agement, it focuses on the relative linguistic proficiency, and hence interactional status, of the participants, arguing that the closer they come to being linguistic equals, the more likely they are to collaboratively construct the discourse. The paper goes on to report a small-scale study of language interviews with adult students in an Italian university, focusing on those features which appeared to vary according to the relative proficiency of the participants, including: amount of talk; topic initiations and prompts; interruptions, overlaps and back-channelling; and linguistic accommodation (on the part of the more proficient speaker). It suggests that a fuller understanding of the patterns of interaction in naturalistic NS-NNS discourse could lead to the design of speaking tests and rating scales which would more genuinely reflect communicative competence.

00–196   Welling-Slootmaekers, Margriet
(Cito–Nat. Inst. for Educational Measurement, Arnhem, The Netherlands). Talenexamens vbo, mavo en havo vanaf 2000. De belangrijkste veranderingen. [Language examinations in Dutch secondary school from 2000 onward. The main changes.] *Levende Talen* (Amsterdam, The Netherlands), **542** (1999), 488–90.

For several decades, all national language examinations in Dutch secondary education were reading comprehension tests consisting entirely of multiple-choice questions. From 2000 onward, the examinations will also include a number of open-ended questions, which the pupils are supposed to answer in their mother tongue, Dutch. The author argues that this change will not create any problems, as the pupils are used to open-ended questions in all other national examinations; language examinations have been an exception in this respect. In terms of rating the examinations, the change implies that teachers will have to rate their pupils' examinations and that a second judge will be required, as open-ended questions cannot be rated automatically. The author presents examples of the new question types, which include: short-answer questions, quotation questions (e.g. 'Which words in the 4th paragraph indicate that X is mad at Y?'), completion questions, regrouping questions and long-answer questions. Cito has published sample examinations for English, French, German and Spanish.

Teacher education

00–197   Asghar, Saima Ali (U. of Warwick, UK).
Staff appraisal in education: perceptions and practices across cultures. *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham, UK), **4**, 1 (1998), 47–65.

This article reports a study conducted at the author's institution which looks at the varied styles of staff appraisal experienced by the participants in the study–a group of twelve teacher trainees and teaching staff–along with their perceptions of good staff appraisal procedures and practices. It is what Holliday (1997) calls 'an ethnographic study' from 'varied and locationally spread' teaching environments around the world. It is motivated by the views expressed by the author's colleagues on the MA programme which highlighted the fact that there are radically different perspectives on teacher development, and the realisation that there is a need to bring some coherence to these potentially conflicting viewpoints. The research gives a glimpse into the diverse appraisal processes experienced by the multi-cultural group of participants by eliciting their views of their appraisal experiences, and the combinations of ways in which appraisal is conducted across the world. This has led to the conclusion that, while most innovations in teaching and staff development stem from 'BANA' (Britain, North America, Australasia) cultures as identified by Holliday (1993), they need to be adapted to suit the culture of the institution that they are exported to in the rest of the world.

99–198   Bucher-Poteaux, Nicole (U. Louis
Pasteur, Strasbourg, France). Les mémoires professionels à l'IUFM. [Professional reports in University Teacher Training Institutes]. *Les Langues Modernes* (Paris, France), **1**, (1999), 6–7.

This paper introduces an issue dedicated to discussion of the professional reports required of trainees during their second year at the IUFM. The reports, which require the linking of theory and practice, represent an innovation in the assessment of aspiring teachers and complement other, more theoretical assessment processes. Five of the seven papers have been written by IUFM teaching staff. **Clerc** examines the role of writing in a teacher's life, noting the contrast between the mainly oral life of the classroom and staffroom and the reflective demands of the written mode. She argues strongly for the importance of professional writing in the development of practical competence. **Tournadre** confronts the difficulties of the professional report (often seen as a relic of the academic tradition; an unwelcome pressure added to that of teaching practice, leading frequently to unsatisfactory pieces of work), but concludes that there is much of value in the work required to complete the report and offers constructive suggestions for the improved presentation and justification of the task to the trainees. **Haramboure** analyses the topics of reports written by English trainees over a four-year period. These reveal a tendency to generalisation rather than application to a particular situation. As a result, ready-made solutions, sometimes inappropriate to the context, are chosen. A complementary survey of trainees' perceptions showed that negative attitudes to the task were often associated with a lack of understanding of its objectives. More positively, **Moll** explores the role of the report supervisor, valuing the supportive relationship which can be developed with the trainee when both regard the task as one of exploration. In two papers

