Exploring the Cognitive Consequences of Variations in the Social Fabric of Classroom Literacy Events

Robert J. Tierney and Theresa Rogers

The study of classroom literacy seems to be at a crossroads. Researchers of reading, writing, and learning tend to follow one of two avenues: one which treats literacy as an abstract body of knowledge or set of skills and another in which literacy is viewed as a process that grows out of social interaction among individuals who have communicative goals and intentions. Those who choose the former avenue are interested in the products of instruction, while those who choose the latter are interested in how students achieve their goals. The teacher is the one who evaluates the students' ability to attain those goals. In support of this approach, these researchers provide correlational data from large scale comparisons of classroom factors and achievement measures (e.g., Brown, Campana, & Day, 1981; Pearson & Gallagher, 1983). While the individual is the goal of this new methodology, the teaching will include new methodologies that capture the social interactions that occur during classroom discourse and the teaching of cognitive learning.

While the individual is the goal of this new methodology, the teaching will include new methodologies that capture the social interactions that occur during classroom discourse and the teaching of cognitive learning. The group of researchers who follow the second avenue might argue that the development of literacy is influenced by the nature of the social interaction that takes place during literacy events, that cognitive demands are shaped by the social situation. These researchers would argue that reading and writing are by their nature socially constituted and that literacy flourishes in an environment where communication is the goal of each person. Researchers have described a number of social contexts in which classroom literacy events take place (see Bloom, 1984).
An emerging perspective is that literacy learning is both a cognitive and a social process, and that the social contexts and the mental contexts involved in literate instruction interact to affect the kind of learning that takes place. This perspective is not new in cognitive psychology; the work of Vygotsky and Piaget suggests that social context may be an important factor in learning. For instance, Vygotsky’s (1978) observations of the learning processes of children led her to conclude that learning consists of the internalization of social interactional processes, and that development proceeds when interpsychological processes are transformed into intrapsychological processes. Piaget (1970), focusing on peer interaction, argued that individual thought processes develop by the interaction of the social and mental contexts. As Cazden (1982) remarks:

Learning to read . . . is certainly a cognitive process, but it is also a very social activity, deeply embedded in interactions with teachers and peers. (p. 418-419)

Educational researchers working from a sociocultural tradition of communication perspective also acknowledge the need to look at the interaction of the social and mental contexts. As Erickson (1982) points out, we have neglected the study of “taught cognitive learning.”

While the individual is the locus of learning, this learning does not take place in isolation. Learning by individuals occurs as a reflexively adaptive transaction between the immediate environment and the individual, in which each stimulates the other. (p. 15)

Research carried out from a sociocognitive perspective will require new methodologies that capture the students’ cognitive processes as they are displayed during classroom interactions. These methodologies include complete descriptions of the learning contexts (including teachers’ and students’ perceptions of the social "literacy events take place (see Bloom, 1984)."

It is the purpose of this work to explore the ways in which the social fabric of a classroom may influence individual learning.
The Social Fabric of the Two Classrooms

In this section, the learning environment in both classrooms is described. The structure and the content of the curricula and descriptions of the cognitive behaviors of children in both classrooms are discussed. The focus is on understanding the social interactions and experiences of individual students during their time in the classroom. The data provide evidence of the social interaction patterns and the influence of the classroom environment on the development of children's cognitive skills. The comparison between the two classrooms highlights the differences in teaching methods and the impact on student learning.
The act sequence of the hierarchy, response, evaluation cycle described by

Variation in the performance, response, evaluation cycle described by

TOK: 

I feel they're both very important.

You feel they're both very important.

The most important person in the story.

You can see more important than others. Who was

I think the majority of the classroom, I think the majority of the

excerpts from the end of the lesson is provided below.

Preliminary reading groups formed around a table.

The end of the character assignment in which the students were asked to write a passage.

"Striped Wolf" by Shimon Bell. Muriel's first novel of the hierarchy.

The purpose of the hierarchy, even in classrooms, as to discuss a different kind of hierarchy.

Within the assignment, there was an emphasis on character analysis and depth, rather than just the surface-level understanding of the story. The hierarchical nature of the characters and their interactions were emphasized in the context of the story. The purpose of the hierarchy was to introduce the students to the different kinds of hierarchies within the classroom and to discuss a different kind of hierarchy.

