

of interlocutors and interaction dynamics within the group.

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Teacher education

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07-460 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>

07-461 GARRISON, LESLIE (San Diego State U, USA), **Teacher attrition and retention along the Mexican border.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 365–384.

This study investigated teacher attrition and retention among 527 teachers who earned credentials between 1991 and 1998. They all attended a regional campus of a large university located in a rural area of southern California. Although the area had high poverty and many English language learners, the teacher attrition rate was markedly lower than nationally reported figures. Individual interviews of a randomly selected sample were conducted to determine differences between the conditions these teachers encountered during their first years of teaching and the conditions that contributed to dissatisfaction and attrition among teachers reported in Ingersoll and Smith (2003). No major differences

in teaching conditions were found. Alternative explanations for the high retention rate are explored.

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07-462 HARRISON, JENNIFER (U Leicester, UK), **An examination of the language and interpretations of 'Standard one' for initial teacher training in England: 'Professional values and practice' – outcomes or opportunities?**

European Journal of Teacher Education (Routledge/Taylor & Francis) 29.4 (2006), 431–454.
doi:10.1080/02619760600944753

This is an analysis of school tutors' assessments of aspects of the document *Standard one, professional values and practice* (DfES/TTA 2002) for secondary trainee teachers, together with interview data from a sample of trainee teachers and their school tutors/assessors. The paper examines teachers' interpretations of four sub-categories within this Standard and considers these in terms of three key questions: 1. How is the terminology of the standard being defined and described? 2. How is the evidence for assessment selected and evaluated? 3. What are the interpretative frameworks? While this standard is almost universally welcomed as an important component of teacher education in England, its assessment remains elusive for many teachers and tutors. As a result the standard is highly subject to personal interpretations of professionalism and what this might mean in terms of schools' provision for teacher development in this area. The paper supports the use of a framework of teachers' virtues and personal attributes, professional skills and learning and a set of professional behaviours, which might allow for institutional assessment procedures to take better account of both personal and professional development as well as professional competence. The place of critical reflection on practice is considered as a way of clarifying values and, the paper argues, it should become a central component of this standard.

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07-463 LOVE, KRISTINA (U Melbourne, Australia) & **MERLE ISLES, 'Welcome to the online discussion group': A diagnostic framework for teachers.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.3 (2006), 210–224.

State and national curriculum authorities are increasingly encouraging students and teachers to use asynchronous online discussions to communicate both with known and unknown participants. In this paper, we offer a contribution towards the development of a framework that may help teachers design and manage those online discussions concerned with expressing ideas and discussing alternative views about texts in subject English.

<http://www.alea.edu.au>

07-464 MÁRQUEZ-LÓPEZ, TERESA I. (U California, USA), **Dual-language student teachers' classroom-entry issues: Stages toward gaining acceptance.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 499–520.

This case study examines how three dual-language student teachers gain entry in their student-teaching experience. They confront the challenges of meeting the expectations of their cooperating teachers and field supervisors, become familiar with their students' academic strengths and weaknesses, and deliver effective classroom instruction. Each of the student teachers was observed to move through three stages of teacher development: (a) gaining entry, (b) acquiring competence, and (c) gaining acceptance. Throughout the study, the student teachers examine the influences of their varied cultural experiences, native and non-native language issues, and their role as the instructional leader in their student-teaching setting.

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07-465 RANKIN, JAMIE (Princeton U, USA; jrankin@princeton.edu) & **FLORIAN BECKER**, **Does reading the research make a difference? A case study of teacher growth in FL German.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 353–372.
doi:10.1111/j.1540-4781.2006.00429.x

Although the research literature on Second Language Acquisition (SLA) has increased exponentially over the last few decades, it is not at all clear how its findings may or may not contribute to teacher growth or otherwise influence actual classroom praxis. The case study presented here shows one instructor, a native speaker of German, translating theory into practice in a beginning German as a foreign language college classroom. The theory employed in this case concerns corrective feedback in oral production, and the format follows an action research model. We note the instructor's initial treatment of spoken classroom errors, then his reaction to research articles on oral corrective feedback encountered in a pedagogy seminar, and finally how he implements those ideas in an action plan of his own design, for his subsequent teaching. Throughout the process, we find a series of cultural and conceptual filters at work that influence the reading of the research, the selection of ideas for the action research plan, and the way those ideas appear and mutate in actual classroom use. The study suggests (a) that the act of reflection itself, in tandem with the results and suggestions of the literature, produces change; and (b) that an emic view of classroom actions and reactions, where the instructor interprets his behaviors in light of a theoretical framework, is a critical component of classroom analysis.

http://www.blackwellpublishing.com/jnl_default.asp

07-466 SANTORO, NINETTA (Deakin U, Australia), **'Outsiders' and 'others': 'Different' teachers teaching in culturally diverse classrooms.** *Teachers and Teaching: Theory and Practice* (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.

