.

During service projects, "The key to effective reflection […] is continuity; observations need to be continually processed, challenged, and connected with other information" ("Reflection" 526). The goal of this reflection is "transformation of meaning perspectives" (527). Though it is "rare," in highly reflective service-learning classes, Eyler claims that "some students will go beyond more elaborate understanding of the issues, to transformation of the way they think about society" ("Reflection" 527). Eyler mentions the approach of asking students to "describe their experience ('what?'), discuss what it means ('so what?'), and identify next steps ('now what?')" (528). Eyler, again, suggests having students reflect in a variety of ways, individually, in groups, and with community partners. For the last stage of reflection, which is completed when the project is done, Eyler recommends that students share their overarching understanding and process with their classmates and community partners. She believes this sharing of reflection will provide spaces for

students to discuss their growth in response to one another ("Reflection").

The Value of Service-Learning

Determining the value of service-learning is challenging because it depends greatly on the intentions one has for having students participate. Dicke, Dowden, and Torres offer four rationales for service-learning projects: community service, moral and ethical development, political/social justice cause, and instrumental or academic (201). Butin discusses the approaches to service-learning in terms of four different perspectives, each of which work from varying implications and assumptions. Butin also mentions a political intent as well as an academic goal, which he calls "technical." Butin's third and fourth perspectives are cultural, where the goals is to instill in students a sense of democracy, community, and civic engagement, and a postructuralist approach, which, essentially, requires a deconstruction of the theory and practice of service-learning and the way it is traditionally conceived of and carried out.

The perceived "value" of service-learning is also complicated by factors such as limitations in past research and a lack of longitudinal studies (Astin and Sax; Butin). Hedrick, McGee, and Mittag mention some effects are difficult to measure, such as "attitudes, self-awareness and perceptions of their abilities" (48). Additional concerns include studies in which students self-report positive outcomes of service learning (Lambright) and the lack of "systematic and rigorous tools for evaluating student learning that can be used in a variety of courses, disciplines, levels, and settings" (Molee, Henry, Sessa, and McKinney-Prupis 240). Many also point out potential negative outcomes as a result of the nature of the project being completed, including Grobman who questions the

duration of projects that traditionally only last one semester and often result in shallow rather than genuine relationships, what Cushman has referred to as "hit it and quit it" projects ("Sustainable" 40). Another fear is that service-learning projects will only reinforce students' stereotypes or result in their oversimplifying complex social problems, which is what Grobman found in her own experience. Cushman and Schutz and Gere acknowledge the fear that many mention about the types of projects reifying preservice teachers' misconceptions and stereotypes.

Despite concerns, several have found service-learning to have many benefits. Eyler highlights understanding of subject matter, greater capacity for critical thinking and application of knowledge, and ability to engage in lifelong learning. Eyler, along with many others, also discusses the potential in service-learning to bridge the gaps between school and the real world, explaining that service-learning, like in the workplace, gives students opportunities to learn collaboratively, is organized around concrete situations, and tends to be organized around "problems or domains of practice" ("Power" 29). Kieismeier similarly points out the role service-learning can play in bridging school knowledge with the real world. He explains that students are often considered consumers rather than producers by the public but sees service-learning as one way to reposition students' role and increase students' motivation and engagement in learning, citing the National Research Council's statement that students must perceive the general enterprise of schooling as legitimate, deserving of their committed effort, and honoring them as respected members.

Additional cited benefits of service-learning, noted by Flanagan and Bundick include psychosocial well-being, subsequent volunteering and community engagement, students

being less likely to blame individuals and more likely to see the systemic bases of poverty, and an increase in reflective judgment. Astin and Sax's often-cited survey of 3,450 students from forty-two institutions also reveals positive outcomes of service participation, finding "participation in volunteer service during the undergraduate years enhanced the student's academic development, civic responsibility, and life skills" (255). Astin and Sax also found that students who participated in service-learning experiences were "more strongly committed to helping others, serving their communities, promoting racial understanding, doing volunteer work, and working for nonprofit organizations" (256). Specific to those who participated in education-related service, Astin and Sax noted statistically significant positive effects on a "student's college grade point average (GPA), general knowledge, knowledge of a field or discipline, and aspirations for advanced degrees and is also associated with increased time devoted to homework and studying and increased contact with faculty" (257).

