cific test of English for overseas-trained health professionals administered on behalf of the Australian Government. The study was conducted in response to criticism of the standards applied in the test. Twenty audio-recordings of role-plays from recent administrations of the speaking sub-test were each rated both by ten trained ESL (English as a Second Language) raters and ten medical practitioners. The ratings produced were then analysed to compare the extent of agreement reached by the two groups of judges concerning candidates' language proficiency, as well as group and individual differences in interpretations of the rating scale used. Broad similarities in judgements found between the two groups indicate that the practice of relying on ESL-trained raters is essentially justified.

99–281 Vandergrift, Larry (U. of Ottawa, Canada) **and Bélanger, Claire**. The National Core French Assessment Project: design and field test of formative evaluation instruments at the intermediate level. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 4 (1998), 553–78.

Curriculum changes in Core French programmes across Canada have resulted in the need for new evaluation tools. In response, the National Core French Assessment Project has been established to create new formative evaluation instruments. This paper describes the background and theoretical framework for the project as a whole, and then focuses on the design and field-testing of the instruments created for intermediate-level students. Reactions gathered by questionnaire from both teachers and students involved in the field tests are analysed to assess the merits of these prototype instruments and to suggest further improvements. Results of the field-test indicate that the overall reaction to the bank of evaluation instruments is very positive. Teachers have found the instruments flexible to use and helpful for evaluating the desired learning outcomes. Students have found them beneficial for focusing and organising learning activities, thereby enabling them to improve their performance in French. Both teachers and students comment on the motivating aspect of these instruments and on their potential for providing useful feedback.

Teacher education

99–282 Borg, Simon. The good teacher trainer. *The Teacher Trainer* (Canterbury, UK), **12**, 2 (1998), 7–10.

This article examines the criteria that a group of preservice language teacher trainees feel that good teacher trainers should satisfy. Trainee descriptions of the good teacher trainer were elicited and then grouped by the author into three broad categories: professional qualities (e.g., use of teaching aids, class control, clear explanations), interpersonal awareness (e.g., respect for trainees,

humour, ability to gain rapport) and training content (e.g., useful, varied and not overly theoretical). Drawing from the criteria most commonly mentioned by trainees, the author offers the profile of a good teacher trainer. The author then goes on to describe one concrete example of a trainer altering their behaviour as a result of trainee feedback, and dwells on how respect for trainees can be communicated by the act of asking trainees to evaluate, albeit in this indirect fashion, their trainers' work.

99–283 Bowker, David. Helping teachers to reflect: an application of neuro-linguistic programming. *The Teacher Trainer* (Canterbury, UK), **12**, 1 (1998), 19–21.

This paper describes the 'Logical levels' model developed by Robert Dilts from the field of neuro-linguistic programming and applies it to reflective moments in in-service language teacher training courses. The model suggests we can look at ourselves in relation to an issue or situation from five different points of view: identity, belief, capability, behaviour and environment. The author takes the issue of lesson preparation and shows how, by asking teachers questions relating to each of the logical levels, deep reflection can be encouraged that moves teachers beyond ritualised teaching behaviour to a consciousness of the full range of choices available in their work. An example of such a questioning and exploring conversation is given in abbreviated transcript form. The article goes on to discuss practicalities such as the use of pacing and floor space to separate the logical levels and finishes with some ideas for follow-up and variation.

99–284 Burton, Jill (U. of South Australia). A cross-case analysis of teacher involvement in TESOL research. *TESOL Quarterly* (Alexandria, VA, USA), **32**, 3 (1998), 419–46.

A fundamental question for practitioners in TESOL (the Teaching of English to Speakers of Other Languages) is whether TESOL research is useful. This article suggests that a missing link in answering this and related questions is some kind of shared reflective framework for TESOL practitioners—that is, researchers, teachers, and teacher educators—to theorise practice; and that such a framework could support comparisons across settings. The author argues that teachers need to be involved in research on teaching; and, through the examination of some specific settings for Australian TESOL research and professional development, she proposes an evaluation framework to facilitate cross-case and cross-context analysis of such research. It is recommended that researchers in TESOL focus first on characterising TESOL professional development activity and second on considering its relation to other educational and mainstream research traditions.

