

mance of second language (L2) learners on listening test items in large-scale public examinations in Hong Kong over a seven-year period. Two variables were investigated: the schema type of the aural text and the question type. Two types of schema were identified: 'non-matching', where the schema activated by the initial linguistic input is *not* congruent with the subsequent linguistic input; and 'matching', where it is. In the first case, candidates need to process the incoming linguistic cues rapidly and accurately, and revise their developing schema accordingly to get the correct answer; in the second case, they could rely on top-down processing. Two types of question were also identified. 'Global' questions required candidates to understand the text as a whole and draw conclusions or inferences; hence, they need to process all the key linguistic cues rapidly and accurately. 'Local' questions require candidates only to pick out specific details; hence they could get the correct answer even when failing to process some of the cues. When the mean criterion scores for the correct answers were compared for schema type and question type using a series of paired t-tests, results showed that 'non-matching' items yield significantly higher scores than 'matching' items regardless of question type, suggesting bottom-up processing to be more important than top-down processing in discriminating the listening performance of L2 learners on test items.

Teacher education

99-493 Borg, Simon (U. of Malta). Data-based teacher development. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 273-81.

This article describes how data from English Language Teaching (ELT) classroom research can be exploited in teacher development activities. The term 'data' here refers to descriptions of ELT lessons and interviews in which teachers talk about their work. The article begins by outlining the contribution data-based activities can make to teacher development, and presents a practical example to illustrate the principles underlying their design. A case is made for using such activities to facilitate teachers' growth as reflective practitioners, and to promote a more productive view of the relationship between research and teacher development in ELT.

99-494 Bucher-Poteaux, Nicole (IUFM d'Alsace, Université Louis Pasteur, Strasbourg, France). Inspection et évaluation. [Inspection and evaluation.] *Les Langues Modernes* (Paris, France), **3** (1998), 42-46.

This paper argues against the current situation in France where, it is claimed, teachers and inspectors exist in a state of constant misunderstanding. It suggests that there is a tendency towards a pedagogical norm created by the Inspectorate and other powerful institutions which is holding back advances towards a more

enlightened professional world. This world would include: an inspectorate composed of people coming from different perspectives, dealing with the problems of evaluation from complementary angles; a formative notion of teacher evaluation with observation of practice seen in a developmental light; an evaluation focused on the person as much as on the content and in which the teacher's own reflections would be respected; training which included peer observation and teamwork; encouragement of self-evaluation; and, finally, training for the whole educational community based on questioning and enquiry rather than on certitude.

99-495 Burton, Jill (U. of South Australia). Professionalism in language teaching. *Prospect* (Macquarie U., Sydney, Australia), **13**, 3 (1998), 24-34.

Professionalism is defined as teachers coming to an understanding of what teaching is for themselves, a process which requires personal reflection, discussion, collaboration and a sense of community. This process will result in the development of a discourse of teaching which is needed to unify all participants in education (teachers, managers, administrators), particularly as the aims of these participants may not always coincide. The article moves on to describe the Australian Adult Migrant English Program (AMEP) as an example of how professionalism can develop. It traces the transformation of a programme, which in the 1970s employed temporary teachers to work in rather isolated circumstances, into a large-scale, national, project-based programme committed to professional development through collaboration by the mid-1980s. It is suggested that overlap between management goals and teaching goals and the terms of reference employed to articulate these resulted in sustainable working practices which could withstand cuts in funding and thus threats to professionalism. It is concluded that encouraging teachers to reflect on their actions and values and promoting collaboration between managers and teachers in setting shared goals for an institution will result in the development of professionalism in education.

99-496 Caspari, D. (DFG-Stipendiatin, Gießen, Germany). Subjektive Theorien von Fremdsprachenlehrern/-innen - für Studierende ein relevantes Thema? Überlegungen zum Gegenstand und seiner methodischen Umsetzung im Rahmen eines fachdidaktischen Hauptseminars. [The subjective theories of foreign language teachers - a relevant topic for trainees? Some thoughts on the subject and its systematic application in a series of teacher-training seminars.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 122-45

This article gives an account of a university course which the author devised (and delivered) for trainee teachers of French in Germany. The course was aimed at allowing students to explore the professional self-

image (*berufliche Selbstverständnis*) of teachers of French. It was divided into three 'blocks': in Block 1, the students examined their own attitudes to their chosen profession, their experiences and motivations. In Block 2, students prepared and carried out interviews with practising French teachers. In Block 3, they analysed the results of their interviews under headings such as 'Reasons for choosing the profession', 'Experiences as a language learner' and 'Professional development'. Theoretical texts and additional research material were introduced in the second and third blocks, partly to show how the various elements of an individual's outlook can be articulated into a more or less coherent 'subjective theory'. Student assessment and feedback was by means of individual diaries and 'final reports'. In general, both students and teacher adjudged the course to have been a success, enabling students to confront their own experiences with those of others on a 'scientific' basis.