In teacher education programs specifically, Anderson and Root mention that the twenty-five studies they reviewed indicated one or more of five goals: "1) academic learning, 2) understanding of and care for students, 3) knowledge of the teaching profession and professional skills, 4) understanding and appreciation of diversity, and 5) knowledge and skills needed to implement service-learning as a teaching method" (25). A common question among those requiring service-learning within education courses is how these experiences affect candidates' understanding of students and teaching. Gannon considered how a service-learning experience might disrupt teacher education students' understanding of students often considered "difficult." She believes service-learning projects, in contrast with more traditional practicum experiences that only normalize students' understanding of knowledge and

practice, will provide space to deconstruct "'teaching as usu-al'" (27). Kelley, Hart, and King found that preservice teachers experienced what they called "pedagogical dissonance" in their work tutoring local elementary students because of the tension they encountered between their beliefs about teaching and the actual practice. Wasserman similarly proposes that service-learning more adequately prepares education students and helps them to bridge gaps between theory and practice. Most recently, Hallman and Burdick looked at how service-learning affected preservice teachers' understanding of their roles as teachers and ways in which these roles must shift to adapt to teach within the New English education, which includes "vernacular Englishes (Kirkland, 2008), online social affinities (Black, 2009), and multiethnic communities (Paris, 2010)" (341). Hallman and Burdick's study revealed that service-learning did provide the spaces necessary for preservice teachers to question the role of teachers and the importance of traditional curricula, to "complicate notions of teacher-student, official/unofficial language, singular authority/pluralistic power, and server/served" (341).

The Role of Service-Learning in Teacher Education Programs

Because past research reveals service-learning to be something of a double-edged sword, it is especially important that one has a clear rationale and objectives for enacting this type of pedagogy. While the aforementioned goals of service-learning within teacher education programs are reason enough to include these experiences into the curriculum, I would like to propose service-learning as a practice that goes beyond helping preservice teachers better understand students (Gannon), connect theory to practice (Kelley, Hart, and King), and develop new literacy skills (Hallman and

Burdick). The rationale I'm putting forward is one which, I believe, draws from each of the motivations suggested for completing service-learning. My goal is also to show how service-learning offers more than what has been traditionally accomplished in teacher education programs. This perspective, as mentioned, requires focusing our attention in teacher education programs to what kinds of students we hope to develop. Focusing on who would require posing deeper axiological questions about attitudes, beliefs, and dispositions and the role teacher education programs play in developing students' perceptions of themselves and others. Likewise, a "who" approach would require teacher candidates to consider who their students are and question the role teachers play in reinforcing, complicating, and disrupting these understandings. Unlike more traditional practicum experiences in teacher education programs, which may require teacher candidates to consider the role race, class, gender, ideologies, and other differentiating qualities play in curriculum and instruction on a surface level, service-learning can provide candidates experiences where they grow through engaging with children rather than observing them.

Servant Leaders

The types of teachers I'm proposing service-learning can help create can best be understood through an examination of what Joe Nichols refers to as servant leaders. The responsibility of servant leaders, according to Nichols, is to create in their classrooms an environment of service and stewardship. He argues, "Service and democracy need to be more than a list of external rules or laws. If our students remain unchanged in their attitudes, feelings, and thinking about our interactions with others, as teachers we have failed in helping

our students to capture a true sense and understanding of servitude" (33). Nichols' proposal stems from Dewey's philosophy of community and service, as do many conceptions of service-learning. Nichols suggests several implications for incorporating democracy into daily life, which he believes teachers should nourish in students as servant leaders:

- The tendency to encourage equal opportunity for the development of everyone.

- The predisposition to support freedom of lifestyle for everyone.

- The inclination to promote open communities among like- and unlike-minded peoples.

- The bent to develop cooperative activities for the common good.

- The disposition to seek resolution of disagreements by discussions and interactions.

- The willingness to work toward the basic needs of each person.

- The penchant to consider the interests and aspirations of everyone.

- The proclivity to support growth of common and personal interests. (32)

Servant leaders possess the qualities mentioned as well as having a profound understanding of the interconnectedness of students, schools, parents, and communities and a deep devotion to each of these stakeholders. Ultimately, Nichols' proposal is about the interconnectedness of students, teachers, parents, and communities and the roles that each plays in affecting one another: How have students been shaped by the attitudes and beliefs of the community? How do students, teachers, and parents reinforce or resist these ideologies? What

does this interconnectedness mean for the culture of the school and of the classroom, and what is the teacher's role specifically in this matrix? Nichols' proposition is also very much about how teachers can serve their students, schools, parents, and communities in modeling and promoting Dewey's ideas about service and democracy, where it is the responsibility of everyone, even children, to strive to make the local and global more just, fair, and supportive of everyone. To better understand what Nichols means by servant leaders, it is helpful to take a look at the characteristics he uses to describe these individuals:

1. Sensitive to the needs and direction of students (14).

2. Able to make "accurate decisions, possess the ability to compromise, and be able to influence people with a courage and confidence without crossing a line of arrogance" (14).

3. Accountable for the well-being of students while "operating in service, rather than in control" (33).

4. "Commit[ted] to building, sustaining, expanding, and refining a democratic society" (27).

5. Able to share the power in the classroom in a way that "promotes environments that support social justice, basic freedoms, individual respect, personal safety, and classrooms that nurture democratic principles within our students" (32).

6. Can serve students in a way that empowers and connects them to each other and the community.

7. Has a deep understanding of all of the conditions and factors that impact schools, especially diversity and poverty.

8. Conscious of local social and economic developments in the geographic area they serve, including traditions

and background, values the community holds, economic bases, geographic features, social structures, and political structures.

