

**anxiety on listening test performance.** *System* (Elsevier) 34.3 (2006), 317–340.  
doi:10.1016/j.system.2006.04.005

Although decisions or inferences we make based on test scores depend both on characteristics of test-takers and of testing situations, little research has been undertaken on the effects of these characteristics on test performance (e.g. Alderson & Banerjee 2002). This study focuses on one of the personal characteristics of test-takers, namely test anxiety, and investigates the effects of test anxiety on listening test performance. Previous research in second language studies has suffered from the following five limitations, all of which were addressed in the current study: (a) no control of measurement errors, (b) insufficient validation of questionnaires, (c) little attention to the effects of test anxiety on test performance, (d) too small a number of questionnaire items, and (e) lack of attention to the effects of test anxiety in listening. Participants took a listening performance test, and answered two questionnaires designed to measure test anxiety. Results based on structural equation modeling show that test anxiety does not affect listening test performance. The results support Y. Aida's 'Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese' (*The Modern Language Journal* 78 (1994), 155–168) and D. P. MacIntyre & R. C. Gardner's 'Anxiety and second-language learning: Toward a theoretical clarification' (*Language Learning* 39 (1989), 251–275), and suggest that in foreign language anxiety (cf. E. K. Horwitz et al.'s 'Foreign language classroom anxiety' in *The Modern Language Journal* 70 (1986), 125–132) test anxiety seems to work differently compared with communication apprehension and fear of negative evaluation.

<http://www.elsevier.com>

**07–283 McCoy, DAMIEN** (Australian Centre for Education and Training, Vietnam), **Utilizing students' preferred language learning strategies for IELTS test preparation.** *EA Journal* (English Australia) 23.1 (2006), 3–13.

This paper looks at how students' preferred language learning strategies can be used to maximize students' performance in the speaking component of the IELTS test. The research is based on work by O'Malley & Chamot (1990) and was undertaken in the context of an intensive IELTS test preparation course in Vietnam. The study found that using students' preferred learning strategies can be an effective way to help them prepare for high stakes international exams. Students who used the metacognitive strategies of self-evaluation and effective organization performed comparatively well in the test. In contrast, those students who used the cognitive strategy of delayed production generally did not achieve their desired results in the speaking test. A series of recommended activities which had the broadest

appeal and most positive outcomes for test candidates are suggested.

<http://www.englishaustralia.com.au>

**07–284 McGINLEY K.** (Dublin Language Institute; [dublang@iol.ie](mailto:dublang@iol.ie)), **The 'Test of Interactive English': From conception to implementation.** *ELT Journal* (Oxford University Press) 60.4 (2006), 374–381.  
doi:10.1093/elt/ccl028

This is a summary and non-specialist account by one member of a small team involved in the development of an English language test, following the reorganization of that part of the Department of Education in Ireland which deals with the ELT sector. The article describes why and how the test was developed, the theoretical background, the structure of the test, the assessment instrument and special features. Finally, the need for evaluation of the approach is stressed. The test is aimed at the short-stay student and one that reflects the nature of the sector. It has been described as a 'spoken-skills driven' test yet has a separate written paper. Preparation for the test entails a variety of interactive language practice. There is much learner autonomy and transparent assessment.

<http://www.eltj.oxfordjournals.org>

## Teacher education

doi:10.1017/S026144480725428X

**07–285 ATAY, DERIN** (Marmara U, Istanbul, Turkey; [dyatay@yahoo.com](mailto:dyatay@yahoo.com)), **Teachers' professional development: Partnerships in research.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 15 pp.

This study describes the design and results of a descriptive and explorative case study into the development of professional knowledge by pre- and in-service teachers through collaborative research in an English as a Foreign Language (EFL) setting. Studies have shown that teacher research has a profound effect on those who have done it, in some cases transforming classrooms and schools. It has been found to facilitate teachers' critical thought, boost teachers' self-esteem, and increase their awareness of students' needs. Yet, it has been observed that neither pre- nor in-service teachers of English can do much research in Turkey. The main reason is that pre-service teachers generally cannot get permission from schools for research, and in-service teachers do not have sufficient time and training to conduct research. Thus, the impetus for this study came from the belief that if pre- and in-service teachers are encouraged to collaborate for research, both parties will benefit. Ten pre-service and ten in-service teachers participated in this study. After being provided with relevant theoretical knowledge on research, they collaborated and conducted their research in in-service teachers' classes. It was found that participating

in collaborative action research gave teachers from both groups a framework for systematically observing, evaluating, and reflecting on their L2 teaching practices. They also gained an understanding of the importance of collaboration.

