

general theory of signs shows a deep logical dependency of nonverbal/performance tests on conventional linguistic signs. Two hypotheses follow: (1) to the extent that nonverbal abilities can be measured, they must be positively correlated with primary language abilities; (2) (a) in the early stages of acquiring a second or foreign language, proficiencies in the primary (stronger or native) language should correlate more strongly with nonverbal abilities than proficiencies in the nonprimary (weaker, second or foreign) language, and (b) as persons approach greater parity between their primary and any nonprimary language, correlations between nonverbal scores and proficiencies in the two languages should both be significantly positive, and should approach equality. By contrast, the Cattell-Horn theory predicts about the same level of correlation throughout the course of development, and Gardner's theory of multiple intelligences predicts that distinct intelligences should be uncorrelated. The present authors suggest that all three theories can be tested by examining the simple correlations of language proficiency measures with nonverbal IQ scores in intermediate and advanced nonprimary language learners.

01-281 Oscarson, Mats (Göteborg U., Sweden). *Selbstbeurteilung im Fremdsprachenunterricht – eine Utopie? [Self-assessment in foreign language learning – a Utopian vision?]* *Babylonia* (Comano, Switzerland), **1** (2000), 19–22.

In current practices in language education students are often more closely involved in the evaluation of their own learning than previously. This article sketches out the background to this development and makes a case for learner self-assessment. It is pointed out, for instance, that a great deal of language learning takes place outside the classroom (notably in the most widely taught language, i.e., English) and that the opportunities for realistic self-testing have thereby increased considerably. Indeed, it is argued that certain aspects of communicative ability are very difficult to assess outside real-life language use settings (e.g., in the classroom). Self-monitoring ability also makes independent learning after formal schooling easier and more effective. A number of investigations of the validity of self-ratings are reviewed. Results obtained have been encouraging in most cases. Learners tend to have a fairly good grasp of their ability, although some researchers have also reported negative outcomes. It is concluded that self-assessment is *not* a Utopian vision: it has been shown to work in many contexts and with a variety of learners; and there is also some evidence that the necessary skills can be learnt. Accustoming learners, through training, to the idea of self-managed assessment is in any case recommended.

01-282 O'Sullivan, Barry (U. of Reading, UK; Email: b.e.osullivan@reading.ac.uk). Exploring gender and oral proficiency interview performance. *System* (Oxford, UK), **28**, 3 (2000), 373–86.

There is growing interest in those factors which affect the test performance of the language learner, some of it motivated by a desire to detect and eliminate test features which are seen as distorting the tester's attempts to achieve accurate assessment of learners' language proficiency. A number of researchers, however, distinguish between test features which are irrelevant to the ability which is being measured, and those which are relevant. It is important to discover which test features constitute significant sources of true variance in learners' performance. One feature which has been shown to affect learners' performance on tests of spoken interaction is the gender of the person with whom they interact. This article reports a study in which 12 Japanese learners were interviewed, once by a man and once by a woman. Videotapes of these interactions were scored by trained examiners. Comparison of scores awarded indicated that in all but one case the learners performed better when interviewed by a woman, regardless of the sex of the learner. Sixteen interactions, involving eight learners, were then transcribed. Analysis of interviewer-language indicated systematic gender differences, while analysis of the responses of the learners suggest a tendency to produce more grammatically accurate language with their female interviewers.

01-283 Stotz, Daniel (Hochschule Winterthur, Switzerland). Evaluation im frühen teilimmersiven Fremdsprachenunterricht. [Evaluation in early part-immersion language learning.] *Babylonia* (Comano, Switzerland), **1** (2000), 29–32.

This article reflects on the assessment of language competence of young learners who are learning English from the first grade of primary school in an experimental approach termed School Project 21 in the Canton of Zurich. It argues that in a partial immersion programme, here referred to as *Embedding*, assessment procedures must be derived from a close observation of classroom teaching and learning in order to cope with the high degree of context variability and heterogeneous perceptions of objectives. An approach to assessment is postulated which reflects the embedded teaching and learning and is capable of delivering dense description. It is suggested that an adaptation of the Council of Europe reference framework to primary school contexts may go some way towards telling teachers, parents and taxpayers how well the children master the language to which they are exposed from an early age.

Teacher education

01-284 Boyle, Joseph (The Chinese U. of Hong Kong, China). Education for teachers of English in China. *Journal of Education for Teaching* (Abingdon, UK), **26**, 2 (2000), 147–55.