99-497 Ernst-Slavit, Gisela (Washington State U., USA), **Wenger, Kerri J. and Statzner, Elsa L.** 'Compañeros': a teacher preparation partnership model for teaching FLES. *Hispania* (Ann Arbor, MI, USA), **81**, 2 (1998), 379-91.

This article describes a three-year partnership between a research university and a local elementary school that resulted in the creation of a Kindergarten-Grade 5 weekly Spanish programme staffed by college students majoring in elementary education with bilingual or ESL (English as a Second Language) education endorsements. A central component of this collaborative effort is the FLES (Foreign Languages at Elementary School) methods course for preparation of college students. A theoretical model provided the basis for the integration of the two components of the methods course: the FLES seminar and the teaching practicum. A discussion of the partnership teacher preparation model shows the impact this model has had on FLES instruction in other segments of the community. Besides being a model in which practical and theoretical issues in FLES are addressed, the approach described here is seen as stimulating the kind of self-assessment and reflective practice which second language teachers need once they are in the field.

99-498 Farrell, Thomas (Nat. Inst. of Ed., Singapore). Critical friendship in ELT teacher development. *Prospect* (Macquarie U., Sydney, Australia), **13**, 2 (1998), 78-88.

Reflective practice is becoming an important component in ESL/EFL (English as a Second/Foreign Language) teacher education programmes worldwide. This paper focuses on the idea of *critical friendships* as a way of promoting reflective practice for experienced EFL teachers. Critical friendship encourages talking with, questioning, and even confronting the trusted other. The paper examines one such critical friendship between an Australian EFL teacher (the author) and a researcher colleague in Korea over a 16-week period.

Specifically, the study sought to investigate in what ways critical friendship promotes teacher development and change. The discussions were audiotaped, and then coded according to topic. Results indicated that the teacher talked about his personal theories of teaching, and the problems he faced in his teaching; and that he initially resisted looking deeply at his teaching and did not make any observable changes in his teaching behaviour. Implications for the use of critical friendships as a means to promote teacher development are discussed.

99-499 Gray, Carol, Williams, Anne, and Marr, Alan (U. of Birmingham, UK). Consistency and quality in the mentoring of student language teachers. *Language Learning Journal* (Rugby, UK), **18** (1998), 77-84.

This article presents findings from an analysis of discussions between student language teachers (following a UK post-graduate teacher training – PGCE – course) and their school-based mentors. There was evidence of consistency in mentors' interpretations of what constitutes 'good practice' in key areas of foreign language teaching. The issues which arose in discussions concern target language (TL) policy (the use of TL and first language in the classroom); classroom management (the interdependence of methodology and discipline); differentiation (challenging the more able and helping the less able); grammar (approaches to teaching within a communicative framework); and the National Curriculum (attainment targets; assessment, recording and reporting). All the mentors encouraged reflection in the student teachers by questioning the underlying principles behind pedagogical decisions.

99-500 Hérique, Emmanuel (U. of Victoria, Canada). L'évaluation des professeurs de langue à l'Université de Victoria (Canada). [Evaluating language teachers at the University of Victoria (Canada).] *Les Langues Modernes* (Paris, France), **3** (1998), 66-75.

This article describes and comments on the system in place for evaluating language teachers at the University of Victoria, and compares it with practices in other parts of the anglophone world. At present language teachers at the University are assessed by means of questionnaires devised by themselves for their students. The questionnaires differ from one department to another and are not obligatory in language departments, although most language teachers do use them. Salary rises or promotion may be based on the results, but teachers are not obliged to act on criticism unless it is widespread and very severe. This system is deemed unsatisfactory, and some suggestions for improvement are put forward, including 'triangulation' (i.e., evaluation by students, self and peers), continuous assessment based on frequent discussion between students and teacher, and procedures other than handwritten responses. Evaluation as a consultative process is considered a more satisfactory way of improving pedagogical practice.

