

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

findings for bilingual education and Deaf education are discussed.

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

07-624 SARAVANAN, VANITHAMANI (Nanyang Technological U, Singapore), **Attitudes towards literary Tamil and standard spoken Tamil in Singapore.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 10.1 (2007), 58–79.
doi:10.2167/beb366.0

This is the first empirical study that focused on attitudes towards two varieties of Tamil, Literary Tamil (LT) and Standard Spoken Tamil (SST), with the multilingual state of Singapore as the backdrop. The attitudes of 46 Singapore Tamil teachers towards speakers of LT and SST were investigated using the matched-guise approach along with four-point semantic differential attitude scales. The scales formed three dimensions – status, solidarity and social attractiveness; and three additional distinct traits – love for language, suitability for Tamil teaching and suitability for media presentation. The teachers' perceptions of LT and SST guises of two out of three speakers were found predominantly comparable for all attitude dimensions (status, solidarity, and social attractiveness) and two discrete attitude items (love for language and suitability for Tamil teaching). Two speakers were rated lower when using SST than when using LT in terms of perceived suitability for media presentation. Tamil teachers' attitudes were influenced by the pitch and pitch variation of the speakers' voice. Differences in teachers' perceptions of SST and LT guises were detected primarily only for the speaker whose voice has the highest pitch and highest pitch variation. The same speaker was rated highest in all measures given above.

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

07-625 SERRANO, RAQUEL (Center for Applied Linguistics Washington DC, USA) & **ELIZABETH HOWARD, Second Language writing development in English and in Spanish in a two-way immersion programme.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 10.2 (2007), 152–170.
doi:10.2167/beb315.0

Whereas most research on child second language acquisition has focused on the oral production of children, studies are needed to illuminate patterns of literacy development in a second language. This paper aims to shed some light on this process, focusing on the English writing development of a native Spanish speaker, and on the Spanish writing development of a native English speaker, both enrolled in a two-way immersion program in the USA. Data for this particular study come from a longitudinal, national study, involving 484 students in 11 programs across the country. In this paper, we will present a case study of

two students in the project, from the beginning of third grade through the end of fifth grade. The students' writing samples will be discussed using an analytic rubric developed for the project. This rubric addresses three major aspects of writing – composition, grammar and mechanics – and provides a clear framework for investigating changes in writing ability over time.

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

07-626 STOTZ, DANIEL (Zurich University of Applied Sciences, Switzerland; daniel.stotz@phzh.ch), **Breaching the peace: Struggles around multilingualism in Switzerland.** *Language Policy* (Springer) 5.3 (2006), 247–265.
doi:10.1007/s10993-006-9025-4

Swiss multilingualism has been suggested as a model for a unified Europe. In this country, the territoriality principle and political subsidiarity have supported a discourse on multilingualism for the purpose of 'mutual understanding'. However, a conflict has recently upset the cohabitation of four national languages in Switzerland, resulting partly from conflicting responses to the spread of English in Swiss society. This paper discusses the struggle around the weighting of national languages versus English in educational language policy. The dominant discourse on multilingualism has been confronted with a globalising ideology, where competence in English is seen as a commodity to be acquired early. An economically powerful canton, Zurich, introduced English as a first additional language in primary school in 1998, triggering what has come to be known as *Sprachenstreit*, or 'language strife'. An apparent compromise may not be stable as language issues have now been subjected to a referendum. The implications of the Swiss case are discussed in the light of European language policy.

<http://www.springer.com>

07-627 SZUBER, ANNA (Harvard Graduate School of Education, Boston, USA), **Native Polish-speaking adolescent immigrants' exposure to and use of English.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 10.1 (2007), 26–57.
doi:10.2167/beb316.0

The age at which one begins learning a second language (L2) has been shown to influence the rate of acquisition and ultimate proficiency in various aspects of that language. Less is understood about L2 acquisition for adolescents, particularly immigrants, and ways in which age on arrival (AoA) influences the circumstances in which they learn their L2. This study explored language environments experienced by 59 native Polish-speaking adolescent immigrants who arrived in the USA between the ages of 11 and 19, and investigated the relationship between AoA and those environments. The adolescents used a mix of Polish and English, but predominantly

used Polish across a variety of settings. They used the most English with their teachers and least with their parents. Students who immigrated at older ages were typically exposed to less English across various settings. Although AoA was a significant predictor of exposure to English, and therefore influenced the students' opportunities for encountering English, it did not seem to directly influence their use of English, which was predicted by exposure to English. The results suggest that providing opportunities for L2 exposure and use across various settings is essential in allowing these students to gain L2 skills and ultimately high L2 proficiency.

