

that takes place when the focus of the assessment is on an examinee's understanding of an academic subject such as geography, history, biology or physics, and not on the examinee's language proficiency as such. Drawing on a larger study of assessment practices at the University of the Witwatersrand in Johannesburg, South Africa, the authors claim to demonstrate that there was in some cases a lack of clarity in the extent to which proficiency in written English was taken into account in the assessment of the academic writing of second language students at the university. It is argued that, if universities are to be accountable to students, the criteria used in the assessment of assignments and examinations should be made explicit. More specifically, second language students need to know to what extent their performance on academic writing tasks is determined by the quality of their ideas and the quality of their written expression—notwithstanding the complex relationship between them. Recommendations are made for the assessment of students in tertiary institutions with multilingual student populations.

98-420 Rea-Dickins, Pauline (U. of Warwick). So, why do we need relationships with stakeholders in language testing? A view from the UK. *Language Testing* (London), **14**, 3 (1997), 304–14.

The need to consult stakeholders and to take seriously their views is a repeated theme in recent discussions of language testing. Stakeholders are identified as those who make decisions and those who are affected by those decisions. Such a definition makes the range of possible stakes in assessment and testing very wide. These 'stakes' are categorised in terms of text research and development functions, curriculum innovation and implementation, and accountability functions. This article examines some of the contributions that stakeholders such as learners, teachers and parents have in the assessment process. It also examines the relationship between experts and government. Participation by stakeholders is not limited to providing a forum for stakeholders to express their views but is also about equipping teachers, parents and others with information so that they may take appropriate action. In this way a stakeholder approach to assessment has the effect of democratising assessment processes, of improving relationships between those involved, and thereby of promoting greater fairness.

98-421 Shohamy, Elana (Tel Aviv U.). Testing methods, testing consequences: are they ethical? Are they fair? *Language Testing* (London), **14**, 3 (1997), 340–9.

Recently, there has been a growing awareness of issues of bias, fairness and ethicality in language testing. Language tests employing methods which are not fair to all test takers are deemed unethical. Equally, uses of language tests which aim to exercise control and manipulate stakeholders rather than provide information regarding proficiency levels are also seen as unethi-

cal. This article discusses ways of reducing these sources of unfairness; and language testers are urged to exercise vigilance at all times to ensure that the tests they develop are democratic and fair.

98-422 Spolsky, Bernard (Bar Ilan U.). The ethics of gatekeeping tests: what have we learned in a hundred years? *Language Testing* (London), **14**, 3 (1997), 242–7.

Tests and examinations have always been used as a means of political and social control. Critics have emphasised their unfairness and what Edgeworth called their 'unavoidable uncertainty'. The concern of this article is not with the controlling purpose of tests, in the sense of their power to take over the syllabus and direct what happens in the classroom, but with the gatekeeping function itself, the use of examination results to determine qualifications for positions or for training for positions. Test results are claimed to be unreliable, especially at the extremes, and their predictive power weak. It is argued that language testers need above all to be sceptical; they should insist that the most complete information about candidates be made available for selection decision-making.

Teacher education

98-423 Ainscough, Valerie (Hilderstone Coll., Canterbury, UK). Reflection in action: increasing teacher awareness of the learning needs of specific socio-cultural groups. *System* (Oxford), **25**, 4 (1997), 571–9.

In the current debate concerning the importance of socio-cultural context in English Language Teaching in relation to teaching styles and methodology, this paper looks at a systematic approach to in-service teacher development using reflective approaches as a tool to focus on the appropriacy of teaching styles. The extent of the need for awareness-raising is first examined, not only in relation to learner backgrounds but also from the perspective of teachers' varying experiences of teaching and training. Each member of a teaching team comes to the classroom with certain preconceptions about the nature of language learning and the learning styles of the students themselves. Such preconceptions can be both instrumental and detrimental to the teaching process. The paper looks briefly at the issue of appropriate methodology for differing socio-cultural contexts, and asks to what extent learner differences are dependent on, or unrelated to, cultural background, and how this might be discovered. The theoretical basis for reflective practice in teacher training is linked to in-service teacher development as a means of focusing on the needs of a particular cultural group. A practical application of linking theory to practice is then outlined. The article is based on the experiences of a team of 16 teachers drawn from a wide variety of teaching backgrounds, working with monolingual (Japanese) students in Britain.