99-501 Macaro, E. and Erler, L. (U. of Reading, UK). In-service training needs in MFL. *Language Learning Journal* (Rugby, UK), **18** (1998), 85–92.

Provision for in-service training (INSET) for Modern Foreign Language (MFL) teachers varies considerably in nature across the UK. INSET for all disciplines has experienced recent change from being optional to being an obligatory aspect of Local Education Authority (LEA) provision. This article reports on an investigation into the MFL INSET offered by 52 LEAs since the introduction of the National Curriculum in 1992. Data from LEA advisers and inspectors collected through questionnaires and from interviews with Heads of Departments in four LEAs were examined. The LEA data provided information about the types of courses the LEAs had offered: it asked whether the INSET courses were general or specific, and it also aimed to establish the amount of INSET training provided for particular issues such as teacher and pupil use of target language and independent learning. Heads of Department data concentrated on four issues: pupil use of target language, Information Technology needs, INSET focusing on lower ability or reluctant learners, and independent learning. A number of conclusions are drawn from the comparison of this data, including the point that teachers' choice of INSET tended to be in response to external pressures rather than to meet a personal or professional need.

99-502 Puren, Christian (IUFM de Paris, France). L'inspection en question: pour un débat sur l'évaluation des enseignants de langues. [The issue of inspection: towards a debate on the evaluation of foreign language teachers.] *Les Langues Modernes* (Paris, France), **3** (1998), 30–41.

This paper is a plea for public debate on a new role for the Inspectorate in a context where teachers are respected as professionals and where training is in the hands of the *IUFM* (University Teacher Training Institutes). It analyses the conflicting roles (trainer and examiner) of the modern language Inspectorate in France up to the reforms of the last twenty years. The creation of the *IUFM* in 1991 has thrown up a contrast in cultures; the Inspectorate is characterised as authoritarian with narrowly conceived practical concerns. Recent reforms are outlined. Recruitment of inspectors is now mainly through open competition instead of recommendation. General Inspectors now share the chairing of juries for the *CAPES* (Professional Teaching Certificate for Secondary Education) with university teacher educators. The design of the secondary school syllabus is no longer the sole responsibility of inspectors and there are Ministerial plans to diminish their influence in this sphere. The *IUFM* have taken over the final evaluation of teachers at the end of the two-year *CAPES* course and have removed its narrowly practical bias. The author suggests that it is time for reflection upon a new philosophy of inspection.

99-503 Quetz, Jürgen (Universität Frankfurt/M., Germany). Mit welchen Meinungen und

Einstellungen zum Englischunterricht beginnen Studierende ihr Lehramtsstudium? [What attitudes and opinions regarding English teaching do students bring to teacher training?] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 106–21.

This article reports a study in which 80 students of TEFL (the Teaching of English as a Foreign Language) at the beginning of their first semester were shown a video of an 'audiolingual' pattern drill recorded some 25 years ago. During and after the film they were asked to note down whatever came to mind about the lesson; their spontaneous reactions to the viewing were also recorded. An analysis of both the notes and the oral comments revealed a strong interest in general pedagogical topics such as discipline, motivation, and teacher-pupil relations, including the personality and teaching style of the instructor. There were considerably fewer comments on aspects of language teaching methodology, but, surprisingly enough, a fair number of students criticised the drill method for its lack of cognitive instruction – they seemed to be in favour of grammar instruction and explicit error correction. Some students also questioned the communicative value of the language taught. It is suggested that the non-scientific theories first-semester students have developed during their school time should be taken into consideration when planning teacher training syllabuses, since clearly they do not in every case conform to the current mainstream of approaches to TEFL.

99-504 Sagliano, Michael, Stewart, Timothy and Sagliano, Julie (Miyazaki Internat. Coll., Japan). Professional training to develop content-based instruction in higher education. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 1 (1998), 36–53.

Many professionals in TESL (the Teaching of English as a Second Language) have not had training specifically in content-based instruction (CBI) methodology. The lack of professional training in CBI is increasingly problematic as the number of programmes adopting some content-based methodology continues to rise. One obvious response to this gap in pedagogical training could be for institutions engaging in CBI to create their own professional orientation programmes for experienced faculty members. This article describes one such response at a Japanese university. Drawing on their four years' experience in developing a specific CBI teacher training programme, the present authors suggest a number of training points that could be used by teacher trainers to help college faculty to overcome the major hurdles encountered in implementing a CBI approach in higher education.