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

07-628 TANNENBAUM, MICHAL (Tel Aviv U, Israel), **NETTA ABUGOV & DORIT RAVID, Hebrew-language narratives of Yiddish-speaking ultra-orthodox girls in Israel. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.6 (2006), 472–490.
doi:10.2167/jmmd475.1**

This paper reports on a study conducted with children belonging to a rarely studied minority group, the ultra-Orthodox Jewish community in Israel, an extremely religious group that endorses patterns of voluntary segregation. The research population also demonstrates linguistic segregation, as they use only Yiddish for daily communication with Hebrew, the main official language of Israel, serving primarily for study and ritual purposes. The sample consisted of 56 girls, divided between 4th graders and 7th graders, who were asked to write a story in Hebrew about a good thing that had happened to them. Two lines of analysis were adopted: (1) Quality of referential information, defined in terms of three types of 'Information-Units': events, descriptions and interpretations. Analysis revealed that informative density of narratives increased significantly with age, with a higher proportion of interpretive elements in 7th than in 4th grade – in marked contrast to baseline data of similar analyses of Hebrew monolingual schoolchildren in the same agegroups. (2) Analysis from a 'social capital perspective', which revealed high frequency of elements expressing affect, bonding and dogmatism in relation to the family, the community and the larger cultural-religious context. Results are discussed in view of the role of Hebrew in the lives of the participants, its ideological context and the ways language development and usage among ethnolinguistic minorities may reveal deeper layers of thought and emotion.

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

07-629 VAISH, VINIITI (National Institute of Education, Singapore), **Bilingualism without diglossia: The Indian community in Singapore. *International Journal of Bilingual Education and***

Bilingualism (Multilingual Matters) 10.2 (2007), 171–187.

doi:10.2167/beb400.0

This paper tells a tentative story from the preliminary findings of The Sociolinguistic Survey of Singapore, 2006 (SSS 2006). Though the main study reports on language use amongst Chinese, Malay and Indian communities, my focus is only on Indian homes. The paper reports results from five domains: school, family and friends, media, public space and religion. The emergent story is that Tamil/English speaking Indians are a speech community which shows bilingualism without diglossia. The paper focuses on the Fishmanian compared to the Fergusonian type of diglossia. The mother tongue is maintained in some domains more than others; also, within domains, it shifts in some situations and is maintained in other situations. There is variability within domains for language use depending on role-relations, topic and institutional site. Anxiety created by the census and national newspaper on language shift of Tamil vis-a-vis English is not entirely in keeping with actual language use, which also shows language maintenance. The narrative of language shift in Singapore, from mother tongue to English, is no doubt true; however, the linguistic ecology of Singapore is more complex because SSS 2006 also shows findings leading to language maintenance.

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

07-630 VERSCHIK, ANNA (Tallinn U, Estonia & U Helsinki, Finland), **Multiple language contact in Tallinn: Transfer B2>/A1 or B1>/A2?**

International Journal of Bilingual Education and Bilingualism (Multilingual Matters) 10.1 (2007), 80–103.

doi:10.2167/beb372.0

This paper describes multiple Estonian–Russian language contacts in Estonia. For synchronic microsociolinguistic research it is usual to concentrate on the impact of a sociolinguistically dominant language A on an immigrant/minority language B. In the Soviet setting, the dominant language was usually Russian (despite Russians being a minority). The situation in Estonia differs from both the above-mentioned cases. In bilingual Tallinn, speakers of Russian as L2 (R2) are still present, while more and more Russians are acquiring Estonian as L2 (E2), which has an impact on the local varieties of Russian. Due to sociohistorical and attitudinal reasons, the impact of Russian on Estonian was negligible in the Soviet era. On the whole, the situation is that of unidirectional convergence toward Estonian. The central claim of the paper is that copying E2>/R1 and E1>/R2 are both relevant for the spread of innovations in the local Russian. Certain convergent forms characteristic of both E2>/R1 and E1>/R2 are analysed. The 'pool of non-monolingual utterances' is therefore bigger than in a situation where only one community is bilingual. Multilingual communication,

both written and oral, is crucial for the further spread and habitualisation of innovations.