98-424 Burton, Jill (U. of South Australia). Sustaining language teachers as researchers of their own practice. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 1 (1997), 84–109.

This paper features language teachers researching their classrooms as a means of personal professional renewal. It is based on the evaluation of a four-year programme in South Australia, which involved training teachers as action researchers within the supportive framework of a research community. Teachers found the programme challenging but ultimately satisfying, largely due to the support structure of training and network groups. Although this kind of programme has not been funded again on the same scale, some of its features have endured in South Australian language teacher education since. One response after this programme ended in 1991 was to include teachers as researchers in a large-scale research project on classroom talk. The paper concludes that incorporation of professional renewal processes in formal classroom research projects is a way of maintaining teacher involvement in research outcomes.

98-425 Coniam, David (The Chinese U. of Hong Kong). A practical introduction to corpora in a teacher training language awareness programme. *Language Awareness* (Clevedon), **6**, 4 (1997), 199–207.

This paper sets out a series of awareness tasks for introducing teachers of English as a Second Language to English language corpora and concordances. Teachers start by examining single words and structures against a single corpus, then compare features of English across different types of corpora, and finally explore the different corpora on their own. The main aim of the tasks is not so much to teach teachers more about the English language, but to make them more critical of how English is described and presented in course materials and elsewhere, and to show them that corpora are a good resource for language investigation.

98-426 Edmundson, Eddie and Fitzpatrick, Steve (British Council Centre, Recife). Collaborative language teaching – a catalyst for teacher development. *The Teacher Trainer* (Canterbury), **11**, 3 (1997), 16–18.

The bibliography on collaborative or team teaching is remarkably short and thus the authors of this article offer information on their own experiments in collaborative work in Brazil in 1996, for those thinking of adopting this way of working. The article first gives background notes on the teachers and materials in the British Council Centre, Recife. It then lays out the claims in favour of team teaching and collaborative action research in the literature. The variety of forms taken by the collaboration at the centre is detailed, including teachers swapping classes, planning classes together and carrying out joint post-class evaluation. Both positive and more reserved reactions of the participants in the initiative are given verbatim at the end.

98-427 Horwitz, Elaine K. (U. of Texas, Austin) **and others**. A graduate course focusing on the second language learner. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 518–26.

Although professionals frequently discuss collaborative language learning and teaching, it is suggested here that few language teachers actually learn how to work in a collaborative environment. This article concerns a graduate course at the University of Texas at Austin designed to help prepare language teachers by emphasising ways to tailor instruction to learners' needs and demonstrating multiple forms of collaboration. The article, co-authored by the professor and four participants, describes the course in detail. Course participants discuss their collaborative learning experiences in this course and their expectations for using such approaches in their own teaching.

98-428 Ihde, Thomas W. (Bergen Community Coll.). Teacher certification and less commonly taught languages. *Journal of Celtic Language Learning* (Paramus, NJ), **3** (1997), 41–50.

This article advocates certification of instructors of one particular less commonly taught language, Irish. It is suggested that such certification would help instructors to gain formal recognition in the teaching community. In 1994, the author carried out a small-scale survey of students learning Irish in the New York City area, which is reported here. The results showed that students felt confident about their teachers' fluency and knowledge of grammar; however, many students were less satisfied with their instructors' teaching abilities. This article recommends that certification of Irish language instructors should focus on both language fluency and pedagogy.

98-429 McDonough, Steven (U. of Essex). Research methods as part of English language teacher education? *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham), **3**, 1 (1997), 84–96.

This paper discusses three general issues arising out of the local problems of incorporating research methods training in a particular syllabus with a fair amount, but not entirety, of choice of modules by the students electing a particular course title. The three issues are: the appropriacy of such training at all for English language teachers; the choice of topics within such a training module; and the vexed question of the perceived centrality of research methods and skills for a professional in the field. The issues are illuminated by reference to a small-scale poll by questionnaire of a group of students taking such a course. Their responses in turn raise a number of questions about the role of research methods training for English language teachers and about course design parameters for professional higher education.

98-430 Medgyes, Péter and Nyilasi, Emese (Eötvös Loránd U., Budapest). Pair teaching in preservice teacher education. *Foreign Language Annals* (New York), **30**, 3, 352-68.