written by newly qualified teachers, **Bellin** contrasts her early perceptions of the report as simply another assessment procedure with her *post hoc* appreciation of it as the link between the life of the student and that of the new teacher; and **Piens** describes the trialling of group-work with her co-trainee and the valuable experience of writing the subsequent report. The collection concludes with a paper by **Triby** which reflects on the importance given to professional reports outside the teaching sphere, attributing this to the need to produce knowledge, not simply to become knowledgeable, but in order to form the basis of new competencies. He proposes that professional teaching reports should allow more space for the role of action and research in the school system.

00–199   Duxa, Susanne (Ruhr-Universität Bochum, Germany). Fortbildung von Fremdsprachenlehrenden im Weiterbildungsbereich: konzeptuelle und forschungsmethodische Fragen zur Ermittlung von Wirkungsfaktoren. [In-service training of foreign language teachers in the field of continuing education: conceptual and methodological questions in establishing the factors contributing to effectiveness.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **10**, 1 (1999), 1–27.

While the range of skills and qualifications expected of foreign language teachers in continuing education in Germany is becoming increasingly complex, the conditions under which they work have been criticised time and again as being 'unprofessional'. In view of this situation, this article examines the question of how far and by what means in particular teacher training seminars can contribute to the professionalisation of these teachers. In order to obtain insights for teacher educators, the author proposes a research design intended to explore the effects of teacher training seminars on the attitudes, thinking and behaviour of those participating in them. This study-focus is related to research into teacher thinking, where teachers from the field of continuing education have hitherto played a rather peripheral role. In accordance with the principles of research into teacher thinking, a descriptive stance towards the object of study and a cooperative relationship between researcher and teachers are deemed fundamental for the project outlined here.

00–200   Farrell, T. S. C. (Nanyang Tech. U., Singapore). Reflective practice in an EFL teacher development group. *System* (Oxford, UK), **27**, 2 (1999), 157–72.

Reflective practice is becoming an important feature of English second and foreign language (ESL/EFL) education programmes worldwide. One way that may promote reflective practice for EFL teachers is the formation of teacher development groups. This paper reports a study which sought to investigate in what ways regular group discussion might promote reflective

54

thinking. The study focused on three experienced EFL teachers in Korea who came together in weekly meetings to reflect on their work. The study examined three questions: (1) what the teachers talked about in the group discussions; (2) whether the level of reflection was descriptive or critical; and (3) whether this reflection developed over time. The group discussions were audiotaped and coded according to the topics discussed–these served as a measure of critical reflectivity. Results showed that the teachers talked about their personal theories of teaching and the problems faced in their teaching, and that all three teachers were reflective, to a certain extent, in their orientation to teaching, although they varied in their degree of reflectivity in each or all of the categories. Implications for the use of teacher development groups as a means to promote critical reflection for ESL/EFL teachers are discussed.

00–201   Ferrao Tavares, Clara (Instituto Politécnico de Santarém, Escola Superior de Santarém, Portugal). L'observation du non verbal en classe de langue. [Observing non-verbal communication in the language classroom.] *Etudes de Linguistique Appliquée* (Paris, France), **114** (1999), 152–70.

