

the differential reliabilities of scores on the measures employed.

<http://ltj.sagepub.com>

07-613 VANDERVEEN, TERRY (Kangawa U, Japan), **The effect of EFL students' self-monitoring on class achievement test scores.** *JALT Journal* (Japan Association for Language Teaching) 28.2 (2006), 197–206.

The effect of self-monitoring on an achievement test in an EFL classroom setting was investigated. The results of an experimental study that measured the difference in class achievement test scores between a self-monitoring and external-monitoring group are reported. Participants were 114 first-year students in a Japanese university and college. Target language performance and behaviours were monitored and responses recorded on a protocol by the students in the self-monitoring group and monitored by the instructor in the external-monitoring group. The time required for implementing the protocol or treatment was also measured and was considered to be an important pedagogical factor. At an alpha level of .05, the difference in achievement scores between the groups was not statistically significant.

<http://jalt-publications.org/jj>

07-614 XI, XIAOMING (Educational Testing Service, USA; xxi@ets.org), **Evaluating analytic scoring for the TOEFL® Academic Speaking Test (TAST) for operational use.** *Language Testing* (Sage) 24.2 (2007), 251–286.
doi:10.1177/0265532207076365

This study explores the utility of analytic scoring for TAST in providing useful and reliable diagnostic information for operational use in three aspects of candidates' performance: delivery, language use and topic development. One hundred and forty examinees' responses to six TAST tasks were scored analytically on these three aspects of speech. G studies were used to investigate the dependability of the analytic scores, the distinctness of the analytic dimensions, and the variability of analytic score profiles. Raters' perceptions of dimension separability were obtained using a questionnaire. It was found that the dependability of analytic scores averaged across six tasks and double ratings was acceptable for both operational and practice settings. However, scores averaged across two tasks and double ratings were not reliable enough for operational use. Correlations among the analytic scores by task were high but those between delivery and topic development were lower. These results were corroborated by raters' perceptions. When averaged across tasks or task types, correlations among the analytic scores were very high, and the profiles of scores were flat. The utility of analytic scoring is discussed, considering both score

dependability and whether analytic scores provide diagnostic information beyond that provided by holistic scores.

<http://ltj.sagepub.com>

Teacher education

doi:10.1017/S0261444807004624

07-615 DOGANÇAY-AKTUNA, SERAN (Southern Illinois U, USA), **Expanding the socio-cultural knowledge base of TESOL teacher education.** *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006), 278–295.
doi:10.2167/lcc320.0

This paper argues for the expansion of the knowledge base of TESOL teacher education to integrate greater awareness of the sociocultural and political context of teaching English to speakers of other languages. It is argued that the changing roles of teachers, insights gained from classroom research and recent developments in critical applied linguistics, coupled with the inherent complexity of language teaching, necessitate this curricular modification. The paper outlines three areas of inquiry to be integrated into existing TESOL teacher education curricula: (1) discussion of crosscultural variation in language teaching and learning and tools for investigating this variation; (2) overview of management of pedagogical innovation; and (3) examination of the sociopolitical factors surrounding the teaching of English as an international language. Appropriate junctions in current TESOL teacher education curricula that will allow for the integration of these three areas are suggested throughout the paper, along with resources that can aid teacher educators and curriculum developers in educating more socioculturally and politically aware teachers.

<http://www.multilingual-matters.net>

07-616 GONÇALVES, MARIA DE LURDES (U Aveiro, Portugal) & **ANA ISABEL ANDRADE**, **Connecting languages: The use of the portfolio as a means of exploring and overcoming frontiers within the curriculum.** *European Journal of Teacher Education* (Routledge/Taylor & Francis) 30.2 (2007), 195–213.
doi:10.1080/02619760701274001

