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Keywords: technologies, culturally responsive instruction, coordinated programs

Summary: This article presents the findings of a year-long series of observations and analysis of the online conversations of adolescent girls.  The author, while not making herself known on the two chosen website chat rooms, visited, read, and printed out multiple conversation "threads" and categorized them by historical literacy and technological literacy.

Assumptions:
- Historically, literacy has been defined as singular, characterized by the ability to create written text and then to decode and comprehend this text, according to certain internalized linguistic rules.
- In electronic environments, reading and writing are historically powerful and necessary for communication.
- The posting of messages to a bulletin board can be seen as the equivalent of a Socratic seminar:an idea is raised, and participants debate its value.
- Literacy is seen as not only a means of communication, but also a powerful way of creating and presenting oneself.
- To post online messages, adolescents must not only understand the historical definition of literacy, but also have knowledge of technological literacy in that they must have the necessary equipment (computer, online access, etc.).
- The International Technology Association has defined standards for technology education that must be met for someone to be considered technologically literate.
- Definitions of literacy are changing as they are expanded to include skills with other tools as well as language.

Results:
- Online conversations cannot occur without historical and technological literacies operating simultaneously.
- Written and oral forms of language collide when used by girls who are simultaneously historically and technologically literate.
- Through medium and language, what is considered a written text becomes both conversation and a static statement of position in that gestures, emotions, and expressions are conveyed through the use of color, emoticons, and capital letters.
- The girls' messages were clearly understood through the subversion of the English language, such as using single letters or numbers to stand for whole words, changing punctuation, using all small letters, etc.

Conclusions:
- Online messaging allowed for both responses to a question or topic and hybridized texts.
- The girls' use of language in their online messages gave them a code, not unlike that used

in notes passed in class, a communication forum much more powerful because their ideas were knowingly made public.

- Online chat rooms allows members to create themselves over and over again in a public place devoted to their thoughts using a hybridized language that they can use and change according to their changing purposes.
- Conversations in online chat rooms contain thoughts on topics that are often considered taboo when conveyed in non-conventional literacy means.
- The girls on these websites knew how to learn and to communicate through access and opportunity to technologies.
- The collision between what is known and what needs to be known causes changes in language and defines literacy in new ways.
- The chosen medium of communication influences the message.
- Website chat rooms offer a space where constraints may differ from other contexts in which literacy events occur.

Suggestions for Teachers:
- Build upon adolescent interest and knowledge of technological literacies. Recognize their expertise in use of technological communication.
- Explicitly compare/contrast historical definitions of literacy and technological literacies, and draw conclusions about the impact of broader definitions.

Suggestions for Literacy Leaders:
- Support teachers' development of comfort and efficacy when they wish to infuse technology into learning and instruction.
- Engage in talk about what it means to be literate in the 21st Century.