This article outlines some of the ways in which foreign teachers who wish to teach English in modern China

need education of a special kind. Starting with Hong Kong, now part of China, some of the difficulties for English language teachers, stemming from Hong Kong's colonial history, are outlined, and the necessity of cultural adaptability in expatriate teachers is emphasised. This is even more necessary in Mainland China, where differences in ideas on pedagogy and in approaches to educational administration can prove frustrating for foreign teachers. From another perspective, the article also considers the rewarding aspects of teaching English in China – the enthusiasm and industry of the students, the cultural challenge, and the sense that one is doing a worthwhile job – all positive motivating factors for the teacher who is adaptable and willing to learn.

01-285 Brandl, Klaus K. (U. of Washington, USA; Email: brandl@u.washington.edu). Foreign language TAs' perceptions of training components: do we know how they like to be trained? *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 355–71.

This article describes a survey of foreign language teaching assistants' (TAs) perceptions of which elements of training they consider beneficial to their development as language instructors. Fifty-six novice and experienced TAs participated in the survey, 23 in follow-up interviews. The results of the survey, which distinguished between individual and group training methods, showed that informal discussions with peers and the supervisor, end-of-course student evaluations, and small-group in-class student interviews were rated highest. Preservice training was rated highest in the group training category. This article further discusses potential variables that support the rationales for the TAs' ratings and suggests that the TAs' self-initiative in seeking out advice, feedback data from students, the consultant's role, her or his rank and knowledge in formal feedback sessions, focused and concrete feedback, and the mode of data collection play a major role in determining the degree of success of the training method.

01-286 Brown, Ray (British Council; Email: Ray.Brown@british.council.org.ge). Cultural continuity and ELT teacher training. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 227–34.

To deny that there is a conflict in contemporary English language teaching (ELT), particularly but not exclusively in the 'importing' of new techniques associated with communicative language teaching into the state sector educational systems of developing countries, is to deny a reality with which many are familiar. This article, which focuses on teacher training and is based on work carried out in China, argues that attempts should be made to ensure that changes are gradual, and that cultural continuity should be respected, by not losing contact with current practice. It attempts to analyse the problems from a practical point of view, looking at some real-life aspirations of in-

service teacher trainees, and at the real-life frustrations and obstacles they encounter in implementing change in their classrooms. It also reports on a number of ways of resolving conflict which, while not free of problems, are at least deemed to justify a degree of optimism.

01-287 Cabaroglu, Nese (Cukurova U., Turkey) and **Roberts, Jon** (U. of Reading, UK; Email: jonrr@msn.com). Development in student teachers' pre-existing beliefs during a 1-year PGCE programme. *System* (Oxford, UK), **28**, 3 (2000), 387–402.

This article reports one aspect of a naturalistic inquiry into development in student teachers' beliefs on language teaching and learning. The purpose of the inquiry was to test the widespread view that these beliefs are inflexible. It was also to explore the nature of belief development, if observed to occur. Twenty students on the 1997–1998 Postgraduate Certificate in Education (PGCE) Secondary (Modern Languages) course at the University of Reading participated in a sequence of three in-depth interviews. Their accounts of their beliefs and perceptions of development in them were analysed, focusing on the nature of development processes. In all but one case, participants' beliefs showed some development. A set of change process categories was observed. Programme variables which might be associated with belief development are discussed in the article.

01-288 Dutertre, Ayça (Defense Lang. Inst. Foreign Lang. Center [DLIFLC], Monterey, CA, USA). A teacher's investigation of her own teaching. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 1 (2000), 99–122.

This article reports the steps and findings of a mini-action research study conducted by a DLIFLC language teacher. The study focused on how this teacher varied classroom activities. The participants were U.S. military personnel studying Turkish at the advanced beginner level. Data were collected and analysed at four different intervals over a six-week period. Videotaped recordings, students' needs and learning preferences, feedback from three observers, and the teacher's reflections were incorporated in the interpretation of data. The results of the study are examined and lesson plans are attached. In carrying out the study, as in all action-research studies cited in the introduction to the article, the teacher's major learning was (as both teacher and researcher) to increase her awareness of action research and to experience its expected and unexpected benefits. It is concluded that countless benefits can emerge as a result of awareness gained by self-observation, description, reflection, and an exchange of ideas.

01-289 Hyde, Barbara (Kyoto, Japan; Email: blhyde@asahi-net.email.ne.jp). Teachers as learners: beyond language learning. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 265–73.