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07-467 SOOK LEE, JIN & EVA OXELSON (U California, Santa Barbara, USA), **'It's not my job': K-12 teacher attitudes toward students' heritage language maintenance.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 453–477.

This paper examines teachers' attitudes towards their students' heritage language maintenance and their engagement in classroom practices that may or may not affirm the value of maintaining and developing heritage languages among students. Through surveys and interviews with K-12 teachers in California public schools, the data show that the nature of teacher training and personal experience with languages other than English significantly affect teacher attitudes toward heritage language maintenance and bilingualism. Teachers who did not receive training as language educators expressed negative or indifferent attitudes toward heritage language maintenance and did not see a role for themselves and schools in heritage language maintenance efforts. This study highlights the need for all educators to better understand the critical role and functions of

heritage languages in the personal, academic, and social trajectories of linguistic minority students.

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07-468 TUDOR, IAN (U Libre de Bruxelles, Belgium), **Teacher training and 'quality' in higher education language teaching: Strategies and options.** *European Journal of Teacher Education* (Routledge/Taylor & Francis) 29.4 (2006), 519-532.

doi:10.1080/02619760600944811

The article focuses on the training of higher education language teachers from a quality enhancement perspective. After a brief discussion of the nature of quality in higher education, the article considers the implications which the expansion of language learning in higher education in Europe has for the teachers involved in designing and delivering language programmes. The main body of the article is then devoted to a discussion of the strategies and options in the field of the training of language teachers which emerged from reports on quality enhancement in higher education language studies prepared in 18 European countries. The reports were prepared within the framework of *Thematic Network Project 2*, organised by the European Language Council. The article concludes by highlighting the crucial role of teacher training in the 'quality cycle' with respect to both teaching and student learning.

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Bilingual education & bilingualism

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07-469 DICKER HOSTOS, SUSAN J. (City U New York, USA), **Dominican Americans in Washington Heights, New York: Language and culture in a transnational community.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.6 (2006), 713-727.

doi:10.2167/beb350.0

The immigrant experience in the USA has led to expectations of cultural and linguistic assimilation within two to three generations. However, the immigrant situation today is far different from what it has been traditionally. For many, the immigrant experience is a transnational one, with newcomers maintaining roots in the homeland while setting down new ones; in addition, ties to the homeland are not necessarily cut after the second generation is born on US soil. The Dominican American community of Washington Heights, New York is representative of this new immigrant paradigm. The current study records the experiences of five residents of this community,

representatives of the first and second generations. It shows that place in the immigrant generation order does not predict cultural and linguistic orientation. The quality of subjects' experience in the USA and the Dominican Republic, their views of the homeland and Washington Heights, and the views of the larger society toward Dominican Americans and their neighbourhood influence such orientation. The study also suggests that US-born Dominicans may have language needs that are not being met by formal educational institutions.

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07-470 FITTS, SHANAN (California State U, USA), **Reconstructing the status quo: Linguistic interaction in a dual-language school.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 337-365.

This paper investigates how bilingualism is understood and practiced by adults and students in a dual-language elementary school. In this dual-language program, native English speakers and native Spanish speakers receive language and content instruction in both languages in linguistically integrated settings. I examine the participants' use of 'tactics of intersubjectivity' to understand how children use their two languages to ally themselves with and distance themselves from particular people, groups, and linguistic varieties. I ultimately argue that, while the program model is fundamentally based on the idea of the separation of languages and 'parallel monolingualism', it does offer students opportunities to explore linguistic forms and their attendant social meanings.

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07-471 HALL, ANNE-MARIE (U Arizona, USA), **Keeping La Llorona alive in the shadow of Cortés: What an examination of literacy in two Mexican schools can teach.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 385-406.

This article, a 5-month ethnographic research in Oaxaca, Mexico, examines various aspects of the literacy curriculum in 2 Mexican primary schools. The author observed and interviewed 35 students in 6th grade and 7 teachers in 2 schools, as well as examined student writing and teaching materials. The research suggests that though the Secretaria de Educación Pública (Secretary of Public Education, SEP) of Mexico mandates progressive educational theories, in practice, the national curriculum reinforces the Spanish colonialist views of indigenous languages and beliefs. In addition, there is a powerful intimate culture of children and families who interact with this curriculum. This study looks at what happens when the ideas and practices of the SEP collide with indigenous traditions, and what U.S. educators can learn from this.

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