<http://tesl-ej.org>

**07-286 BRANDT, C.** (Petroleum Institute in Abu Dhabi, United Arab Emirates; [c.brandt@yahoo.co.uk](mailto:c.brandt@yahoo.co.uk)), **Allowing for practice: A critical issue in TESOL teacher preparation.** *ELT Journal* (Oxford University Press) 60.4 (2006), 355–364.

doi:10.1093/elt/ccl026

This paper considers teaching practice in short, intensive, pre-service TESOL certificate courses, drawing upon outcomes of recent research into the experiences of participants on courses offered internationally by a UK-based provider. Qualitative methodology led to the identification of 26 critical issues, including several related to the teaching practice component of such courses. It is suggested that the component is used by tutors primarily for assessment purposes while practice and feedback take on a secondary function, leading to an emphasis on assessable performance at the expense of developmental practice. The implications of this for trainees, tutors, and language students are discussed. An opportunity to improve the quality of initial TESOL training is identified, through courses designed to account for current conceptions of adult learning and reflective practice, in which a more learner-centred approach to both trainees and language learners is taken, and trainees are guaranteed authentic and developmental practice opportunities.

<http://www.eltj.oxfordjournals.org>

**07-287 CARLESS, DAVID** (U Hong Kong, China; [dcarless@hkucc.hku.hk](mailto:dcarless@hkucc.hku.hk)), **Good practices in team teaching in Japan, South Korea and Hong Kong.** *System* (Elsevier) 34.3 (2006), 341–351.  
doi:10.1016/j.system.2006.02.001

Team teaching between native English speaking teachers and local L2 English teachers has become an increasingly common phenomenon in schooling in the East Asia region. The relevant literature reports some positive impacts of team teaching and also highlights some of the challenges or conflicts which arise. The aim of this paper is to focus on reporting and analysing good practices in intercultural team teaching. I draw on interviews and classroom observations from three schemes in which native and non-native speaking English teachers have worked together as part of efforts to improve English language standards of school children. The three initiatives from which qualitative data are drawn are: the Japan Exchange and Teaching programme (JET); the English Program in Korea (EPIK); and the

Primary NET scheme in Hong Kong (PNET). The paper concludes by summarising some of the good practices discussed and proposing some characteristics of successful team teaching.

<http://www.elsevier.com>

**07-288 DIAB, RULA L.** (American U Beirut, Lebanon; [rd10aub@edu.lb](mailto:rd10aub@edu.lb)), **Teaching practices and student learning in the introductory research methods class.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 23 pp.

The aim of this paper was to investigate graduate students' experiences in a research methods course in an international context. The study first aimed at describing how graduate students in language at the American University of Beirut (AUB) are introduced to research by providing a detailed description of the course and secondly at exploring how these students react to and reflect on their experience in the research methods course. Semi-structured interviews with the seven students who were enrolled in the course in 2005 were conducted in February 2006. The results of the data analysis revealed five major categories: (a) aspects of the course the students found beneficial; (b) aspects of the course the students would like to change; (c) how the course changed students' views of research; (d) how the course changed students' research practices; and (e) views of first- vs. second-year graduate students. Based on the findings, several conclusions as well as specific pedagogical recommendations were made.

<http://tesl-ej.org>

**07-289 GORSUCH, GRETA** (Texas Tech U, USA; [greta.gorsuch@ttu.edu](mailto:greta.gorsuch@ttu.edu)), **Doing language education research in a developing country.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 13 pp.

This is an account of an American language education researcher doing two research projects (a case study and a quasi-experimental study) in a developing country (Vietnam), outside of her US-based research context. During a five-month period, the researcher encountered a number of contextual features present in the provincial university and community where she conducted the research which constrained (and supported) her choice of topics to investigate, the breadth of those topics, and her gathering and analysis of data. Salient among these were her role as a temporary sojourner, availability of interpreters, schedule miscommunications, transportation, physical condition of the classrooms and other resources, source of her financial support (and her resulting lighter teaching schedule), and differences in grouped student ability due to prevailing institutional placement test practices. The sum of her experiences led her to reject the notion that language education research could not be done in resource-poor developing nations. Rather, the central question is how those local contexts (and

the local contexts in the U.S. and other 'inner circle' countries as well) shape language education research, and what implications these local contexts have on the generation of global knowledge and trans-national research partnerships.