This article explores what teachers and teacher trainers working overseas can learn by being returned to the role of beginner students of a new language, especially when their 'teacher' may be someone who has never taught English before, or who is still in training. In the former case, the experience is considered closer to acquisition, and promotes understanding about differences between acquisition and learning; in the latter case, with a trainee teacher, the learning experience is shown to be a mutual one, where the trainee-as-teacher and the teacher-as-student both gain new insights. The issues that emerge relate to the native/non-native divide, and also to the importance of cultural awareness in teaching and training. The arguments are based on first-hand personal experience rather than on the results of controlled experiments: nevertheless, the conclusions are deemed generalisable to many teaching and training contexts, and lead to specific recommendations for training and development activities.

01-290 Mac Corraidh, Seán (Coláiste Ollscoile Naomh Muire, Béal Feirste, N. Ireland). *Cúrsa Insebhíse i mBéal Feirste don Ghaeloideachas*. [Inservice courses in Irish-medium education in Belfast.] *Teangeolas* (Dublin, Ireland), **38/39** (2000), 36-47.

Teachers have been practising in Irish-medium primary schools in Belfast and beyond since 1971, yet it is only recently that a pathway for Irish-medium education has been offered at St. Mary's University College, Belfast. In the provision of in-service courses at the college, a module entitled *Sainchúrsa Gaelige do Mhúinteoirí i nGaelscoileanna* (a specialised course for teachers in Irish-medium schools) was drawn up and delivered in the first semester of the academic year 1998-99, the author of the present article being the course tutor. The article is a synopsis of the content of the course and proposes an effective teaching/learning model in a bilingual situation, formed from experience. The author concludes that student teachers who intend to teach in Irish-medium education need training in teaching strategies and methods conducive to the realisation of the objectives of good learning outcomes and second language acquisition. It is postulated that active participation of pupils in learning activities and communication in the second language are two fundamental features of Irish-medium education which entail exemplary professional practice, build confidence in children in their early years of schooling and instil competence as they go through their primary education.

01-291 Miller, Lindsay (City U. of Hong Kong) and **Aldred, Deborah**. Student teachers' perceptions about communicative language teaching methods. *RELC Journal* (Singapore), **31**, 1 (2000), 1-22.

This paper presents some aspects of student teachers' perceptions about the suitability and usability of communicative language teaching (CLT) methods in the

language classrooms of Hong Kong. Teacher education around the world emphasises a move towards more communicative teaching methods with interactive student-centred learning encouraged. But for student teachers who have grown up in cultures which often have teacher-centred classrooms, examination and curriculum constraints, and large classes, there is often a mismatch between theoretical methods and reality. The paper describes how a research initiative used to gain an understanding of some of the student teachers' perceptions of CLT methods became incorporated in an awareness-raising exercise in the methodology course. This move was an attempt to make the course more relevant for the local student teachers involved and provide more support in training them for the classroom. Ultimately it is hoped that such initiatives will encourage student teachers to have more positive attitudes towards communicative teaching methods.

Bilingual education/ bilingualism

01-292 Alonso-Nieto, Laly (I. Gallego Gorria I.P., Spain) and **Tierney, Daniel**. Language education in the Basque country. *Vida Hispánica* (Rugby, UK), **22** (2000), 3-9.

The Basques are currently immersed in a process of revivifying the language, which includes its introduction into the education system. The aim of this paper is to describe and evaluate the Bilingual Education Policy implemented in Euskadi over the last 15 years. It begins with a brief overview of the historical factors which have been of great relevance in determining the situation in which the Basque language finds itself today. The second part of the paper reports on and evaluates more recent developments in language education in Euskera, in particular three models of Primary Education proposed by the Basque Government to overcome a marked diglossic situation and ensure that all children acquire a sound level of Spanish and Euskera. The final section examines teacher training for Euskera and foreign language teaching in the area. The paper concludes that recent developments in Euskadi seem to be more successful than expected, although there remains a need to create a framework to guarantee intergenerational transmission both by speakers of Basque as a first and second language. Maintaining the generally positive attitudes towards the language and culture, together with establishing a clear commitment to the preservation of the language, are likely to be decisive factors in its continued growth.

01-293 Caldas, Stephen J. (U. of Louisiana, USA; *Email*: caldas@louisiana.edu) and **Caron-Caldas, Suzanne**. The influence of family, school,