The philosophy that Nichols refers to differs from many conceptual frameworks in teacher education in that it repositions the qualities of *service* and *leadership* from one goal in education to *the* goal in education. Rather than building a program that aims to develop these characteristics in student teachers, Nichols' theory grounds service and leadership as the foundations from which everything else stems. The dispositions Nichols refers to—a profound understanding of students and the local community and the factors that have shaped them; the desire to create a classroom where students feel safe, valued, and autonomous; and the audacity to challenge students and oneself to act and think in ways that consider the connectedness and concerns of all people globally and locally—exist a priori to curriculum or instruction.

Service-Learning to Create Servant Leaders

A service-learning program that is designed to foster servant leadership would require the intentional inclusion of aspects that would meet all six areas of servant leadership according to Nichols. In his text, Nichols breaks down characteristics of servant leaders into seven categories: teacher as teacher, teacher as leader, teacher as servant and steward, teacher as servant leader to parents and families, teacher as servant leader to colleagues and school administration, and teacher as servant leader to the community (I will not discuss teacher as servant leader to students). Following, I have described ways to establish experiences and programs that help teacher candidates to develop the skills Nichols refers to:

1. Teacher as Teacher: Candidates should work directly with children or teens and consider their interests, abilities, and goals in creating learning activities or programs that will "stimulate student interest and enthusiasm" (3). Activities should emphasize the development of the whole child rather than just intellectual stimulation.

2. Teacher as Leader: Candidates should take a leadership role in helping to develop the project that will be completed together. This does not mean that they will simply decide what will be done but play a significant role in planning the collaboration, meeting with stakeholders, deciding on a project plan, and taking the steps necessary to complete it. Opportunities should be provided for candidates to consider how to instill "a passion for learning and discovery" (13) and enable an approach to leadership "from the center rather than a top-down approach, sustainable leadership for change, the empowerment of females in the leadership role, moral leadership, and a greater emphasis on relationship building among all stakeholders" (18). Similarly, "Within the classroom specifically, leadership is essentially the art of helping students to define and achieve their goals and purposes, and also functions within a matrix that involves purposes, values, and faith" (18).

3. Teacher as Servant and Steward: Candidates should help in developing positive learning environments and a community of learners where each supports one another. The goal is to instill a commitment "to building, sustaining, expanding, and refining a democratic society" (27) where "every student has an equal voice and opportunity for development and accomplishment" (27).

4. Teacher as Servant to Parents and Families: Candidates should work closely with parents in the community to determine their needs and goals. This may include establishing

meetings with parents, creating surveys or questionnaires, or offering appropriate resources. "With regard to urban, diverse schools, an ecological paradigm or model recognizes the interconnectedness of children, language, urban policy, poverty, customs, religion, classrooms, and culture and how these entities influence each other in bidirectional complexities" (65).

5. Teacher as Servant Leader to Colleagues and School Administration: Candidates should be given opportunities to work collaboratively with others on agreed-upon goals. They should consider the role each plays in contributing to the larger goals of the school or organization, including what they believe they have learned from colleagues and leaders.

6. Teacher as Servant Leader to the Community: As a servant to the community, candidates should be required to investigate the demographics—traditions and background, values the community holds, economic bases, geographic features, social structures, and political structures—and consider the implications for each. As Nichols states, "Teachers, who have their fingers on the pulse of the community and understand the expectations of the constantly changing demographics of their students and patrons, have an opportunity to serve the community by doing everything they can do support students' academic, social, and psychological needs" (81).

Bridging Servant Leadership and Standards

The beauty of framing service-learning through a goal of creating servant leaders as described by Nichols is that it not only gets at what I believe should be the heart of education—students—but it also achieves the objectives established by those in power of teacher education—accrediting bodies. A close examination of the desired dispositions of teaching candidates as established by the

National Council for Accreditation of Teacher Education (NCATE) reveals objectives that are, in many ways, similar to Nichols'. The standards for the accreditation of teacher preparation institutions include the following: 1) "leadership and mentoring roles in their schools and communities" (Standard 1b), 2) "consider[ation of] school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues" (Standard 1c), 3) "aware[ness] of and utiliz[ation of] school and community resources that support student learning" (Standard 1d), 4) "demonstrat[ion of] classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students" (Standard 1g), and 5) an overall ability "to foster relationships with school colleagues, parents and families, and agencies in the larger community to support students' learning and well-being" ("Professional" 22). While these goals do not embody the democratic and civic ideals of Nichols, they do focus on crafting teachers who are leaders in their schools and communities, who are aware of their students' situatedness on at least some level, and who seek to establish classrooms where students are valued and respected. Moreover, the NCATE standards mentioned are ones that may not be as easily met through traditional practicum experiences where the amount and type of involvement students have is dictated by the particular teacher she or he works with. A service-learning project, instead, especially if guided by Nichols' criteria, can offer teacher candidates a leadership role in the planning and implementation of the project, opportunities to work closely with community organizations and families, and time and space to build relationships with specific students and to better understand them as people as well as students.