Although the importance of language teachers' non-verbal behaviours, including posture, gesture, facial expression and gaze, is now widely recognised, the topic is largely neglected in teacher-training programmes. The author argues that research carried out since the 1960s is highly relevant to language teachers, since it focuses on the role of non-verbal communication in interaction and provides teachers with a conceptual framework for observing their own behaviour. A number of specific aspects of non-verbal communication are reviewed, including *kinesics*, or body language, *proxemics*, the social use of space, and the role of gaze in turn-taking. Attempts by researchers including Effron, Cosnier and Montagner to establish multi-channel typologies of non-verbal communication are also discussed. A description is given of a training course for teachers of French as a foreign language where participants are encouraged to call on this research when analysing video-recordings of their own teaching behaviour; and the author provides her own typology of the functions of non-verbal communication in the classroom .

00–202   Halbach, Ana (U. of Alcalá, Spain). Using trainee diaries to evaluate a teacher training course. *ELT Journal* (Oxford, UK), **53**, 3 (1999), 183–90.

Evaluating a course is not an easy task, since it depends on finding an appropriate instrument which does not influence trainees' responses. This article describes how learner diaries were used as a source of information about trainees' perceptions of a course in methodology. Participants were undergraduate students of English at the author's institution; and the aim of the four-month course is broadly defined as providing trainees with the opportunity to become aware of their own perceptions

of teaching, and to modify and enrich them through the presentation of new ideas. The article records how the data from the diaries were categorised and interpreted, and highlights some of the issues revealed by the evaluation for this particular type of course.

00–203 Hyatt, David R. and Beigy, Anne (U. of Sheffield, UK). **Making the most of the unknown language experience: pathways for reflective teacher development.** *Journal of Education for Teaching* (Abingdon, UK), **25**, 1 (1999), 31–40.

Research into the unknown language experience element of an initial English language teacher education course is examined in this article, and its implications for a more learner-teacher-centred approach discussed. The use of reflective journals is discussed along with the analysis of written coursework, observation journals, self-assessments and interviews to gather data on the learner-teachers' retrospective perceptions of the strengths and weaknesses of the development module in relation to their own needs. The study is seen as demonstrating the value of the unknown foreign language experience in increasing systematic language and learning awareness, yet highlights the difficulty in the transfer of such insights into practice. Recommendations are made in terms of clarity of purpose, language exposure, sociolinguistic awareness, transfer strategies from reflection to practice and the value of sharing the experience of reflection. The conclusion suggests further research in the area of collaborative research between those formerly in unequal power relationships as a catalyst for more democratic and equitable research relations.

00–204 Kennedy, Judith (U. of Warwick, UK). **Using mazes in teacher education.** *ELT Journal* (Oxford, UK), **53**, 2 (1999), 107–13.

This article begins from the premise that one of the most important requirements of a teacher's role is the ability to make decisions. The study of teacher decision-making shows that such decisions reflect the beliefs, attitudes, and values of the teacher, as well as the context and constraints of their working environment. Many trainees find the multitude of decisions they have to make when teaching overwhelming. They have insufficient knowledge and experience of the likely outcomes of certain decisions, and do not have time to consider those decisions in any depth. The article suggests the use of mazes as one way of offering trainees on English teacher education programmes an opportunity to choose a particular course of action, and to reflect on its likely outcomes.

00–205 Kennedy, Judith (U. of Warwick, UK). **Hard minds and soft hearts–the assessment of teaching practice.** *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham, UK), **4**, 1 (1998), 9–20.

