

Research in the Teaching of English 1

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Founded in 1967, Research in the Teaching of English (RTE) is the archival research journal of the National Council of Teachers of English (NCTE). It is a highly selective, quarterly, peer-reviewed journal, historically publishing 10% of submitted articles. Editors include Richard Braddock (1967-1972), Alan C. Purves (1973-1978), Roy O'Donnell (1978-1982), Judith Langer and Arthur Applebee (1983-1991), Sandra Stotsky (1992-1997), and Peter Smagorinsky and Michael W. Smith (1997-present). As of the fall of 2000, RTE had over 5,000 subscribers from over 40 countries.

RTE publishes research from any theoretical perspective or methodological approach. While requiring APA formatting, RTE publishes research reports in multiple genres, including conventional APA-structured articles, research narratives, and other forms for representing data. In addition to original research reports, RTE publishes discussions of research method, reviews of research, data-driven conceptual arguments, and a semi-annual annotated bibliography of literacy research compiled by an international team of editors. To accommodate extended attention to theory and method and to allow for detailed reporting of data, RTE does not have a page limit for submitted articles.

Originally a journal that focused on the classroom teaching of English/Language Arts, RTE now publishes articles more broadly concerned with literacy issues that can inform English/Language Arts instruction. These expanded topics include, but are not limited to, workplace literacy, community literacy, reading and writing across the curriculum, literacy in after-school programs, the teaching and learning of additional languages, and preservice and inservice learning about teaching literacy. Articles may focus on social issues related to literacy,

such as gender and culture. Articles are welcome from diverse sites, including communities and nations in which English is not spoken. The Alan C. Purves Award honors the article from the previous year's volume most likely to have an impact on educational practice.

In keeping with trends in the field, in its early years RTE tended to publish experimental and quasi-experimental studies of classroom learning or clinical studies of reading or writing performance, focusing on outcomes rather than process. In recent years, however, as researchers have begun to focus increasingly on the role of context and culture in learning and teaching and study both social and literacy processes, the field has produced more qualitative studies. Because qualitative studies tend to be longer, the number of articles per issue has been reduced. In keeping with this trend toward longer manuscripts, RTE has eliminated its page limit for submitted articles. Whereas it was common for issues in the 60's and 70's to feature as many as 10 articles, presently it is typical for RTE to publish 3-4 in each issue.

The RTE website <www.ncte.org/rte/> provides details on the review process, the kinds and volume of manuscripts submitted and accepted, and the submission process. It also provides a Progress Page to inform authors about the status of reviews, a Readers' Forum through which readers may comment on published articles, an archive of previously-published articles, and a large set of links designed to serve the research community.