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The teacher in classroom displayed item on the blackboard, and with his hands moved to illustrate the point. This was followed by an explanation of the procedure and the student's role in the activity. However, in another example, the teacher showed an item on a blackboard, but the students were not actively involved in the discussion. This was followed by a question from the teacher. In another example, the teacher showed an item on a screen, but the students were not actively involved in the discussion. This was followed by a question from the teacher. In another example, the teacher showed an item on a blackboard, but the students were not actively involved in the discussion. This was followed by a question from the teacher. In another example, the teacher showed an item on a screen, but the students were not actively involved in the discussion. This was followed by a question from the teacher. In another example, the teacher showed an item on a blackboard, but the students were not actively involved in the discussion. This was followed by a question from the teacher.
The teacher in the classroom described reading lessons this way:

"The lesson in the classroom was described as reading lessons. This was because the teacher would introduce a new topic or concept, and the students would then be engaged in reading and discussing the material. The teacher would often use visual aids, such as diagrams or charts, to help illustrate the concepts they were teaching. The students would be asked to read the material and then discuss it in groups. The teacher would circulate among the students, answering questions and providing guidance as needed. This method of teaching was designed to help the students develop critical thinking and analytical skills.

The teacher would also use the text books and other resources to supplement the lessons. The students would be encouraged to read on their own and to discuss their ideas with each other. The teacher would often assign reading materials to the students, which they would have to read and discuss in class.

Thus, the teacher would ensure that the students were engaged in the lesson by using a variety of teaching methods, including reading, discussion, and visual aids. The teacher would also encourage the students to think critically and to ask questions, which would help them to better understand the material.

The teacher would also use the time to answer any questions the students might have, or to provide additional explanations. The teacher would also use the time to monitor the students' progress and to provide feedback on their work. The teacher would also use this time to reinforce the concepts they had taught and to make sure that the students understood them.

Thus, the teacher was able to effectively teach the students by using a variety of teaching methods, including reading, discussion, and visual aids. The teacher would also use the time to answer any questions the students might have, or to provide additional explanations. The teacher would also use this time to reinforce the concepts they had taught and to make sure that the students understood them.
Three Dimensions of Students’ Reading and Writing Perceptions and Behaviors Across Texts and Their Reading and Writing Behaviors

While the text on this page is not entirely legible, it appears to discuss the role of reading and writing in education, possibly referencing the work of certain educational theorists. The text seems to be exploring how students perceive reading and writing, and how these perceptions influence their behaviors. It mentions the importance of understanding students' perspectives on these activities, and how these perspectives can be shaped by various factors, such as the teacher's role and the learning environment. The text also seems to touch on the idea of students taking ownership of their learning and making choices about their reading and writing tasks.
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TO YOUR DESKS.

About what you're supposed to do... okay. Go back.

TO MAKE IT VERY LONG BUT TELL AS MUCH ABOUT A FORENSIC PERSON AS YOU CAN AND WRITE ABOUT THEM. YOU DON'T HAVE TO WRITE A BIOGRAPHY WE'RE READING LOTS OF BIOGRAPHIES ABOUT F- A FORENSIC PERSON AND JUST ALMOST AS MUCH AS YOU WERE WRITING PROFESSIONAL. I HOPE YOU'RE WRITING ALONG WITH THE STORY AND WRITE ABOUT THAT.

I want you to select one of those people--one of the

[Illegible text]...

after the discussion of the technique of "a déjà vu story" described above:

making connections between the processes of reading and writing for

<table>
<thead>
<tr>
<th>Classroom A</th>
<th>Classroom B</th>
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</table>

I'm not sure I don't know what they will make.

people do too.

I'm the way Lisa. She thinks, I think.

Sometimes I think about what that person

and they keep it in their minds.

A GOOD DAY'S ARMS. THEY HAVE A CHANCE TO REALIZE WHAT A GOOD DAY'S ARMS BECAUSE OF THEIR MIND BACK ON.

I know about the second page it says. "Brings out an idea of what members of our so..." COVERS ARE MEMBERS OF OUR SO.

I would like you. I would.