Currently, formative assessment is conducted more routinely than summative assessment in pre-service ELT

training. Here, it is argued that the balance between these two needs to be re-examined. Arguments in favour of summative procedures are considered: trainers' accountability and maintaining standards. Constraints are also addressed: feasibility, importance of context and the effects of market forces. Next, the model for assessing trainees in another practice-based profession (Law) is examined. Unlike initial teacher training, which focuses more on personal and moral qualities ('soft heart' approach), the British Legal Practice Course is based on identifiable bottom-line competencies and a small number of behaviours which trainees must avoid ('hard mind' approach). In seeking a compromise between these two approaches, some principles of summative assessment are extracted: assess process and actions; assess performance globally and with criterion-referencing; assess trainees in a range of situations; and use a range of data sources–although the issue of who will conduct such assessments remains. Because existing inventories of competencies tend to be extensive and over-complex, it is suggested that these could be reduced to a list of unacceptable behaviours. Finally, teacher-training institutions are exhorted to move to judgmental assessment practices before external validation is imposed.

00–206 Kerr, Philip (Internat. House, London, UK). **Language awareness: practices and progress?** *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham, UK), **4**, 1 (1998), 1–7.

The syllabuses of the former RSA/UCLES Certificate in the Teaching of English as a Foreign Language to Adults (CTEFLA) and the revised Cambridge/RSA Certificate in Language Teaching to Adults (CELTA) are compared with specific reference to language awareness training. It is posited that the CTEFLA (pre-1996) syllabus prescribed a restricted, atomistic model of language. In contrast, the new CELTA syllabus allows the teaching of models of language, which are more in keeping with current theories of second language acquisition. An analysis of an international sample of CELTA course application tasks, pre-course tasks and course timetables was conducted in order to establish whether this change in the syllabus is being realised in the training room. The results show that language awareness sessions continue to focus on verb-phrase grammar rather than, for example, data-driven descriptions of language use, and that there is no indication of how topics are selected. It is suggested that there has been little change in pre-service training courses and that, with few incentives to change, it may be some time before the revised syllabus has a direct effect on training room practice.

00–207 Kurtoglu Eken, Deniz (U of Bilkent, Turkey). **Trainer language in post-observation feedback sessions.** *The Teacher Trainer* (Canterbury, UK), **13**, 2 (1999), 16–20.

This paper discusses the findings of research on trainer language in feedback sessions. It is divided into two

parts. The first part discusses different types of directives used by teacher trainers on certificate and diploma courses in feedback sessions to trainees. The second part compares trainer and trainee perceptions of and preferences for directives, discussing implications for trainer language and for the conduct of feedback sessions. Using audio-recordings, transcriptions and analysis of directives categorised into five main and thirteen sub-categories, it was found that the trainers used all types but with a much higher frequency of modal-embedded directives when giving feedback to trainees on their teaching practice. Using questionnaires, analysis of subject responses by comparing trainer and trainee perceptions of trainer language and a comparison of trainee preferences of directives and what trainers actually used, it was found that the trainers at BUSEL are justified in their use of modal embedded directives since it is the type most preferred by the trainees, being perceived as less face-threatening. Other valuable points revealed in the trainee questionnaires are detailed. These include pointers to trainers regarding e.g., being tactful, trying to understand the teachers' behaviour and giving the teacher a chance to explain their reasoning.

00–208 Lebré, Monique (UFR de Diactique du FLE, Paris III Sorbonne-Nouvelle, France). Vidéogramme de classe et formation d'enseignants: compte rendu d'expérience. [Classroom video-recordings and teacher training: a report on an experiment.] *Etudes de Linguistique Appliquée* (Paris, France), **114** (1999), 227–45.

A programme of video-recordings made in language teaching classrooms has been produced by teachers at the University of Paris III and is used in training courses for future teachers of French as a foreign language. After a brief discussion of the institutional context and of the training programme as a whole, this article discusses the rationale behind the approach, arguing that it exposes trainees to classroom reality, is both eclectic and representative, is an effective means for linking theory and practice, and can provide the means necessary for personal and professional development, though this requires time. Production and editing schedules, principles and techniques are described, as well as a number of the problems encountered. The pedagogical use of these materials in both face-to-face and distance teaching is discussed and exemplified, and their role in preparing trainees for classroom observation and teaching practice is considered.