99-505 Thébault, Jocelyne (Lycée Saint-Louis, Paris, France). L'enseignant, l'évaluation et la carrière. [Teacher evaluation and teacher careers.] *Les Langues Modernes* (Paris, France), **3** (1998), 56–65.

This paper compares the systems and objectives of teacher evaluation in different countries – France, USA, Russia, Germany, England, Spain and Portugal. Traditionally the function of teacher evaluation was to check their knowledge and their pedagogical practice, and it was carried out by national inspectors. Recently, however, educational reforms in many countries have created a second function, that of individual teacher development/improvement through a combination of assessment and advice conducted by the head teacher or head of languages department. The degree of strictness and the methods by which evaluation is carried out differ considerably from one country to another, and this is studied in some detail, as are the various criteria by which teachers are assessed; in the USA, for example, evaluation is geared more towards pedagogy, whereas in Spain pedagogy and administration are equally weighted. How evaluation affects a teacher's career – including the sanctions that may be available – is considered; in some cases, for example, a teacher must be assessed before getting promotion or changing jobs. Inspectors and their role are also discussed.

99–506 Woodfield, Helen and Lazarus, Elisabeth (U. of Bristol, UK). Diaries: a reflective tool on an INSET language course. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 315–22.

The tradition of learner diaries in classroom-centred research is now well-established. This article describes a small-scale study conducted with a group of Malaysian teachers who kept diaries of their language learning experience during a short course. Analysis of the diaries according to the two themes of barriers and supports to learning revealed that teachers reflected inwards on their own language learning processes and on themselves as teachers; and outwards on the learning processes of their students and on the teaching process in relation to themselves as adult learners. They also reflected on issues relating to the teaching and learning process. The language of their diaries was indicative of an attempt to link theoretical issues in second language (L2) learning with their own experiences as teachers and learners. The article concludes that diaries may provide an effective tool in encouraging inservice teachers to link theory and practice in L2 learning, and to reflect in more depth on the language learning process at a group and individual level.

Bilingual education/ bilingualism

99–507 Chincotta, Dino (U. of Bristol, UK) and **Underwood, Geoffrey**. Non temporal determinants of bilingual memory capacity: the role of long-term representations and fluency. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 2 (1998), 117–30.

This paper reports two experiments examining the view that the variation in bilingual short-term memory capacity is determined by differential rates of subvocal rehearsal between the languages. Auditory memory span and articulation time were measured for three bilingual groups who spoke Finnish at home and Swedish at school (FS), and either Finnish (FF) or Swedish (SS) in both the home and the school. The results of Experiment 1 indicate that memory span for words varied in a lawful manner as a function of both articulation time and language dominance for SS and FF. For FS, however, an equivalent memory span between the languages was noted despite a shorter articulation time in Finnish than Swedish. Experiment 2 found that, for items with no pre-existing lexical representations (nonwords), articulation time was a more reliable indicator of memory span than language dominance for all three groups. The finding that within-language memory span was greater for short items than long items shows that bilingual short-term memory capacity is sensitive to the effects of word length in both the dominant and non-dominant language. Taken together, these findings are seen as moderating the view that bilingual short-term memory capacity is mediated exclusively by subvocal rehearsal and indicating an influential contribution from factors related to language fluency and the strength of lexico-semantic representations.

99–508 Deuchar, Margaret (U. of Wales, Bangor, UK) and **Quay, Suzanne**. One vs. two systems in early bilingual syntax: two versions of the question. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 3 (1998), 231–43.

This paper identifies two versions of the question as to whether there is a single initial system in the syntax of developing bilinguals. Version 1 asks whether there are early mixed utterances and, if so, attributes this to a single initial system. Version 2 asks whether the utterances containing words from *one* of the child's languages exhibit the same syntax as those from the child's *other* language. Referring to their own data from an English-Spanish bilingual from ages 1; 7 to 1; 9, the authors argue that Version 1 is not tenable because of the paucity of lexical resources when the child begins to produce two-word utterances. They argue, however, that the early two-word utterances in the data *do* seem to exhibit a single rudimentary syntax, based on a predicate-argument structure found in all utterance types, mixed and non-mixed. They then argue in relation to Version 2 of the question that it can only be answered once the child's utterances can be identified as language-specific in the two languages – which is not possible before the emergence of morphological marking. They illustrate this by an analysis of their data from ages 1; 8 to 2; 3. They argue that language-specific morphology allows them to identify the language of the utterances in their data and to see evidence for the appearance of two differentiated morphosyntactic systems.