99–285 Celani, Maria Antonieta Alba (Pontificia Universidade Católica de São Paulo, Brazil). A retrospective view of an ESP teacher education

Teacher education ■

The aim of this paper is to look back at a teacher education programme carried out in the 80s as part of the Brazilian National ESP (English for Specific Purposes) Project, and to reflect on its nature in the light of current ideas on teacher education. The paper first briefly sets the programme in context: the ESP Project's aim was to improve the use of English of Brazilian researchers, science teachers and technicians, especially with regard to reading specialist and technical publications; and it set out to achieve that aim by improving the professional abilities of Brazilian ESP teachers working in Brazilian universities and technical high schools. The paper then concentrates on the features of the teacher education component, emphasising its developmental, reflective nature and attempting to examine it in the context of reflective learning as understood today.

99–286 Clair, Nancy (Northeast and Islands Regional Ed. Lab., Brown U., USA). Teacher study groups: persistent questions in a promising approach. *TESOL Quarterly* (Alexandria, VA, USA), **32**, 3 (1998), 465–92.

Education reform and the changing demographics of the United States student population require teachers to rethink classroom practice and collaborate in ways they may never have before. There is a growing consensus that traditional forms of professional development are inadequate for addressing the vision of classroom practice required for reform and for confronting the challenges that ESL (English as a Second Language) and other content teachers face in including English language learners in reform. Teacher study groups are an alternative to traditional professional development structures in that they provide opportunities for teachers to explore together issues of teaching and learning in linguistically and culturally diverse schools. This article reports on a year-long study of two teacher study groups, one consisting of middle school ESL and content teachers, the other of elementary teachers whose positions were funded from monies provided for schools with educationally disadvantaged students. The purpose of the study was to illuminate the complexities of working with teachers in new ways regarding the education of English language learners. It is suggested that these groups offer ESL and content teachers the sustained opportunities they need to critically reflect on schooling issues which have a direct impact on their day-to-day lives.

99–287 da Moita Lopes, Luiz Paulo and Freire, Alice Maria da Fonseca (Universidade Federal do Rio de Janeiro). Looking back into an action research project: teaching/learning to reflect on the language classroom. *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 145–67.

This paper reports on an action research project in language classrooms in the official educational system of Rio de Janeiro. The project was an attempt to explore an alternative basis for teacher education programmes which would focus on research practice as crucial for teacher development rather than on an approach relying solely on content courses, i.e. where the teacher educator seeks to pass on a body of knowledge. The background to the project is first described; the authors then outline the general theoretical framework underlying action research, involving participants reflecting on their own practice. The project design is then described: the participants included 30 English, French and Portuguese high school teachers who came together for a series of nine fortnightly sessions (workshops, lectures, fieldwork, etc.) focusing on action research. The paper concludes with an evaluation of the project, drawing out both positive and negative factors on the basis of analysis of data derived from audiotaped sessions with participants, open-ended questionnaires, and the research papers produced.

99–288 de Castro, Solange T. Ricardo (U. of Taubaté, Brazil). A reconstrucão do conhecimiento do professor de inglês: questionando as ações rotineiras. [Reconstruction of knowledge and the teacher of English: looking at everyday actions.] *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 245–55.

This study, part of broader on-going research on teacher development, discusses the process of reconstruction of knowledge of two university teachers of English. The focus is on the researcher's questioning of the teachers' everyday instructional actions. The aim of the project is to help teachers develop the ability to reflect adequately on their instruction and classroom discourse. The first part of the paper discusses the theoretical underpinnings of the study. The roles of language as the mediator in processes of knowledge acquisition are discussed, with particular reference to language as a tool of reflection and as the locus where meanings are formed. In each session with the participants, the speech functions of initiation and replication were identified and analysed. The effects of the researcher's interventions on the reconstruction of knowledge are also discussed. It is concluded that such a process of enquiry into teachers' everyday actions helps to promote self-reflection on their classroom practice, and that the role of the researcher is of critical importance in such consciousness-raising.

99–289 Diamond, C. T. Patrick (Ontario Inst. for Studies in Ed., Toronto U., Canada). Arts-based inquiry and teacher reflection: a teacher institute (LAEL, PUC-SP). *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 215–31.

This paper reports on a three-week Teacher Education and Reflection Institute trialled at LAEL, Pontificia Universidade Católica de São Paulo (PUC-SP) in 1997. The Institute was designed around principles specific to qualitative arts-based inquiry and teacher development. The textual, allegorical strategies that were used to raise teachers' conscious awareness of self-prac-

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tice included: professional self-characterisations; sorting these different aspects of teacher self; mapping the development of a teacher career (extensively using timelines and intensively using *river roads* or *snake trails*); and subject autobiographies and metaphor-making. These activities and questions enabled teachers to reflect upon 'the teacher I am', 'the teacher I hope to become' and 'the teacher I fear to be' as crucial aspects of a developing teacher self. Constructing develop-ments as self-multiplication allowed both charges of narcissism and inadequacy (the inner critic) to be answered. It is suggested that, by looking at ourselves as teachers in the act of looking, we acquire second sight; and that, as teacher enquirers, we are obliged to self-reflect, since by looking at ourselves we come to know our teaching in new ways.