00–209 O'Sullivan, Andrew. The AAR technique in teacher development. *The Teacher Trainer* (Canterbury, UK), **13**, 3 (1999), 11–13.

This article responds to the naturally mixed receptive and resistant reactions of teachers asked or required to change their practices, materials or attitudes by administrators and managers, by suggesting an approach that recognises the validity of the experience and know-how brought by teacher participants to training/development sessions. An informal 'Adopt, adapt, reject'

(AAR) maxim is introduced by the author and made more systematic by the addition of trialling, peer observation, assessment and justification phases. A two-day workshop for 25 very experienced teachers at a tertiary level college is used as a lively exemplar of the improved AAR procedure and the rationale of empowerment and reasoned justification is discussed.

00–210 Pisova, Michaela (U of Pardubice, Czech Republic). Novice teacher in the staffroom. *The Teacher Trainer* (Canterbury, UK), **13**, 3 (1999), 3–7.

This paper deals with the initial phase of the professional development of teachers, with their induction into schools and occupational culture. The focus is on the human relationships, particularly on novice teachers' relations with school leadership and colleagues. The novice teachers' perceptions of the socialisation processes, behaviour and attitudes of others is investigated. Thirty two graduates of the University of Pardubice who had just started teaching English at primary and secondary schools agreed to make detailed notes on everyday events and their own reactions to them in diary form. After completing the diaries they analysed and evaluated them under headings such as: level and frequency of interactions amongst staff, leader availability and communication patterns. Audio-recorded, semi-structured interviews elicited further information, supplemented by the author's own visits to the schools and debriefing sessions. Once the major findings are detailed, the author goes on to summarise the most pressing problems faced by entrants to the language teaching profession and suggests remedial action. Included are recommendations to provide pre-entry information on rights and duties, to include stress-reduction techniques on teacher preparation syllabuses, and to pay attention to raising young teachers' self-esteem. The author feels that failure to act will mean losing even more promising young teachers and stressing those who manage to stay in the job.

00–211 Powell, Garry (United Arab Emirates U.). How to avoid being the fly on the wall. *The Teacher Trainer* (Canterbury, UK), **13**, 1 (1999), 3–5.

This paper advocates the use of 'unseen observations' of language classes to encourage teachers to increase their awareness and evaluation of their own teaching. The author starts by detailing some advantages of unseen observation, namely that it is time-effective for directors of studies, more useful than directly observed lessons for some issues, and less judgemental and less threatening for teachers. Two questionnaires are described. One, designed to discover the teacher's explicit beliefs about teaching, is completed prior to the pre-lesson discussion with the supervisor. The second, designed to reveal what actually happened in a class, is completed after the teacher has taught and prior to the post-lesson discussion. The author describes the use of unseen observation in three contexts: a UK summer school; with young inexperienced teachers in a language school in Poland; and with experienced

56

instructors at a university in the UAE. Despite certain drawbacks, such as the possibility of teachers completing the questionnaires according to what teachers expect the administration would like to hear, the author's experience nevertheless suggests that there is much to be gained from seeing the class through the eyes of the teacher who is, after all, the professional concerned.

00–212 Ribisch, Karl Heinz (Vienna). The facilitator as agent of change. *ELT Journal* (Oxford, UK), **53**, 2 (1999), 115–21.

The Vienna School-Based Teacher Development Project (SBP) is an in-service training project which was established in Vienna in 1991 to meet the need for an entirely new form of teacher INSET. This article describes the background which led to the creation of the SBP, and explains the importance that the Project has come to have for the teaching of English in the Vienna area, and for the many teachers it has reached. A key feature of the Project has been that the teachers involved not only acquire knowledge and new professional skills, but also improve their group performance through an attention to group dynamics and through the experience of working in a team relationship with each other. In SBP training is seen as a process in which decisions should be taken by the teachers themselves, in their own schools.