And see how your

GREAT DAY'S ARMS. "WHICH IS MGNOIS THE MIND THAT MAKES A DIFFERENCE." THEY HAVE A DIRT ROAD AND THEY HAVE A BIRD IN THE AIR. SAY, "BRINGS OUT AN IDEA OF WHAT MEMBERS OF OUR SO."

Title (which was long ago) of...
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The following is an excerpt from a written assignment given in classroom B. The paragraph is written in the style of a journal entry, as if the student were writing about their own thoughts and feelings during a particular experience.

B: After the discussion of 209 and a student's story described above, I decided to write about their experience in my own words. I think it's important to reflect on these kinds of experiences, as they can help us understand how different situations impact us personally.

In classroom B, students would often read a work and analyze the themes and ideas presented. This genre of writing allows students to develop their critical thinking and analytical skills, as well as to express their own perspectives and insights.

This page also contains a section titled "Classroom B" which includes a comparison of students' views.

two classrooms, there were differences in the extent to which students were willing to wrestle with problems for themselves and to initiate their own problem solving strategies. In classroom A, the reliance on the teacher’s authority appeared to constrain rather than facilitate independence and flexibility. For instance, one child said that she was writing “if I don’t catch it [a mistake]...” These students seemed to monitor their reading ("most of the time I can tell when something doesn’t make sense”) yet they had few strategies for solving a reading problem beyond reading it again or “reading more carefully.” Rather than relinquishing control to the teacher, the child as their own monitors and realized that they have a hint of what other people want but I write down on ar... The students in this classroom put in there, then I keep on... creating their own texts. They greater flexibility in dealing... as monitoring their understanding through brainstorming and planning.

To summarize, students in the discussion

Table 2. Reading/Writing connections: Comparison of Students' Comments

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Classroom A</th>
<th>Classroom B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes think about a story that leaves me with questions... If I had my autobiography written, I would give more details about what I put in the story. I got the idea for my book from listening to my father’s stories about his experiences during World War II. I decided to write a book about a character called Brad Wilson, who is supposed to be a detective. I wanted to come up with something that had something to do with this... then I could write that in there.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Classroom A</th>
<th>Classroom B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well, I think that I have a pretty good imagination, but I just thought about the book I read that was about... The book was called &quot;The Flying Submarine.&quot; And its name reminded me of my own invention... Now, that's very similar, but I got the idea for my book from reading different authors and all the different ideas. I think mine is better than the book that I just read...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is the end of the chapter, and the solution isn’t finished yet. And, I will read the last part: “IT’S A FLAPFLAPNOISE,” ROBBY SAID. “WAS BRED RIGHT?” AN OWL’S WINGS ARE SPECIAL SAYS THEY CAN SNEAK UP ON PREY. I know it was all about me, but I had my autobiography written, I would give more details about what I put in the story. I got the idea for my book from listening to my father’s stories about his experiences during World War II. I decided to write a book about a character called Brad Wilson, who is supposed to be a detective. I wanted to come up with something that had something to do with this... then I could write that in there.
Table 2 (continued)

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Classroom A</th>
<th>Classroom B</th>
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<tbody>
<tr>
<td>No comments</td>
<td>No comments</td>
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In the classroom, children in Classroom B spoke of themselves as authors of their own stories and of their own abilities to solve problems. For instance, one child said, "I read my work as another person. I like to have a sense of who I am within my own writing." The students in this classroom seemed to have more self-reliance and greater flexibility in dealing with new concepts, especially when creating their own texts. They used strategies such as self-questioning, transforming and planning, and becoming their own audience as well as monitoring their understanding (see Table 3).

Discussion

To summarize, students in the classroom B exhibited a stronger sense of authorship and audience, made more connections across texts and

...
A. The interaction patterns serve to limit the students' literacy experience to those differences in both opinions and more subtle ways. In classroom literacy behavior, the social habits of the two classrooms contributed.

While other factors may have accounted for differences in student made it clear that they developed to the teacher.

When they did discuss their strategies for coping with difficulty, they

When they wrote and did not appear to know how to adapt their writing to

If students made sense, compared to our

After that, I was sure that

When I get stuck, I ask myself questions.

Arranging them.

When I'm writing a book, I delete

And pick the best one.

Me.

If I don't catch it, it will

doesn't make sense.

When something doesn't make sense, I

Table 3. Strategy: Comparison of Students' Comments

Classroom A

Classroom B

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