The Linguistic European Policy stresses the importance of linguistic diversity and encourages students to learn several languages, believing that the more languages we know, the better we can understand each other and preserve our languages. To preserve diversity and to value all the languages (either included in the curriculum or not) is a first step to develop a plurilingual and intercultural competence in the classroom as a

means of overcoming frontiers between languages and between people. A second step is to work with teachers and to value what they know by helping them to find new and innovative answers to meet these professional challenges. Thus, this paper describes the work within a project for professional development of a group of in-service language teachers. The teacher education programme suggests a PORTFOLIO-ORIENTED LANGUAGE LEARNING AND TEACHING APPROACH that promotes plurilingualism. We will analyse the teachers' starting point and their willingness to work within an innovative and challenging approach. The analysed data include a questionnaire prior to the starting of the programme and three written reflections at the end of the programme concerning professional development, new concepts, teaching approach and working habits. The conclusions indicate that the teachers were not familiar with either the concept of plurilingualism or the PORTFOLIO-ORIENTED LANGUAGE LEARNING AND TEACHING APPROACH. Nevertheless, they clearly show their willingness to try a new approach in their teaching practice.

<http://www.tandf.co.uk/journals>

07-617 KURIHARA, YUKA & KEIKO SAMIMY (Ohio State U, USA), **The impact of a U.S. teacher training program on teaching beliefs and practices: A case study of secondary school level Japanese teachers of English.** *JALT Journal* (Japan Association for Language Teaching) 29.1 (2007), 99–122.

This study examines the impact of a U.S. teacher training program on eight Japanese English professionals' teaching beliefs and practices after the completion of the program. It also investigates the teachers' perspectives on how they resolve tensions, if any, between their teaching beliefs, Japanese teaching contexts, and new knowledge learned in the program. The data were collected mainly through qualitative methods such as multiple interviews with teachers and through document analysis. The results suggest that while the teachers considered the training experiences to be positive, they faced difficulties in applying their new knowledge in their own teaching contexts due to school, social, and cross-cultural factors. Despite the challenges, the data also revealed that the teachers attempted to negotiate the gap between expectations in these contexts and their teaching beliefs. We conclude that in order to understand the impact of teacher education programs, it is important to explore teachers' perspectives on their learning to teach.

<http://jalt-publications.org/jj>

07-618 POULOU, MARIA (U Patras, Greece), **Student-teachers' concerns about teaching practice.** *European Journal of Teacher Education*

(Routledge/Taylor & Francis) 30.1 (2007), 91–110.
doi:10.1080/02619760600944993

The essence of helping student-teachers lies in an exploration of their concerns about teaching. Based on this assumption, the current study aimed to explore student-teachers' concerns and potential topics of reflection, following their teaching experiences. The analysis of fifty-nine journals revealed the complex pattern of past and future-oriented concerns relevant to students' personal and professional identity, the mission and fading of the teaching profession, and the emotional dimensions of teaching. This paper contributes to the ongoing discussion about developing growth-producing experiences for student-teachers through their teaching practice.

<http://www.tandf.co.uk/journals>

07-619 SANTORO, NINETTA (Deakin U, Australia), **'Outsiders' and 'others': 'Different' teachers teaching in culturally diverse classrooms.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 13.1 (2007), 81–97.
doi:10.1080/13540600601106104

This article draws on data from two separate qualitative research studies that investigated the experiences of Indigenous teachers and ethnic minority teachers in Australian schools. The data presented here were collected via in-depth individual semi-structured interviews with teachers in 2004 and 2005. Data analysis was informed by poststructuralist discourse theory and the data were examined for broad themes and recurring discourse patterns relevant to the projects' foci. The article explores how teachers who are not from the Anglo-Celtic Australian 'mainstream' use their cultural knowledge and experiences as 'other' to develop deep understandings of ethnic minority and/or Indigenous students. I suggest that the teachers' knowledge of 'self' in regards to ethnicity and/or Indigeneity AND social class enables them to empathize with students of difference, to contextualize their students' responses to schooling through understanding their out-of-school lives from perspectives not available to teachers from the dominant cultural majority. I raise in this paper a number of important implications for teacher education including the need to recruit and retain greater numbers of teachers of difference in schools, the need to acknowledge their potential to make valuable contributions to the education of minority students as well as their potential to act as cross-cultural mentors for their 'mainstream' colleagues.