Putting Theory into Practice

I would like to conclude by discussing my own experience with service-learning and how I've come to embrace this practice as a method for instilling in students qualities of servant leaders while meeting required learning standards. The teacher education course I teach is a Reading in the Content Areas class. In teaching the course in the past, I have always felt a disconnect between what the course does—introduce students to current theory and strategies for teaching literacy—and what it could do—provide students opportunities to connect the material with students in meaningfully ways. To put it simply, the classroom readings and discussions felt like they lacked context. The students and I would talk about hypothetical classrooms and students, which often ignored the complexities of students' differences and situatedness. My teacher education students spoke *about* students but not *to* students; they did not have the opportunity to learn the material within the context of relationships. The more I learned about service-learning the more I began to wonder about the role it might play in filling the gaps between candidates' understanding of pedagogy and their understanding of students. This led to further questions about how to initiate this type of experience, whom to work with, and what to have students do. Determining whom to work with and how to establish a relationship with a community partner turned out to be one of the most challenging steps. I decided to contact the local YWCA in part because of a conversation with a colleague who reads to the preschool students there biweekly. I did not realize how important this established relationship was until my inquiry to collaborate with a local high school teacher was rejected. The rejection illustrates the delicacy of these types of experiences and relationships.

In my initial meeting with the director of the YWCA, my goal was to listen: what is the purpose and goal of the organization? What types of programs do they offer for whom? What are their interests and needs? In what ways could she see us working together given my students' backgrounds and content knowledge? Ms. Wright (a pseudonym) shared that part of their goal was to educate the parents or guardians of the students who attended as much as the actual students, and she believed that this was something that my students could help with because of their training and interest in literacy. We talked about the possibility of having the teacher education students complete a case study on a specific student at the YWCA where the teacher education student would learn more about the YWCA student through observation, interaction, and background information. The teacher education student would then use the information she or he gathered to create a literacy plan for the student that could be implemented while at the YWCA but would also be a resource that the child could take home to his/her parent(s) or guardian(s).

I used my conversation with Ms. Wright as a guide for considering how to best connect course content and learning outcomes to the project that my students would be doing. The goal was to find ways that the collaboration would be mutually beneficial while meeting servant leadership criteria and NCATE standards. I created a chart to show how I matched up the overlapping goals with specific service-learning activities (see Table 2).

Table 2: Course/Community Partner Service-Learning
Goals, Standards, and Activities

Servant Leader Goals	NCATE Standards	Service-Learning Activities
Teacher as Leader: Candidates should take a leadership role in helping to develop the project that will be completed together.	**Standard 1b**: Leadership and mentoring roles in their schools and communities.	• Candidates will collaborate with the director at the YWCA to plan the literacy project. • Candidates will plan and facilitate one-on-one and small group activities based on the students' interests and needs.
Teacher as SL to the Community: Candidates should be required to investigate the demographics—traditions and background, values the community holds, economic bases, geographic features, social structures, and political structures—and consider the implications for each.	**Standard 1c**: Consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.	• Candidates will complete a case study where they will explore personal and local social and political influences. • Candidates will create a literacy plan with strategies specific to individual students.

Teacher as Servant and Steward: Candidates should help in developing positive learning environments and a community of learners where each supports one another.	Standard 1g: Demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.	• Candidates will work with students one-on-one and in small groups. • Candidates will create resources for students and their parent(s)/guardian(s) that meet their individual needs and encourage self-learning.

The chart highlights a couple of ways that the project can help to meet the goals of NCATE and servant leadership. It also helps to show the relationship between NCATE standards and those of servant leadership, where servant leadership requires a move beyond creating caring or supportive environments, for example, to empowering and connecting students to each other and the community.

In my past experience with service-learning, both through research and the service-learning project, what I have most learned is to be intentional. Service-learning, while it has great potential, can have detrimental effects as well, as mentioned, if not constructed well. Being intentional starts with knowing what service-learning is and what one hopes to accomplish by having students participate. In the case of teacher education programs, service-learning has the potential to help candidates meet learning objectives in more meaningful, authentic ways; it's a matter of creating spaces for relationships, understanding, and growth. Creating these spaces is not always easy, especially because the project itself should be generated as a collaboration with community partners, whose goals are often different from those of the

professors or students. These collaborations and experiences take time, investment, and reciprocity if they are to work well. However, I would argue that the investment is well worth it.

Concluding Thoughts

When it comes to integrating service-learning into teacher education programs, as Kielsmeier says, "The time is now" (3). Although I am somewhat new to the field of service-learning and still have a lot to learn about what makes a project most effective and why, what I have already learned is that service-learning is worth pursuing and researching further. I think service-learning provides unmatched opportunities for teacher education programs and likewise those community partners they work with. Teacher candidates must begin to understand what contributes to who students are, how students learn, and how the intricacies of the classroom are created by and consequently create these perceptions; service-learning provides these spaces of growth through relationship. Ultimately, service-learning experiences allow teacher education programs to recast their visions because the same experience can both meet and extend the goals of the program. Those of us in teacher education can dually develop students' knowledge and dispositions. And if we're lucky, these same experiences will help teacher education students to embody the ideals initially proposed by Dewey and many since both in their lives and future classrooms.