99–290   Farrell, Thomas S. C. (Nat. Inst. of Ed. / Nanyang Tech. U., Singapore). ESL/EFL teacher development through journal writing. *RELC Journal* (Singapore), **29**, 1 (1998), 92–109.

Reflective practice is becoming a dominant paradigm in ESL/EFL (English as a Second/Foreign Language) teacher education programmes worldwide. Reflection in teaching refers to teachers subjecting their teaching beliefs and practices to critical analysis. One way of promoting reflective practice for experienced EFL teachers is through journal writing. The study reported here sought to investigate the ways in which regular journal writing might promote reflective thinking. Participants were three experienced EFL teachers in Korea who came together weekly to reflect on their work, a process which included regular journal writing. The study examined what the teachers wrote about and how far the level of reflection was descriptive or critical; the journal entries were coded according to topic, which served as a measure of critical reflectivity. There were two main findings: (1) the teachers wrote about the problems faced in their teaching, their per-sonal theories of teaching, and the approaches and methods they used; and (2) two of the teachers were more reflective than the other in their orientation to teaching. Implications for the use of journal writing as a means to promote critical reflection for ESL/EFL teachers are discussed.

99–291   Freeman, Donald (Sch. for Internat. Training) **and Johnson, Karen E..** Reconceptualising the knowledge-base of language teacher education. *TESOL Quarterly* (Alexandria, VA, USA), **32**, 3 (1998), 397–417.

Moving beyond the historical and theoretical traditions that have defined teacher education in TESOL (the Teaching of English to Speakers of Other Languages) over the last quarter of a century, this introductory arti-cle [to a special-topic issue of *TESOL Quarterly*] argues for a reconceptualisation of the knowledge-base of ESOL teacher education. Seen as essential to this reconceptualisation is the premise that the institutional forms and processes of teacher education frame how

the profession responds to the basic sociocultural processes of learning how to teach. As such, teacher education practices constitute professional self-defini-tion. It is argued that the core of the new knowledge-base must focus on the activity of teaching itself–on the teacher, on the contexts, and on the pedagogy; and that, moreover, this knowledge-base should include forms of knowledge representation which document teacher learning within the social, cultural and institutional contexts in which it occurs. Finally, the authors believe that it needs to account for: the teacher as a learner of teaching; the social contexts of schools and schooling within which teacher-learning and teaching occur; and the activities of both language teaching and language learning. This tripartite framework calls for a broader epistemological view of ESOL teacher education, one that accounts for teaching as it is learned and as it is practised–and one that will ultimately redefine how teacher educators create professionals in TESOL. [*see also abstracts 99–284, 99–286, 99–293*]

99–292   Gimenez, Telma (Universidade Estaduel de Londrina, Brazil). Caminhos e descaminhos: a pesquisa na formação de professores de língua estrangeira. [Finding and losing one's way: a study of a programme for foreign language teachers.] *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 257–71.

This article reports the experience of a group of teach-ers working in EFL (English as a Foreign Language) Teaching Methodology and Practice courses at under-graduate level in a state university in Brazil. The article is divided into four parts: destinations, compasses and maps, paths, and crossroads. The first two sections pro-vide the theoretical background with a brief review of literature in the area of EFL education and research methodology in action research. The paths and cross-roads sections aim to provide reflections on the group's experience in incorporating a research perspective into the preparation of prospective EFL teachers at univer-sity level.

99–293   Golombek, Paula R. (Pennsylvania State U., USA). A study of language teachers' personal practical knowledge. *TESOL Quarterly* (Alexandria, VA, USA), **32**, 3 (1998), 447–64.

Research in teacher education has largely focused on developing an empirically grounded knowledge-base to be given to teachers rather than on examining what teachers' experiential knowledge is and how they use that knowledge. The ethnographic study reported here explores the dimensions of teachers' personal practical knowledge and the way it informs teachers' classroom practices. Using data from class observations, interviews and stimulus recall reports, the study examined how the personal practical knowledge of two in-service teachers of English as a Second Language informed their prac-tice through a description of the tension each teacher faced in the classroom. Upon reflection and dialogue, these teachers articulated that knowledge in person-alised language through the narrative reconstruction of

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their experiences as learners, teachers, and participants in a teacher education programme. This knowledge informed their practice (a) by filtering experience so that the teachers reconstructed it and acted in response to the exigencies of a teaching situation; and (b) by giving physical form to their practice–it is their knowledge in action. Furthermore, personal practical knowledge is an affective and moral way of knowing that is permeated with a concern for the consequences of practice for both teachers and students. Through their stories, teachers become aware of their consequences.