00–213 Roucamba, Paul (U. of Ouagadougou, Burkina Faso, West Africa). The impact of social context on the development of teaching skills and self-growth: two cases. *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham, UK), **4**, 1 (1998), 67–79.

It is argued that top-down, skills-based, initial teacher education (ITE) should be extended to include classroom-based teacher development to support novice teachers when they begin teaching. The latter need to be aware of the wider socio-cultural context and able to work effectively within it. This study follows two first-year teachers in Burkino Faso and assesses how they apply performance skills taught on their ITE course to their own teaching. An observation schedule was supplemented with post-observation interviews and interviews with headteachers. Data reveal that, despite contextual constraints, one participant continued to apply classroom management techniques learnt from ITE. The second, however, did so less, being more concerned about the possible social consequences of his actions than about applying classroom management skills. After further discussion of each participant's style of classroom management, it is suggested that skill development stems more from the classroom context than social environment, while personal development tends to be influenced by the social context. Finally, the author calls for additional skills to be included in ITE to enable newly qualified teachers to understand and work effectively in the communities their schools serve.

00–214 Stirman-Langlois, Martine (Institut Français d'Istanbul, Turkey) and Waendendries, Monique. En partant de ... en allant vers ... La classe de langue: une formation de professeurs de FLE ancrée sur les observations et les pratiques de classe. [Departures and arrivals. The language classroom: an approach to training teachers of French as a foreign language based on observation and classroom behaviour.] *Etudes de Linguistique Appliquée* (Paris, France), **114** (1999), 209–26.

The Alliance Française de Paris, which is both a language school and a training centre, runs a year-long course for teachers of French as a foreign language which is largely based on classroom observation. The aims, organisation, syllabus and methodology of this course are described in detail in this paper. Trainees are provided with a basic theoretical framework–in the form of a list of factors and topics requiring particular attention–for the analysis of language classroom behaviour, and the notes they take are used as a starting-point for discussion with their peers and tutors and for personal assessment grids and written reports. By pooling their experience and heightening their own critical self-awareness, trainees are enabled to extrapolate from observation to a better understanding and control of their own teaching. Examples of various kinds of observation and assessment grid are given in an appendix, along with a diagram summarising the course structure and syllabus.

00–215 Thiel, Teresa. Reflections on critical incidents. *Prospect* (Macquarie U., Sydney, Australia), **14**, 1 (1999), 44–52.

The focus of this article is on the reporting of critical incidents as a tool for self-reflection in a programme to train ESL (English as a Second Language) secondary school teachers in Malaysia. A *critical incident* is a vividly remembered event, unplanned and unanticipated, to which particular significance is attributed; it is an intensely personal experience. The article presents case studies of critical incidents which highlight the potential value of encouraging ESL trainee teachers to record, analyse and reflect on significant personal events in their language classrooms. It is suggested that critical incident files are an invaluable part of the trainee's learning experience and provide a possible starting-point for action research.

00–216 Wisniewska, Ingrid. Problem-solving strategies for mentors. *The Teacher Trainer* (Canterbury, UK), **13**, 1 (1999), 6–7.

This paper describes a standard model of problem-solving, i.e., description of the problem, generation of solutions and evaluation of the solutions, for use by mentors/supervisors to help them to help trainee teachers with their problems. The base example used to illustrate the model is the author's workshop with thirty Czech primary teacher supervisors who were taken through the three stages of the problem-solving model.

57

By combining materials such as posters and spider-grams, with language focus on advice giving expressions and a cross- group guessing and evaluation activity, the group came to realise that it is useful for supervisors and trainees both to generate many possible solutions to a problem and to move from a prescriptive to a more thought-provoking stance as a student teacher gains in experience.

00–217 Woodward, Tessa. A way of getting from classroom tactics to talk of beliefs and values. *The Teacher Trainer* (Canterbury, UK), **13**, 2 (1999), 8–10.