<http://tesl-ej.org>

**07-290 HIEP, PHAM HOA** (U Hue, Vietnam; [hiepsuu@gmail.com](mailto:hiepsuu@gmail.com)), **Researching the research culture in English language education in Vietnam.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 20 pp.

Although research has an important place in language teaching, and language teachers are encouraged to conduct research for professional development, not much has been published about teachers' aspirations and beliefs about research, and their actual experience with it. Even less is known about what teachers working in developing countries such as Vietnam believe about research, and how they are rewarded and challenged in the process of conducting research and disseminating results. This paper investigates the research culture of English language professionals at the university level in Vietnam. Data gathered from official documents and interviews show that Vietnamese English language educators espouse the need to conduct research. However, multiple factors, such as researchers' dissatisfaction with current evaluation regulations, as well as conventions and formats in reporting research results, lack of time, lack of materials and opportunities to disseminate results, and contextually inappropriate training tend to discourage teachers' aspirations to do research. Suggestions are then offered with a view to promoting the research culture in Vietnam as well as in similar contexts.

<http://tesl-ej.org>

**07-291 HUSSIN, HABSAAH** (U Malaysia Sabah, Malaysia; [hbh\\_hussin@yahoo.co.uk](mailto:hbh_hussin@yahoo.co.uk)), **Dimensions of questioning: A qualitative study of current classroom practice in Malaysia.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 17 pp.

This study investigated questioning as practised in Malaysian secondary school classrooms to determine teachers' rationale for adopting certain techniques of questioning, and to use the findings to inform teacher education. Questioning is a central aspect of any classroom interaction as it serves so many functions but it is still an under-researched area in the Malaysian classroom context. This study employs an in-depth naturalistic approach and focuses on everyday classroom events pertaining to questioning. It was found that the majority of questions set by EFL and science-as-content-taught-in-English classes were low-level and factual, and not designed to encourage critical thinking on the part of learners. There was found to be a mismatch between what is stipulated by the national curriculum and how teachers actually teach in terms

of posing questions. While national policy stipulates helping learners become critical thinkers, teachers seem concerned with other, short term goals. For instance, teachers' beliefs about their students' academic needs and what teachers should do in a classroom make them tailor their questions to align with the SPM examination (Malaysian Certificate of Education) with the result of posing more questions at a low-level factual category.

<http://tesl-ej.org>

**07-292 KUBANYIOVA, MAGDALENA** (U Nottingham, UK; [aexmk1@nottingham.ac.uk](mailto:aexmk1@nottingham.ac.uk)), **Developing a motivational teaching practice in EFL teachers in Slovakia: Challenges of promoting teacher change in EFL contexts.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 17 pp.

Raising awareness of the teacher's role in creating conducive learning environments has not traditionally been part of the aims of EFL teacher preparation programmes. This longitudinal mixed-methods study explores the impact of a 20-hour experiential in-service teacher development course with the knowledge base drawn from L2 motivation theory, group dynamics, and educational psychology. Quantitative (pre- and post-test questionnaires measuring students' perceptions of their classroom environment) and qualitative (regular course feedback, teacher interviews, lesson observations, and field notes) measures were employed to assess the course impact on cognitive and behavioural change of eight self-selected non-native EFL teachers in Slovakia. The results show that, in most cases, in spite of the teachers' endorsement of the course material, no change occurred, and several outer-context-specific factors are discussed to explain this negative outcome.

<http://tesl-ej.org>

**07-293 LEITCH, RUTH** (Queen's U, UK), **Limitations of language: Developing arts-based creative narrative in stories of teachers' identities.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.5 (2006), 549-569.  
doi:10.1080/13540600600832270

This paper is based on a multidimensional study employing a heuristic methodology termed 'creative narrative' that combines arts-based methods with narrative inquiry. Six female teachers' narratives of identity are explored through artistic, visual images to illuminate if and how they story 'unconscious'. The creative narratives, illuminated through a multi-layered extract from one creative narrative, illustrate various ways in which the participants imputed meaning and power to tacit and non-conscious influences which were emotionally potent but previously hidden from themselves and others and that continued to affect their professional identities. The paper argues that such unconscious or non-conscious dimensions to teachers' lives are crucial to the experience and exercise of

professional identity and yet are largely absent from our understandings and outside the capture of narrative inquiry as it is presently conceptualized. Narrative inquiry should strive to extend its theoretical boundaries and incorporate non-verbal arts-based research methods in order to go beyond the limits of language and capture the meaning of lived experience in more holistic ways.