99–294 King, David. Chaos theory and the PDSA cycle. *The Teacher Trainer* (Canterbury, UK), **12**,1 (1998), 22–24.

This paper uses chaos theory to help explain the unpredictable events which managers and teacher trainers routinely meet when attempting to transform schools, districts and faculties of education. The Plan, Do, Study, Act (PDSA) or Deming Cycle, is offered as a tool to help deal with this unpredictability. The author uses a story from personal experience to demonstrate the difficulty of implementing either top down or bottom up educational reform. He then sets out the claims chaos theory makes about complex dynamic systems such as schools and colleges–in brief, that we cannot predict the exact effects of our decision since everything is connected to and affects everything else; and that the world does not consist of a uniform randomness–patterns will emerge. Using the lens of chaos theory, it is argued that we need new models such as the PDSA cycle to plan educational changes. The final part of the article lists three main barriers to change and learning within organisations. These are: organisational culture, ego investment and habit. Although no solutions are suggested for breaking down these barriers, the reading references point to some interesting further sources.

99–295 Lo, Regina. Wider exposure to classroom reality –the reflective seminar. *The Teacher Trainer* (Canterbury, UK), **12**, 3 (1998), 18–19.

The problem of an initial teacher preparation programme built on the 'theory first, practice second' model is that transfer to the practicum often gives a painful reality shock. Case studies, teacher stories and journal writing can all be used to soften the transition, but the author advocates two main alternatives: a practicum experience carefully sequenced into three phases–campus-based observation, school-based internship, school-based practice teaching– and the use of the reflective seminar. A detailed description of the process and content of this type of student teacher-led session is given. Briefly, the student teachers present their teaching context, describe the most difficult problem encountered in their internship and elicit peer suggestions during discussion. This is followed by supervisor input. The author claims that the reflective seminar enables student teachers to re-examine teaching theories more closely against a realistic classroom setting and to consider a variety of alternative strategies in a stress-free environment.

99–296 Magalhães, Maria Cecilia Camargo (Pontifícia Universidade Católica de São Paulo, Brazil). Projetos de formacão contínua de educadores para uma prática crítica. [Continuing education: projects for teachers based on critical practice.] *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 169–84.

This paper discusses the theoretical underpinning of research projects conducted in schools as a way of creating contexts in which teachers and researchers can learn to investigate their own actions. The first part of the paper examines the theoretical background of teacher education, with particular emphasis on the concepts of 'collaboration' and 'critical self-reflection'. The second section discusses the use of diaries, video, self-reflection sessions, and other data-collection instruments which have helped teachers to raise their critical consciousness about their action inside and outside the classroom. Based on critical practice and on social historical research, the researcher underlines the necessity of research methods that introduce self-reflection and self-questioning into school contexts.

99–297 Meier, Ardith (U. of North Iowa, USA). Grammar in MA TESOL programs: a redefinition. *The Teacher Trainer* (Canterbury, UK), **12**, 2 (1998), 2–5.

This paper outlines a grammar course for MA TESOL (Teaching of English to Speakers of Other Languages) programmes, one that is in accord with the goals of communicative competence and thus which marries form and function and encompasses spoken as well as written language. The author claims that the majority of TESOL students in the USA have not themselves experienced a form-function grammar, that many textbooks do not reflect such a grammar and that many ESL/EFL (English as a Second/Foreign Language) teacher education programmes do not address the form-function union in a way that is relevant to future teaching demands. The author thus sets out to provide course goals, readings and activities to make up for these perceived inadequacies. The course goals are: to familiarise students with different approaches to the study and description of grammar and with major grammatical patterns and the terminology used to describe them; and to engage students in independent investigation of grammatical structures and their application. A full reference list is given so that readers can use the same source list for the student library research which is a key part of the proposed course module. The course culminates in an in-class presentation of independent research by students on a particular aspect of grammar (e.g. ellipsis, cohesion). The article includes presentation project guidelines.

99–298 Quivy, Mireille (U. of Rouen, France). Comment concevoir une véritable formation didactique pour l'enseignant de langues? [Can we envisage a genuine training for foreign language

teachers?] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 345–58.