This article proposes the use of a four-column grid to analyse data from a lesson in terms of the steps taken, the phases worked through, the assumptions behind the choice of steps and phases and how the way of working was learned by the teacher. Each of the columns is taken in turn and its use and purpose explained with clear examples. The four-column analysis is proposed for use by language students, language teachers or language teacher trainers, and is designed to take users from an examination of the cool data of an observed lesson towards an interesting discussion of the coherence or lack of coherence between classroom evidence and teacher and participant beliefs about learning, teaching, language and people. The lesson analysed can be live, videoed, transcribed or described by the teacher who taught it.

00–218 Wringe, Colin (U. of Keele, UK). Le recours à l'observation de classe dans un programme européen de formation continue de professeurs de langues. [The use made of classroom observation in a European in-service training course for language teachers.] *Etudes de Linguistique Appliquée* (Paris, France), **114** (1999), 247–55.

This article describes a major European project in which classroom observation was one component of an in-service course aiming to develop language teachers' capacity to self-direct their training whilst visiting foreign educational establishments. Details are given of the various instruments with which the visiting teachers were provided for this purpose, in particular the observation grids and questionnaires used for guided interviews. These were organised into four modules aiming to develop the teachers' critical awareness and to encourage discussion with colleagues of language pedagogy, classroom communication, the teaching of foreign cultures, and school life. Feedback from the teachers was very positive; though the author emphasises the need for detailed preparation of participants for a project of this kind whose aims are more ambitious than those of more traditional visits to schools in the country where the target language is spoken. An appendix provides a statistical breakdown of the nationalities of the teachers concerned, the languages they teach and their opinions concerning the project.

58

Bilingual education/ bilingualism

00–219 Bialystok, Ellen (York U., Toronto, Ontario, Canada) **and Herman, Jane**. Does bilingualism matter for early literacy? *Bilingualism: Language and Cognition* (Cambridge, UK), **2**, 1 (1999), 35–44.

This paper discusses three areas of development that have been shown to be fundamental to the acquisition of literacy. These areas are experience with stories and book reading, concepts of print, and phonological awareness. In each area, the paper reviews the research, comparing the development of these skills by bilingual and monolingual children. In all three areas, research has been contradictory regarding whether or not bilingual children differ from their monolingual peers. The paper attempts to reconcile some of these diverse findings by identifying more specifically the effects that bilingualism has on children's early literacy development.

00–220 Cromdal, Jakob (Linköping U., Sweden). Childhood bilingualism and metalinguistic skills: analysis and control in young Swedish-English bilinguals. *Applied Psycholinguistics* (Cambridge, UK), **20**, 1 (1999), 1–20.

Several scholars have claimed that childhood bilingualism may enhance development of linguistic awareness. In the investigation reported here, metalinguistic ability is studied in terms of the dual skill components outlined by Bialystok and Ryan (1985): control of linguistic processing and analysis of linguistic knowledge. A total of 38 English-Swedish bilinguals, assigned to two groups according to relative proficiency, and 16 Swedish monolinguals, all aged 6 to 7 years, received three tasks: symbol substitution, grammaticality judgement, and grammaticality correction. Effects of general bilingualism were found on tasks requiring a high control of linguistic processing, thus replicating previous findings. The results indicated that a high degree of bilinguality may also enhance the development of linguistic analysis. Moreover, it was found that certain metalinguistic skills–especially control of processing–were more readily applied in the participants' weaker language.

00–221 Crutchley, Alison (U. of Manchester, UK). Professional attitudes and experience in relation to bilingual children attending language units. *British Educational Research Journal* (Abingdon, UK), **25**, 3 (1999), 371–87.

This article discusses a group of bilingual children with particular special educational needs–speech and language impairments. The children in this large-cohort study attended language units, i.e., special provision attached to mainstream primary schools; and the study identified a small subgroup who were bilingual. Interview data were collected to try to shed light on differences found between this 'bilingual' sub-group