<http://www.tandf.co.uk/journals>

**07-294 LOUDEN, WILLIAM & MARY ROHL** (U Western Australia, Australia; bill.louden@uwa.edu.au), **'Too many theories and not enough instruction': Perceptions of pre-service teacher preparation for literacy teaching in Australian schools.** *Literacy* (Blackwell) 40.2 (2006), 66-78. doi:10.1111/j.1467-9345.2006.00440.x

In this paper, we describe part of an Australian national research project that aimed to find out how well prepared beginning teachers are to teach literacy. A majority of beginning teachers participating in a series of national surveys and focus group meetings were confident about their personal literacy skills, their conceptual understandings of literacy, their understanding of curriculum documents and assessment strategies and their broad preparation to teach. Fewer beginning teachers were confident about their capacity to teach specific aspects of literacy such as viewing, spelling, grammar and phonics, or about their capacity to meet the challenges of student diversity. Senior staff working with beginning teachers were generally sceptical about the quality of teacher preparation for teaching literacy and were less confident than the beginning teachers about personal literacy skills. We discuss these findings in relation to the relative importance placed on particular substantive and structural issues by the study participants and in terms of previous findings.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07-295 LOVE, KRISTINA** (U Melbourne, Australia) & **MERLE ISLES, 'Welcome to the online discussion group': A diagnostic framework for teachers.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.3 (2006), 210-224.

State and national curriculum authorities are increasingly encouraging students and teachers to use asynchronous online discussions to communicate both with known and unknown participants. In this paper, we offer a contribution towards the development of a framework that may help teachers design and manage those online discussions concerned with expressing ideas and discussing alternative views about texts in subject English.

<http://www.alea.edu.au>

**07-296 PANI, SUSMITA** (English Language Teaching Institute, Bhubaneswar, India; susmitapani@yahoo.com), **Teacher development through reading strategy instruction: the story of Supriya.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 21 pp.

Despite the awareness that a large number of instructors of English teaching in the state board schools of Orissa, India, are not good readers themselves, little has been done to investigate this area. This paper presents the findings from an exploratory study that focused on the development of in-service teachers when a reading strategy instruction program was offered to them. The presentation of this study is done through the description of a single case of a teacher named Supriya. Data for the study were collected at different times before and during the program through a questionnaire, interviews, participant diaries, a researcher's journal and think-aloud protocols. These data were analyzed qualitatively. It is through the story of Supriya that the author presents her analysis, supporting the findings that the reading strategy instruction program has the potential to assist in teacher development.

<http://tesl-ej.org>

**07-297 PARDO, LAURA S.** (Hope College, USA), **The role of context in learning to teach writing: What teacher educators need to know to support beginning urban teachers.** *Journal of Teacher Education* (Sage) 57.4 (2006), 378-394. doi:10.1177/0022487106291563

The yearlong qualitative study this article describes explores how three beginning elementary teachers in urban schools struggled with policy, students, and their own commitment of learning to teach writing to their students. Findings indicate that beginning teachers learned to teach writing by drawing on a variety of knowledge sources, that beginning teachers' writing instruction was heavily influenced by various aspects of their individual teaching contexts, and that because these various aspects of teaching context often conflicted with each other, creating tensions for the beginning teacher, learning to teach writing was strongly shaped by how each teacher learned to manage the various conflicting aspects of her individual teaching context. Implications for teacher education emerged and include focusing on writing pedagogy, examining teaching contexts and decision making within various settings, and using case studies to examine how experienced teachers work successfully within a variety of teaching contexts.