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FIVE IMPORTANT BOOKS ADDRESSING ISSUES CRITICAL FOR EDUCATORS TODAY

THOMAS L. HANSEN

Introduction

Today's teachers and administrators are faced with increasing demands and a society looking for more equality and fairness in the classroom. There are so many helpful resources available to assist educators as they endeavor to create safe learning spaces, to better understand the students we hope to teach, and to be the humane and informed adults we hope our students can also be. As educators, we can draw upon resources such as the following five books as background reading as guides for better serving students and families, and also as starting points for locating more readings, more workshops, and more experts who can help us.

While some educators may consider some of the themes in these books somewhat controversial at first, they can come to embrace the relevance of these sources as the issues

of fairness and equality in education shine through. As we endeavor to teach all students, despite their current living situations and the challenges they face, we create a safer, more inclusive, and more inspiring space in which our students and colleagues can thrive. It is in the spirit of fairness and a devotion to teaching that I offer the following notes on some essential books for teachers.

Five Resources for Classroom Teachers of English

Poverty in America: A Handbook

Iceland, John. *Poverty in America: A Handbook*. 3rd ed. Berkeley: U of California P, 2013. Print.

There simply is no way today's educators can ignore what is happening in our country given all of the news about the new great recession. I have been reading and reviewing many books lately on poverty, the current numbers of unemployed and underemployed, and the staggering figures of poor, unemployed, disenfranchised, foreclosed, evicted, and hopeless Americans. I remain amazed that many of our citizens are going through such tough times. I remain astounded so many people are not aware of the reality of the tough times. Iceland delineates poverty for the reader very clearly in this important text.

Iceland does an excellent job of providing straightforward definitions and data on poverty as it spreads across America currently. He explains the two ways to measure poverty, and he talks about what some have termed the "deserving poor" and the "undeserving poor." To some, there is a first group of poor, such as the elderly and those with disabilities, who deserve help. There is a second group, such as unmarried mothers and able-bodied men, who some people think do not deserve assistance.

And so it goes in this great land, and Iceland shows clear figures of thousands without work, many of them almost totally hopeless, using food stamps and other dollars to try to survive. A very popular book, this handbook is more a set of definitions and clarifications of what poverty looks like. This is not a handbook on how to be poor. This book is about some of our poor students and their poor families. Including immigrants, the number of unemployed persons in this country is incredible, and certain groups face more joblessness than others. Racism and the stigma of having served time in prison are issues thriving in the mix of unemployment data.

This book debunks the myths of who is receiving assistance and who is not. The book also looks at the safety nets out there and shows very clearly they do not cover enough people.

I recommend this book because of the clear presentation of the technical definitions, the important data presented, and the history of American poverty profiled in these pages. It is crucial we discuss the issues here and find ways to not only help those citizens in need but also look at the systems and laws regarding assistance for families and individuals.

We as a nation must demand some change in what is happening and enter into serious conversations on how to begin to address these issues. I believe all Americans should be familiarizing themselves with the realities of the current worsening poverty in this nation. More strongly, I feel educators at all levels should be reading about poverty, visiting homeless families in the streets, volunteering in food pantries, and insisting local news programs investigate what is happening in our land. It is we, the teachers and professors, who can bring about the change needed by lobbying, educating, informing, and encouraging. These are the things we do best.

Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success

Kafele, Baruti. *Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2013. Print.

Baruti Kafele has become a much sought-after speaker for professional development and other education-related programs nationwide. This book focuses on helping students to improve their attitudes, set goals, and work harder. It tells the story of the original school where he turned test scores completely around and, overnight, got students on the right track.

Kafele has many great ideas for helping students, starting with making sure the teachers are in the right frame of mind to accept students for who they are and then help them achieve great things despite the disadvantaged situation they may be in. He includes interesting self-reflection questions for the teachers to consider about their students, such as: Do I believe in them? Do I treat teaching them as a mission? Do I set incremental and long-range goals for them to achieve?

Kafele puts forth a lot of opinions on the importance of students using clean paper to submit assignments, the essential component of hard work, the hope that teachers will come to know who their students really are. In short, he emphasizes clarity, respect, and drive in the classroom. (I will not give all of the content away regarding what we as teachers should encourage students to do and say in the classroom.) While he includes a lot of doable interesting approaches to teaching, he also makes some statements I do not care for.