This article is concerned with a collaborative form of teacher education—more specifically, with pair teaching in the preservice training of English as a Foreign/Second Language (EFL/ESL) teachers in Hungary. A longitudinal study of the relationship between the principles of pair teaching and its realisation in classroom work was undertaken. The main data were gained from three trainee interviews carried out throughout the school year. These were supplemented by interviews conducted with the trainees' tutors and mentors, and by a set of questionnaires administered to their students. The results indicated that the system of pair teaching lacked a standard definition: even its two key concepts, joint planning and simultaneous presence in the classroom, were given different interpretations. The data also suggest that many trainees had little or no direct experience with pair teaching prior to their internship, which was reflected in classroom planning and practice during the internship period. The majority of trainees agreed, however, that the major aims of the pair teaching—those of providing trainees with additional support and fostering the idea of teacher cooperation—had been achieved. The findings are reported and discussed in detail.

98-431 Murphy, John M. (Georgia State U.). Phonology courses offered by MA TESOL programmes in the U.S. *TESOL Quarterly* (Alexandria, VA), **31**, 4 (1997), 741-64.

This article reports the results of a survey on the content, objectives, and learning tasks of phonology courses as offered through MA programmes for Teachers of English to Speakers of Other Languages (TESOL) in the U.S.. Participating MA TESOL instructors from 70 different institutions contributed a total of 68 questionnaires, two partially completed questionnaires, and 58 course syllabi. The data analysis illuminates the nature of MA TESOL phonology courses, including their requirement status, pre-requisites, enrolment, course titles, targeted second language teacher populations, content foci, participant tasks, required readings, and instructors' suggestions for course development. A final section posits six directions for enriching the quality of phonology courses in MA TESOL programmes.

98-432 Nyikos, Martha and Hashimoto, Reiko (Indiana U.). Constructivist theory applied to collaborative learning in teacher education: in search of ZPD. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 506-17.

The authors assert that few studies look critically at the processes in a teacher education course in which students are asked to practise the very teaching approach they study. Using a constructivist framework, this article examines written statements from students working

collaboratively in a graduate-level class on cooperative learning. The study asks to what extent constructivist theory, particularly the concept of the Zone of Proximal Development (ZPD), explains interactions that occurred spontaneously during group work on the final project. Content analysis was used to examine three types of writings: (a) dialogue journals; (b) self-reports on the group process; and (c) self-reports on each student's role in the group. Key findings address division of labour, role taking and switching, desire for challenge, power relationships, the languages used to express these concerns, and the need for social interaction to actualise constructivist claims.

98-433 Rose, Kenneth R. (City U. of Hong Kong). Pragmatics in teacher education for nonnative-speaking teachers: a consciousness-raising approach. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 125-38.

Despite a heavy emphasis on pragmatics since the advent of communicative language teaching some 20 years ago, it is claimed that trainers of nonnative-speaking (NNS) language teachers who wish to incorporate pragmatics in their teacher training programmes still find little practical help from existing research. While research in pragmatics offers a number of potential candidates for the construction of theoretical frameworks for language use and the definition of core concepts such as pragmatic competence, there is still no coherent theory of language use nor a comprehensive and reliable account of what constitutes pragmatic competence. The author of this paper suggests that, as a result, the prevailing approach to developing pragmatic competence in the classroom is based largely on native-speaker (NS) intuitions concerning their own language use. Given this state of affairs, of particular interest in the teaching of language use is the education of NNS teachers. This paper reviews some of the problems relevant to the teaching of language use and discusses pragmatic consciousness-raising as one alternative in teacher education for dealing with pragmatics in the classroom.

98-434 Wilhelm, Kim Hughes (Southern Illinois U.). Sometimes kicking and screaming: language teachers-in-training react to a collaborative learning model. *The Modern Language Journal* (Madison, WI), **81**, 4 (1997), 527-43.

The author asserts that discussions of collaborative classrooms rarely reflect upon the anxiety and ambiguity that can result for students who have not experienced this learning and teaching approach. This article describes a collaborative model as operationalised in a Teaching English to Speakers of Other Languages (TESOL) teacher training course across two stages of course implementation—first in the piloted course, then in the revised course. Qualitative and quantitative data analyses of student reactions through both stages of course implementation led to identification of most positive and most negative student responses. Positive

responses related mostly to learner-centred, experiential aspects of the course. Negative responses indicated learner confusion and stress. A number of changes were made to the course after piloting, and comparison of piloted to revised course implementation results indicated areas of improvement as well as areas of continuing concern. A number of implications are discussed for the benefit of instructors interested in collaborative models.