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

Sociolinguistics

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07–631 CARGILE, AARON CASTELAN (California State U, Long Beach, USA), **JIRO TAKAI & JOSÉ I. RODRÍGUEZ**, **Attitudes toward African–American vernacular English: A US export to Japan?**

Journal of Multilingual and Multicultural Development (Multilingual Matters) 27.6 (2006), 443–456.

doi:10.2167/jmmd472.1

To the best of our knowledge, this is the first study to examine attitudes towards African–American vernacular English (AAVE) in a setting outside of the USA. Because foreign attitudes toward AAVE can serve as an indirect assessment of a society's racial prejudice, we decided to explore these attitudes in Japan: a country with an intriguing mix of ties that are both close (i.e. politically and economically) and distant (i.e. culturally) vis-à-vis the USA. Considering the ostensible similarities in racial beliefs widely held in both countries, we hypothesised that evaluations of AAVE in Japan would be comparable to those in the USA. We found that the evaluations expressed by a sample of Japanese college students were virtually indistinguishable from the overall pattern of AAVE evaluations made by US Americans and recommend additional research in order to better understand the nature of contemporary Japanese attitudes towards different varieties of English.

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

07–632 COLUZZI, PAOLO (U Bristol, UK), **Minority language planning and micronationalism in Italy: The cases of Lombardy and Friuli.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.6 (2006), 457–471.

doi:10.2167/jmmd451.1

After an introduction to the Italian linguistic situation, highlighting the remarkable number of language varieties present in Italy today, the paper goes on to review briefly the history of micronationalism in Italy, and to propose a classification of language planning based on the distinction between macro- and micronationalism. There follows a brief outline of the language planning strategies carried out in two areas of Northern Italy, one where a recognised minority language is spoken (Friuli) and the other where a language variety is spoken which is not recognised by the Italian State (Western Lombardy). The paper closes with an analysis of the role that the local micronationalist groups have had on language policy and how this seems to be affected by the

level of local autonomy, and discusses how the political orientation of micronationalist groups appears to shape their commitment to the promotion of local languages in these two Italian cases.

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

07–633 DOMÍNGUEZ BARAJAS, E. (Texas A&M University, USA), **Parallels in academic and nonacademic discursive styles: An analysis of a Mexican woman's narrative performance.**

Written Communication (Sage) 24.2 (2007), 140–167.

doi:10.1177/0741088306298731

This article presents a rhetorical analysis of a Mexican woman's oral narrative performance using a discourse studies and interactional sociolinguistics framework. The results of the analysis suggest that the discursive practice of the oral narrative and that of academic discourse share certain rhetorical features. These features are (a) the fashioning of an authoritative voice, (b) the presentation of evidence for support of a claim, (c) the allusion to authorities for support of claims, and (d) the reaching of a general statement concerning the significance of the account. Given the parallels drawn out between this particular non-mainstream oral performance and the discourse of the academy, the assumptions concerning the link between form of expression and cognition must be reassessed to better understand the nature of contrastive rhetorics, especially as this affects students of non-mainstream linguistic backgrounds in mainstream writing classrooms.

<http://wvx.sagepub.com/>

07–634 FOLEY, JOSEPH (Assumption U, Thailand; jfoley@au.edu), **English as a global language: My two satangs' worth.** *RELC Journal* (Sage) 38.1 (2007), 7–17.

doi:10.1177/0033688206076155

The argument put forward here is that we are witnessing the emergence of a concept of English as a lingua franca, which creates a set of attitudes about correctness and in particular 'grammatical correctness'. The traditional 'nativespeaker' as final arbiter can only apply to English as a national language. It is the non-native speaker who is becoming the model for English as a global language.

<http://rel.sagepub.com>

07–635 GUILHERME, MANUELA (U De Coimbra, Portugal), **English as a Global language and education for cosmopolitan citizenship.**

Language and International Communication (Multilingual Matters) 7.1 (2007), 72–90.

doi:10.2167/laic184.0

Due to the overriding power of World English in the global economy, media, academy, entertainment, etc., EFL education has become a crucial curricular element