I disagree strongly with how Kafele looks at what to do about students living in poverty. I feel his mindset is

a negative and hopeless one regarding poor students and how to help them. For example, he states: "As a classroom teacher, you have no control over poverty; you cannot change the conditions that your students might be going home to every day. At best, you can inspire your students to one day rise above their situation, but you cannot change it, so it makes little sense to dwell on it or make it an excuse" (25). I feel it is ironic he makes these statements, when his main goal is to improve attitudes. Perhaps he has not felt enough disappointment or loss, or at least he has never been hungry enough to understand what it is like to be starving when you are supposed to be doing your homework and concentrating on it carefully. I was very surprised he has these kinds of opinions.

Later in the book, he revisits these feelings that it is not the job of educators to fix poverty or to do anything other than just ensure the classroom is a positive place and one in which they can excel (93). Instead of giving us any idea of what to do about poverty, Kafele includes a paragraph next on how important it is that the classroom be a neat, orderly, organized area in which to inspire students to learn.

Despite the strange perspective on poverty and what to do about it—or rather the notion that nothing can be done about it—Kafele has written a very good book here with great ideas for helping students do better. I think I will go ahead and recommend the book—with the caveat that the comments on poverty seem foolish and rather unhelpful. As a stand-alone book, I do not think this text leaves the right impression—or a complete one—about disadvantaged students and how to better understand and teach them.

There are many books that could be used along with this one in professional development sessions or teacher education courses. In addition to the book by Iceland mentioned above,

there are several great references essential for the educator to read. One such book is *America's Poor and the Great Recession* by Kristin S. Seefeldt and John D. Graham, with a foreword by Tavis Smiley. Another is *The Rich and the Rest of Us* by Tavis Smiley and Cornel West. Both are brief paperbacks chock-full of facts and information so essential to understanding the poor conditions in which many of our students are currently living.

Ignoring the recession and poverty do not seem like very informed ways to proceed as citizens or as educators. There are many things teachers can do in their classroom: helping students by providing information about resources, helping families get connected to the assistance they need, providing referrals to others with more technical information, and, of course, reading up on, studying, and discussing poverty.

Addressing Learning Disabilities and Difficulties: How to Reach and Teach Every Student

Guerin, Gilbert, and Mary C. Male, eds. *Addressing Learning Disabilities and Difficulties: How to Reach and Teach Every Student*. Thousand Oaks, CA: Corwin, 2006. Print.

As educators, we endeavor to serve all students, ranging from those facing the crippling grasp of poverty and great disadvantages in education to those pupils facing various challenges in learning. This book is a no-nonsense explanation of some of the most common learning disabilities, how to deal with them, how to help students get special education or services, and how to help the student make progress. The book explains the applicable federal legislation and the duties of all parties on a team to develop an individualized education program (IEP) for students who require them. The book could be used in courses and workshops, in addition to

being an easy-to-read reference for educators, parents, social workers, and others.

The author does a great job of presenting the information and translating its components so that specialists can understand how to help students get the assistance they need. Students who have dyslexia or dysgraphia or other common learning disabilities will have trouble in all of the other learning areas, for successes in reading and writing are needed in all their studies, from mathematics to social studies.

It is essential that all teachers have a good basic knowledge of how some students are facing challenges, what some of the more typical ones are, and how to go about helping the students learn. The book gives us some resources for better assisting our students with issues in reading and in language fluency. As teachers of English, we may be teaching one of the most important subjects in any school. Students organize information through the use of language. If that organizing is hindered, no other learning can take place.

This book has some benefits for teachers of dual language and world language also. Problems with developing reading and writing skills will impact the National Standards for English Language Education, especially 1.2, 1.3, and 3.2, plus Illinois Learning Standards for Foreign Languages Goals 28C and 28D, especially, and most of the others as we tend to teach more lessons using all four skill areas.

Teachers of English language learners (ELLs) in the regular classroom, dual language or bilingual program, or even world language programs will benefit from knowing how to look for certain skills deficiencies and certain behavior patterns. Of course, not all students require IEPs and may have other sorts of difficulties, such as trouble learning other writing systems. Students who are native speakers of Spanish may have very different sorts of learning challenges

when studying Japanese or Russian than native speakers of English will have. This is true even if the student does not have a recognized learning disability and qualify for special education or services.

Unfortunately, some traditions die hard. The phrase "behavior problems" runs throughout the text, based on the tendencies of classroom educators to still use the term freely, and the federal and state legislation that is rife with this term. The author also tells us that "emotional problems" are not included in the federal laws regarding special education.

It is up to each state to decide whether other areas (e.g., autism, social phobia, Asperger Syndrome) are within the realm of disabilities—cognitive or emotional or both—needing to be addressed by the school district or corporation. Fortunately, the discussion on this continues in Illinois and some other states where parents have gained a lot of ground in getting school personnel to listen.

I recommend this book because it is straightforward and factual. I like the brief presentation, the glossary, the overall clarity of course, and the links and websites for further help. Yes, the parents still need to lead the battle to get their students the education and services they need to learn. As educators, we can help them understand that journey and help them along the way.