<http://www.tandf.co.uk/journals>

07-620 VACILOTTO, SILVANA & RHODA CUMMINGS (U Nevada, Reno, USA; vacilott@unr.nevada.edu), **Peer coaching in TEFL/TESL programmes.** *ELT Journal* (Oxford University Press) 61.2 (2007), 153–160.
doi:10.1093/elt/ccm008

The purpose of this study was to investigate the effectiveness of the peer coaching model as a professional development tool for pre-service ESL/EFL teachers, and its possible applicability to the Binational Centres in Brazil, as well as to teacher development programmes in general. Peer coaching, a reflective approach to teacher development, proposes that teachers share data collected through peer observation as a means for reflection on their individual teaching practices. Findings indicate that peer coaching facilitated exchange of teaching methods and materials, fostered development of teaching skills, and made participants rethink their own teaching methods and styles. The study also revealed which behaviours participants thought were most effective for supporting a successful relationship among peers in a peer coaching programme.

<http://www.eltj.oxfordjournals.org>

Bilingual education & bilingualism

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07-621 DE BOT, KEES (U Groningen, the Netherlands; c.l.j.de.bot@rug.nl), **W. LOWIE & MARJOLIJN VERSPOOR**, **A dynamic systems theory approach to second language acquisition.**

Bilingualism: Language and Cognition (Cambridge University Press) 10.1 (2007), 7–21.

doi:10.1017/S1366728906002732

In this article it is argued that language can be seen as a dynamic system, i.e. a set of variables that interact over time, and that language development can be seen as a dynamic process. Language development shows some of the core characteristics of dynamic systems: sensitive dependence on initial conditions, complete interconnectedness of subsystems, the emergence of attractor states in development over time and variation both in and among individuals. The application of tools and instruments developed for the study of dynamic systems in other disciplines calls for different approaches to research, which allow for the inclusion of both the social and the cognitive, and the interaction between systems. There is also a need for dense data bases on first and second language development to enhance our understanding of the fine-grained patterns of change over time. Dynamic Systems Theory is proposed as a candidate for an overall theory of language development.

http://journals.cambridge.org/jid_BIL

07-622 GARCÍA, OFELIA & LESLEY BARTLETT (Columbia U, New York, USA), **A speech community model of bilingual education: Educating Latino newcomers in the USA.**

International Journal of Bilingual Education and

Bilingualism (Multilingual Matters) 10.1 (2007), 1–25.

doi:10.2167/beb364.0

With the rapid increase in immigration from Latin America to the USA, many US high schools are struggling with the thorny question of how best to educate newcomer immigrant youth with low levels of English proficiency. This paper examines what some might consider an anachronistic educational model – a segregated bilingual high school for Latino newcomers. Drawing on a qualitative case study of an unusually successful high school in Washington Heights, New York City, the paper argues that the school's vision of second language acquisition as a social process building on the speech community itself, and not just as the individual psycholinguistic process of students, is the key to its success. The paper specifies the factors characterising this speech community model of bilingual education. This school's anomalous success educating its immigrant Spanish-speaking population holds important lessons for the schooling of immigrant youth in an era of standards.

<http://www.multilingual-matters.net>

07-623 KOUTSOUBOU, MARIA (Institute of Education, London, UK), **ROSALIND HERMAN & BENCIE WOLL**, **Does language input matter in bilingual writing? Translation versus direct composition in Deaf school students' written stories.**

International Journal of Bilingual Education and Bilingualism (Multilingual Matters) 10.2 (2007), 127–151.

doi:10.2167/beb391.0

This paper presents the findings of an experiment in which 20 Greek Deaf students produced written texts under two different conditions of language input: (1) a translation from a videotaped story in Greek sign language, and (2) a direct composition produced from a picture story – a neutral non-linguistic input. Placing Deaf writing within a bilingual frame, the effect of language input on the quality of written texts was explored, i.e. whether or not the use of sign language facilitates the teaching of written language. In this paper, similarities and differences between Deaf writers and hearing bilingual writers are explored in terms of current theoretical perspectives on bilingual learners: Deaf writing, similar to bilingual writing, is the result of an interaction between two languages, although in the case of Deaf writing, the languages are an unrelated sign language and written language; the role of first language in teaching; and whether sign language qualifies as L1 for Deaf students. This discussion is complemented by the quantitative results in the study, which showed that the use of a language (in the form of translation) in second language writing may facilitate certain features, such as the organisation of text, but not others, such as the grammar of text. The implications of the