This paper examines the training of foreign language teachers in France and confronts what are seen as the shortcomings of the system in order to raise awareness of the need to provide a training which really benefits teachers. A number of points are made. The roles of teachers have expanded; and they are inadequately equipped by their training to fulfil the increased demands made upon them (e.g. the integration of multimedia programmes into their teaching). There is a mismatch between the knowledge acquired during training and the knowledge required in practice. This is linked to negative attitudes towards methodology and pedagogy on teacher training courses where literature and civilisation still hold much higher status. These attitudes are contrasted with the real world that teachers encounter (illiteracy, violence, problems associated with multiculturalism). These realities need to be considered from the early stages of the training process, and the education of teachers should be in the hands of those who have school-based experience and know what it is to be a teacher. In-service training must also be taken seriously so that teachers feel support for their own continuing professional development.

99–299 Telles, João A. (Universidade do Estado de São Paulo-Assis, Brazil). Lying under the mango tree: autobiography, teacher knowledge and awareness of self, language and pedagogy. *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 185–214.

This paper introduces 'self-narrative' as a qualitative, autobiographical approach to the study of teacher knowledge and for raising teachers' critical awareness of self, language and pedagogy. The title uses *lying under the mango tree* as a metaphor to convey this self-reflective process. The author explains the meanings and illuminates potential connections among the relevant themes which emerge from stories about his experiences as a person and a teacher of languages. A synthesis—what Moustakas calls a 'composite portrait'—of the essential descriptions and meaningful interpretations of these experiences in becoming a teacher and teacher educator is then related to self, language and pedagogy.

Child language development

99–300 Anisfeld, Moshie, Rosenberg, Erica S., Hoberman, Mara J. and Gasparini, Don (Yeshiva U., NY, USA). Lexical acceleration coincides with the onset of combinatorial speech. *First Language* (Chalfont St. Giles, UK), **18**, 2 (1998), 165–84.

This paper challenges the assumption—sometimes explicit, sometimes implicit—that the lexical acceleration exhibited by children in their second year precedes the beginning of combinatorial speech. The alternative view is that the lexical acceleration overlaps with the beginning of syntax and is part and parcel of the child's transition to grammatical language. In the study reported here five children aged between 12-17 months at the outset were observed weekly for 8-10 months. For each child the cumulative numbers of both new words and new word-combinations were plotted as a function of week of observation. An exponential function was fitted to the lexical curves, and lexical acceleration was defined as an upward deviation of the observed curves from the fitted curves. It was found that lexical accelerations occurred at the time the children began to produce word-combinations. It is suggested that combinatorial speech, requiring greater specificity of expression (than holophrastic speech), motivates the learning of new words. At the same time, the sensitivity to sentential speech facilitates the mapping of word meanings.

99–301 Bleses, Dorthe (Odense U., Denmark). The role of input, productivity and transparency in Danish children's acquisition of past tense morphology. *Odense Working Papers in Language and Communication* (Odense U., Denmark), **17** (1998), 1–216 [+ Appendices].

The central questions posed in this paper are when and how children acquire morphological systems, in particular the inflectional patterns of past tense morphology. The paper can be seen as an attempt to specify *which* factors affect and faciliate children's first-language acquisition of morphological patterns and *how*. In opposition to spontaneous data, the experimental data reported here—from a study of Danish four-, six- and eight-year-old children's acquisition of past tense—primarily tap the acquisitional order of morphological *systems*. Some 180 Funish and Zealandish children were tested in the inflection of 60 verbs. The paper focuses on: (1) the role of general input factors such as type frequency (number of verbs within a class), token frequency (frequency of usage of the individual verbs) and phonological properties of verbs according to which test verbs have been selected; and (2) the role of the language-specific characteristics of Danish as a language with a very *opaque* (as contrasted with *transparent*) relation between the speech chain and the morphological units. The high degree of *morpho-phonetic opacity* in Danish is expected to delay the acquisition of the inflectional systems of Danish compared to languages which exhibit a more transparent relation between phonetic and morphological units. The two regional standards also vary with respect to morpho-phonetic opacity: Funish is regarded as more opaque than Zealandish in the weak paradigms, and the Funish children are therefore expected to be delayed on the acquisition of these inflectional patterns. These hypotheses were confirmed, and the findings also provided evidence for unexpected effects of the morpho-phonetic opacity. These empirical findings appear to raise important questions in relation to prevailing models of morphological acquisition; and a discussion of these models and of a new model of systematically