Creating Safe and Supportive Learning Environments: A Guide for Working with Lesbian, Gay, Bisexual, Transgender, and Questioning Youth and Families

Fisher, Emily S., and Karen Komosa-Hawkins, eds. *Creating Safe and Supportive Learning Environments: A Guide for Working with Lesbian, Gay, Bisexual, Transgender, and Questioning Youth and Families*. New York: Routledge, 2013. Print.

ELLs and all other students in our schools have a right to a safe and secure space for learning. We must as educators follow state and federal laws to help students to be able to focus on school and not have to worry about physical or mental abuse in our classrooms.

This guide is an excellent reference book for every school building. It provides a thorough and informed body of information essential to all school districts now, with a strong basis in research. There are a myriad of citations educators can use for further reading and for more discussion and understanding.

The book includes fifteen readings by experts, and several of the writers are professors at universities in Illinois. This book is divided into two main sections: Theoretical Foundations and Background, and Applications in the Schools and Community. The first part includes six readings that give educators a great deal of current information on professional organizations, parent groups, and other supportive sources crucial to tap to come to an understanding of the needs of students who will be served by your districts.

Readings in the second part of the book provide links, books, resources, and tools you will need to make good use of in helping LGBTQ students. Included in this part are the organizations who can help you organize a speakers series, how to start a straight-gay alliance in your school, where to get help for students who are experiencing too much stress from bullying in your buildings, and several other resources.

Teachers can benefit most from chapter ten: "Responsive Classroom Curriculum for Lesbian, Gay, Bisexual, Transgender, and Questioning Students." Information provided here ranges from recommendations from the National Education Association to the American Federation of Teachers, and from social work associations to a group called the Gay, Lesbian,

and Straight Education Network (GLSEN). Illinois is home to a supportive educational organization called the Illinois Safe Schools Alliance which has curriculum and training materials for use in our school buildings on its website. These particular pages can be of great help to classroom teachers: 134–35, 149–50, 179–80, and 247–54.

I recommend this book to educators in Illinois for different uses. It is a good reference text. It is also a good book to be shared in professional development sessions or retreats. The chapters are manageable and could be read quickly, lending themselves to traditional professional development (PD) methods such as a group reading two or three chapters and then reporting out to the plenary group with the results of their discoveries and brainstorming.

In addition to use in PD settings, the book could also work with new teachers and administrators, as well as more experienced educators who need to review and update themselves on the current issues and terminology here. Firmly based in current research, this book is a solid investment.

Unwelcome and Unlawful:
Sexual Harassment in the American Workplace

Gregory, Raymond F. *Unwelcome and Unlawful: Sexual Harassment in the American Workplace*. Ithaca, NY: Cornell UP, 2004. Print.

Another important book about providing a safe learning space is this standard text by Gregory. Although it is older, it is one of the main references for helping educators understand how safe spaces can be established and protected so that all persons in the educational institution can teach and learn safely. Unlike some of the other current texts on this topic, Gregory's paperback provides chapters on both same-sex

harassment and sexual harassment of men by women. Citing the most recent applicable cases, Gregory tells us of the clear cases of harassment that have set precedents and which are most often cited in court.

Gregory does a good job of not only defining harassment but also giving many specific examples to make his points clear. The author is able to explain the realms and occurrences of harassment to non-lawyers in this book. He defines technical terms and uses additional examples.

Educators at all levels can benefit from reading this book and from adapting what is said here to institutions. He also discusses the role of the supervisor in stemming harassment in the workplace and the kinds of settlements being made recently for victims who have suffered. We as educators must be very vigilant about the occurrences of harassment in the schools and colleges where we work. Students, staff members, teachers, and also visitors should be free to function and learn in a safe environment.

Harassment of persons because of their gender expression or their appearance or their sex should not be tolerated anywhere—and certainly not in institutions of learning.

One important point Gregory makes in this short book is that the courts have insisted that the supposed harassment be either severe OR pervasive. The victim has the "burden of proof," that a reasonable person would use one of those terms to describe what has occurred to the victim. In addition, a workplace with sexual overtones is not necessarily one in which harassment is automatically occurring. Instead, it must be proven that both a reasonable person and a victim would find it "hostile."

The book offers a good overview of current thought on the kinds of actions and speech constituting harassment at work, and it defines and exemplifies some of the things

harassment is not. As an overall discussion of recent cases and tendencies for rulings, this is a book I recommend for managers and for educators.

Who would want to teach—or learn—in an institution where harassment is allowed?

Conclusion

The above five books represent what I think are truly great resources on some essential topics for the educator at any level. It is with great hope I submit these reviews for you to consider the themes of poverty, fairness, safety, equality, and justice in your teaching. I mention below some additional texts that you may find useful in your professional work.

Resources for Further Reading on the Above and Related Educational Topics

Bertram, Corrine C., M. Sue Crowley, and Sean G. Massey, eds. *Beyond Progress and Marginalization: LGBTQ Youth in Educational Contexts*. New York: Peter Lang, 2009. Print.

Higgs, Crystal. *Connecting with Students: Strategies for Building Rapport with Urban Learners*. Lanham, MD: Rowman & Littlefield, 2014. Print.