<http://jte.sagepub.com>

**07-298 PARIS, CYNTHIA** (U Delaware, USA) & **COMBS, BARBARA, Lived meanings: What teachers mean when they say they are learner-centered.** *Teachers and Teaching: Theory*

*and Practice* (Routledge/Taylor & Francis) 12.5 (2006), 571–592.  
doi:10.1080/13540600600832296

While the term ‘learner-centered’ is invoked in many curriculum standards documents, packaged curriculum materials, mission statements and criticisms of educational practice, there is little agreement on its meaning. Shallow understandings and conflicting practices abound. And rarely do the meanings ascribed to the term take into account the meanings of thoughtful teachers who live learner-centered approaches daily in their work. Here we introduce lived meanings of learner-centeredness found in the personal and professional histories of experienced teachers. Data were gathered in interviews that took the form of focused conversations which yielded elaborated stories and reflections that suggest that learner-centeredness is a concept that cannot be captured in finite, static, unquestioned definitions. The teachers’ lived meanings are expressed in fine-grained detail, are embedded in particular settings and the teachers’ own personal and professional histories, go beyond surface features of practice and are in motion and unfinished. Taken together, these lived meanings have the potential to challenge and deepen current understandings of learner-centered practices. Further, they have the potential to bring humanity, humility and integrity to the work of those who engage in these practices and of those who would support or criticize them.

<http://www.tandf.co.uk/journals>

**07–299 PETER, LIZETTE** (U Kansas, Lawrence, USA) & **TRACY E. HIRATA-EDDS**, **Using assessment to inform instruction in Cherokee language revitalisation.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 643–658.  
doi:10.2167/beb385.0

Language loss is a concern for the Cherokee Nation in northeastern Oklahoma. As part of language revitalisation efforts, in 2001 Cherokee Nation opened the Cherokee Immersion Pre-school in which teachers use only Cherokee throughout the day with their monolingual English-speaking students. Based on a study of the Immersion Pre-school that spanned six months, this paper describes the positive backwash effects of assessment on practices of teachers in the programme. Specifically, we examine the role that classroom observation coupled with a formal language assessment – the Cherokee Pre-school Immersion Language Assessment – played in identifying undeveloped aspects of the children’s Cherokee language skills and targeting specific techniques teachers could use to encourage children to communicate more effectively in Cherokee. The findings suggest that beneficial backwash produced by meaningful and well designed assessments has the potential to positively inform teachers toward improving classroom instructional practice. The Cherokee Immersion Pre-school’s experience

with language assessment has implications for Native American communities implementing early childhood immersion for language revitalisation purposes.

<http://www.multilingual-matters.net>

**07–300 RANKIN, JAMIE** (Princeton U, USA; [jrankin@princeton.edu](mailto:jrankin@princeton.edu)) & **FLORIAN BECKER**, **Does reading the research make a difference? A case study of teacher growth in FL German.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 353–372.  
doi:10.1111/j.1540-4781.2006.00429.x

Although the research literature on Second Language Acquisition (SLA) has increased exponentially over the last few decades, it is not at all clear how its findings may or may not contribute to teacher growth or otherwise influence actual classroom praxis. The case study presented here shows one instructor, a native speaker of German, translating theory into practice in a beginning German as a foreign language college classroom. The theory employed in this case concerns corrective feedback in oral production, and the format follows an action research model. We note the instructor’s initial treatment of spoken classroom errors, then his reaction to research articles on oral corrective feedback encountered in a pedagogy seminar, and finally how he implements those ideas in an action plan of his own design, for his subsequent teaching. Throughout the process, we find a series of cultural and conceptual filters at work that influence the reading of the research, the selection of ideas for the action research plan, and the way those ideas appear and mutate in actual classroom use. The study suggests (a) that the act of reflection itself, in tandem with the results and suggestions of the literature, produces change; and (b) that an emic view of classroom actions and reactions, where the instructor interprets his behaviors in light of a theoretical framework, is a critical component of classroom analysis.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07–301 SØREIDE, GUNN ELISABETH** (U Bergen, Norway), **Narrative construction of teacher identity: Positioning and negotiation.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.5 (2006), 527–547.  
doi:10.1080/13540600600832247