98-435 Woodward, Tessa (Hilderstone College). Working with teachers interested in different methods. *The Teacher Trainer* (Canterbury), **11**, 3 (1997), 7-8.

This article outlines a way for trainers working with teachers who are interested in new methodologies to help first to clarify the teachers' own distinctions between approaches, methods and individual teaching/learning ideas and secondly to fill out the list of components which make up any individual method. This is done using a grid containing participants' examples. Once the grid is established, it can be used over time, vertically to extend the list of method components, horizontally to analyse the differences and similarities between methods, and developmentally to shed more light on the participants' present ways of working, thus highlighting areas that they may choose to learn more about.

Reading

98-436 Bond, Guy L. and Dykstra, Robert (U. of Minnesota). The cooperative research program in first-grade reading instruction. *Reading Research Quarterly* (Newark, DE), **32**, 4 (1997), 348-427.

This paper presents the report of the Coordinating Center of the Cooperative Research Program in First-Grade Reading Instruction. Data were compiled from the 27 individual studies comprising the Program relevant to three basic questions: (1) to what extent various pupil, teacher, class, school, and community characteristics are related to pupil achievement in first-grade reading and spelling; (2) which of the many approaches to initial reading instruction produces superior reading and spelling achievement at the end of the first grade; and (3) whether any programme is uniquely effective or ineffective for pupils with high or low readiness for reading. The instructional approaches evaluated included Basal, Basal plus Phonics, i.t.a., Linguistic, Language Experience, and Phonic/Linguistic. Identical information was gathered in each project concerning teacher, school, and community characteristics, and common experimental guidelines were followed in all 27 studies. Results of the correlational analysis revealed that the ability to recognise letters of the alphabet prior to the beginning of reading instruction was the single best predictor of first-grade reading achievement. The analysis of methodology indicated that the various non-basal instructional programmes tended to be supe-

rior to basal programmes as measured by word recognition skills of pupils after one year of reading instruction. Differences between basal and non-basal programmes were less consistent when measures of comprehension, spelling, rate of accuracy of reading, and word study skills constituted the criterion of reading achievement. The analysis of treatments according to level of readiness for reading revealed that no method was especially effective or ineffective for pupils of high or low readiness as measured by tests of intelligence, auditory discrimination, and letter knowledge.

98-437 Constantino, Rebecca (U.S. Congress), **Lee, Sy-Ying, Cho, Kyung-Sook and Krashen, Stephen**. Free voluntary reading as a predictor of TOEFL scores. *Applied Language Learning* (Monterey, CA), **8**, 1 (1997), 111-18.

This paper is concerned with the relationship between pleasure reading and aspects of literacy development, including reading comprehension. The study reported here involved 43 international university students, currently living in the United States, who were asked to fill out a questionnaire probing years of English study, length of residence in the U.S., free reading habits in the first and second language, and television watching. Despite the fact that participants reported little reading in English, this variable was a significant predictor of TOEFL (Test of English as a Foreign Language) performance. In addition, English study in the home country and length of residence in the U.S. were also related to TOEFL scores.

98-438 Dupuy, Beatrice (Louisiana State University). Lecture-cadeau, lecture-plaisir: des étudiants en FLE et les bénéfices dérivés de la lecture libre. [The gift of reading for pleasure: French language students and the benefits derived from pleasure reading.] *The French Review* (Champaign, IL), **71**, 2, (1997), 182-91.

This paper presents a short study of the value of pleasure reading in the teaching of French at intermediary level. Two classes of students were presented with a sample of texts, selected for their potential interest and accessibility, and were informed about other sources of French texts available to them. The principles of pleasure reading were explained to them: students could choose their own books, could skip pages, and would not be given any pre- or post-reading tests or exercises. Evaluation took the form of a journal in which they logged authors and titles of books read, together with some general reactions to them. This format was designed to mirror as closely as possible the experience of reading for pleasure outside the classroom. After the course, students completed questionnaires about their reactions to the course and the extent to which their knowledge of the target language had been improved. They claimed that they were now much more likely to read for pleasure in French, and felt the experience had had a positive impact on their target language development. The author recommends further research in this area.