Howard, Tish, Sandy Grogan Dresser, and Dennis Dunklee, eds. *Poverty Is NOT a Learning Disability: Equalizing Opportunities for Low SES Students*. Thousand Oaks, CA: Corwin, 2009. Print.

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CALL FOR SUBMISSIONS TO
THE *ILLINOIS ENGLISH BULLETIN*

As the written forum in which Illinois English teachers share their ideas, the *Illinois English Bulletin* welcomes all kinds of materials related to the teaching of English.

We seek articles dealing with literature, writing, language, media, speech, drama, film, culture, technology, standards, assessment, professional development, and other aspects of our profession. Any combination of research, theory, and practice is appropriate. Some articles take a formal and conclusive approach, while others are informal and exploratory.

Book reviews, poetry, black-and-white photographs, and line drawings are also welcome.

When you are ready to share your work with your colleagues across the state, please consult the submission guidelines on page 98. We look forward to hearing from you. If you have questions or suggestions for the editor, please don't hesitate to get in touch (contact information on page

100). Thank you for reading, supporting, and contributing to the *Illinois English Bulletin*.

Submission Guidelines

- Via U.S. mail, send one clean, paper copy of the manuscript to the editor. See below for manuscript formatting guidelines and information to include in your cover letter.

- Attached to an e-mail message addressed to the editor, send an additional copy of the manuscript in an MS Word or PDF attachment. See below for manuscript formatting guidelines and information you should include in your e-mail message.

- In your cover letter (mailed with hard copy) and in your e-mail message (with electronic copy attached), include the following information: your manuscript title, name, mailing address, institutional affiliation, and phone number. Also indicate whether you are currently a member of the Illinois Association of Teachers of English (IATE). State that the manuscript has not been published or submitted elsewhere.

- Manuscript formatting guidelines: follow the current *MLA Handbook* guidelines for parenthetical in-text citations, the works cited section, and other technical elements; follow NCTE's "Guidelines for Gender-Fair Use of Language"; place page numbers at the top right corner of every page; type and double-space throughout (including quotations, endnotes, and works cited), with one-inch margins all around.

- With both your paper and electronic manuscript submissions, please also include a biographical blurb of 50

words or fewer. (Blurbs for manuscripts with multiple authors should total 50 words or fewer.) Blurbs usually mention institutional and professional affiliations as well as teaching and research interests.

• The *Bulletin* editor will acknowledge receipt of your manuscript via e-mail.

Submission Deadlines

You are welcome to submit your materials at any time to the editor of the *Illinois English Bulletin*. Traditionally, the *Bulletin*'s spring issue features shorter articles based on presentations made at the previous autumn's IATE annual conference. Summer issues may be themed or all-inclusive. The fall issue presents the "Best Illinois Student Poetry and Prose." The winter issue is the program for our annual IATE fall conference.

To be considered for inclusion in the spring issue, materials must be received by the editors by the previous November 1.

To be considered for inclusion in the summer issue, materials must be received by the editors by the previous January 15.

To be considered for inclusion in the fall issue ("Best Illinois Student Poetry and Prose"), materials must be submitted electronically through the IATE submission manager (iate.submittable.com/submit) by the previous January 31. Please see page 101 for the two-page special submission guidelines for fall issues. Please note that as of 2005, the poet laureate of Illinois will designate several of the poems selected for publication in the *Bulletin* as "Poems of Exceptional Merit." These poems will be identified in a message written by the poet laureate and published in this issue of the *Bulletin*. The

poets will receive a certificate from the poet laureate in the U.S. mail.

Editor's Contact Information

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CALL FOR STUDENT WRITING FROM ALL LEVELS FOR IATE'S BEST ILLINOIS POETRY AND PROSE CONTEST

DEADLINE: Submit all contest entries electronically through the IATE submission manager (iate.submittable.com / submit) no later than January 31, 2014.

FORMAT: Accepted file types include .doc, .docx, and .rtf.

COVER LETTER: The "Cover Letter" field must include:
- Full name of student
- Student's grade level at time piece was written
- Full name of school
- School's complete mailing address
- Full name of teacher (indicate if IATE member)
- E-mail address of instructor

IMPORTANT: The student's name, the school's name, and the teacher's name must not appear anywhere other than in the "Cover Letter" field.

LIMITS:
1) Five prose and ten poetry entries per teacher.
2) One thousand words of prose per entry; forty lines of poetry per entry.

SOME SUGGESTIONS FROM THE JUDGES:
1) Please see that students abide by the line and word limits. Have them revise and shorten pieces that exceed these limits.
2) Please emphasize to students that prose and fiction are not synonymous. Encourage them to explore the possibilities of expository essays, arguments, and personal narratives.

CONTEST COORDINATORS:
Delores R. Robinson
Illinois Valley Community College
IATE Prose Contest

Robin L. Murray
Department of English
Eastern Illinois University
IATE Poetry Contest

FOR MORE INFORMATION:
Visit www.iateonline.org.