This article shows how five Norwegian female elementary school teachers use narrative resources to construct and negotiate several possible teacher identities. The aim of the article is to illuminate how teacher identities can be narratively constructed and understood, and not to define what identity Norwegian teachers as a group or individuals possess. The five teachers were interviewed about their everyday life in Norwegian public elementary schools and their narratives were analysed within a theoretical framework based on post-structuralist and discourse

theory combined with theories of narrative identity. In the teacher narratives more than 30 subject positions were identified, in addition to four identity constructions: 'the caring and kind teacher'; 'the creative and innovative teacher'; 'the professional teacher'; 'the typical teacher'. Through discussions of excerpts from the teacher narratives the article argues that the negotiation between multiple identities is a necessary part of the construction of teacher identity. This illumination of teacher identity as multifaceted and constructed has several implications, as it excludes the belief that teacher education, school leaders, teacher unions or curriculum can provide teachers with ready-made and universal identities which they should fit in to. Instead, the perception of identity reflected in this article allows teachers to construct identities that might be experienced as unique, relevant and meaningful.

<http://www.tandf.co.uk/journals>

**07-302 TIN, TAN BEE** (U Auckland, NZ; [tb.tin@auckland.ac.nz](mailto:tb.tin@auckland.ac.nz)), **Looking at teaching through multiple lenses.** *ELT Journal* (Oxford University Press) 60.3 (2006), 253–261. doi:10.1093/elt/ccl005

The article reports on a project conducted with a group of MA-ELT students during their teaching practicum. Many student-teachers, like many teachers in general, rarely see and hear themselves or experience the lessons they conduct from the other side of the fence. When teachers themselves are asked to do the things they normally assign to their students, many are reluctant to do so, in particular the writing tasks they have so readily and willingly assigned as homework to their students. This project put student-teachers in multiple roles to encourage them to look at their lessons through multiple lenses, and to produce written texts which can be used as resources for teaching writing. The article discusses the findings and insights gained from the project. Suggestions are also made for teacher education programmes.

<http://www.eltj.oxfordjournals.org>

**07-303 TWISELTON, SAMANTHA** (St Martin's College, Lancaster, UK; [s.twiselton@ucsm.ac.uk](mailto:s.twiselton@ucsm.ac.uk)), **The problem with English: The exploration and development of student teachers' English subject knowledge in primary classrooms.** *Literacy* (Blackwell) 40.2 (2006), 88–96. doi:10.1111/j.1467-9345.2006.00437.x

This paper explores the relationship between student teachers' behaviour and their underlying thoughts and beliefs as they learn to teach English in the primary school. It draws on data from a study involving student teachers at a range of points in their Initial Teacher Education programmes at a university in England. It uses these data to explore the knowledge frameworks that appear to underpin the actions that participants take in the classroom as they teach primary English. This is related to an exploration of the values, beliefs

and professional identity held by the student teachers, and conclusions are drawn concerning key factors to be considered in the construction of Initial Teacher Education programmes.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07-304 WATSON, CATE** (U Aberdeen, UK), **Narratives of practice and the construction of identity in teaching.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.5 (2006), 509–526. doi:10.1080/13540600600832213

The importance of the concept of professional identity lies in its relationship to professional knowledge and action, but these links are complex. A traditional notion of identity is of something essential about ourselves, a fixed and stable core of 'self'. More recently, however, identity has been seen as an ongoing and performative process in which individuals draw on diverse resources to construct selves. This process is seen as emerging in and through narratives of practice. This paper, based on research into teachers' professional identities in relation to behaviour management, presents a narrative analysis showing how 'Dan' draws on available resources to construct himself as a teacher and how this process is shaped by the institutions in which he is situated.

<http://www.tandf.co.uk/journals>

## Bilingual education & bilingualism

doi:10.1017/S0261444807264286

**07-305 ALLEN, SHANLEY E. M.** (Boston U, USA), **MARTHA CREGG & DIANE PESCO, The effect of majority language exposure on minority language skills: The case of Inuktitut.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 578–596. doi:10.2167/beb381.0.

Children who are native speakers of minority languages often experience stagnation or decline in that language when exposed to a majority language in a school or community situation. This paper examines such a situation among the Inuit of arctic Quebec. All eighteen participants in the study were native speakers of Inuktitut, living in home environments that were functionally monolingual in Inuktitut. Half lived in communities with relatively high exposure to the majority language (English), while the other half lived in communities with low exposure. One third of each group were in Grade 3 (first year of school exposure to majority language), one third in Grade 8/9 (sixth year of school exposure) and one third were adults. Each participant narrated a 24-page wordless picture book (Frog Story) in Inuktitut. Narrations were analysed for