suggests that putting a common framework into practice will be accomplished more easily if the ideas behind the classic linking methodologies are employed in the process.

01–462   Shohamy, Elana (Tel Aviv U., Israel; *Email*: elana@post.tau.ac.il). The relationship between language testing and second language acquisition, revisited. *System* (Oxford, UK), **28**, 4 (2000), 541–53.

This paper examines the relationship between and the relevance of second language acquisition (SLA) and language testing (LT). It examines the interfaces of the two fields based on articles published in recent issues of the journals *Language Testing* and *Studies in Second Language Acquisition*. The examination is based on (a) three dimensions of potential contributions of LT to SLA, i.e., (1) defining the construct of language ability; (2) applying LT findings to test SLA hypotheses; and (3) providing SLA researchers with quality criteria for tests and tasks; and (b) three dimensions of potential contribution of SLA to LT, i.e., (1) identifying language components for elicitation and criteria assessment; (2) proposing tasks for assessing language; and (3) informing language testers about differences and accommodating these differences. The relevance of LT to SLA is examined based on written interviews with leading scholars in SLA who were asked about the relevance of LT to their work. The results indicate very limited interfaces between the two fields as well as limited relevance of LT to SLA. It is suggested that the findings point to the potential need of LT to broaden its focus and scope by addressing broader views of language learning and language processing.

01–463   Spolsky, Bernard (Bar-Ilan U., Ramat-Gan, Israel; *Email*: spolsb@mail.buu.ac.il). Language testing in *The Modern Language Journal*. *The Modern Language Journal* (Malden, MA, USA), **84**, 4 (2000), 536–52.

The *Modern Language Journal* published on average two articles a year dealing with language tests in its first 80 years. This probably reflects the actual (if not the desirable) level of interest in language testing of the language teaching profession. For the early years, before more specialised journals appeared, it gives an excellent picture of the history of the field in the United States. Later, the coverage became spottier, but there continued to appear a number of important articles, especially on topics like prognosis and aptitude tests, the cloze test, oral testing, and the controversy over the *ACTFL [American Council on the Teaching of Foreign Languages] Proficiency Guidelines*. As a whole, the articles show a valuable concern with the use rather than the form of language tests.

01–464   Wall, Dianne (Lancaster U., UK; *Email*: d.wall@lancaster.ac.uk). The impact of high-stakes testing on teaching and learning: can this be predicted or controlled? *System* (Oxford, UK), **28**, 4 (2000), 499–509.

One of the issues which attracted the attention of language testers in the 1990s was the impact of high-stakes tests on the classroom: what kind of influence did such tests have on teaching and learning and what could educators do to ensure that this was beneficial rather than harmful? Some progress was made in defining notions such as 'impact' and 'washback', and a number of studies appeared which analysed the relationship between tests and teachers' and learners' attitudes and behaviour. There was a growing awareness of the importance of factors other than test design in determining whether tests would have the impact that was desired. These factors also appear in the literature of educational innovation, and it is to this field that some testers turned for guidance on whether test impact could be predicted or controlled. This paper summarises what language testers have learned about test impact in the last decade and discusses what one model of educational innovation has revealed about how tests interact with other factors in the testing situation. It concludes with a set of recommendations about the steps future test developers might take in order to assess the amount of risk involved in attempting to create change through testing.

Teacher education

01–465   Akyel, Ayşe (Boğaziçi U., Istanbul, Turkey; *Email*: akyel@boun.edu.tr). Collaboration to explore teaching: a case study report. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 1 (2000), 58–74.

The study presented here is based on a pilot project focused on English as a Foreign Language (EFL) teachers' collaborative reflection on individual teaching practice. The purpose of the study was to analyse the collaborative efforts of two EFL teachers to explore teaching with a view to solving problems in their respective classes. In so doing the study also attempted to investigate whether this process of collaborative reflection would lead to a change in these EFL teachers' instructional practices and attitudes toward teaching. The results indicate that, during the process of collaboration, the participants formulated their own agenda for developing strategies to cope with their problems and for a possible change in their classroom practice. Moreover, the dialogue between the teachers seemed to affect their perception of an ideal teacher, although there was no change in their beliefs concerning to the extent to which they themselves had these characteristics of an ideal teacher.

01–466   Bayliss, Doreen and Vignola, Marie-Josée (U. of Ottawa, Canada). Assessing language

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proficiency of FSL teacher candidates: what makes a successful candidate? *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 2 (2000), 217–44.

Candidates applying to the French as a second language (FSL) teaching option at the Faculty of Education, University of Ottawa have to take tests of both their oral and written French skills as part of the entrance requirements, resulting in a low pass rate. This study examines the background factors which may be related to the development of their French proficiency in order to try to determine what makes a candidate successful on the test. Of the 63 candidates who participated, an almost equal number were successful (N = 33) and unsuccessful (N = 30), making it possible to do a variety of analyses regarding any differences in background factors between the two groups. Several factors were uncovered which appear to influence performance. The implications of the findings are discussed as well as the broader issues of what constitutes a valid French proficiency level for teachers and how to ensure that future candidates can meet that level.

01–467 Burns, Anne (Macquarie U., Sydney, Australia). Facilitating collaborative action research: some insights from the AMEP. *Prospect* (Macquarie U., Sydney, Australia), **15**, 3 (2000), 23–34.

This paper explores collaborative action research processes in the Australian Adult Migrant English Program (AMEP) over the last decade. It refers first to some of the major projects undertaken nationally and describes the steps involved in identifying and conducting these projects. Its main purpose, however, is to describe a recent project whose aim was to identify some of the factors that need to be taken into account when AMEP professional development personnel initiate action research projects at the local organisational level. It is concluded that key factors include: flexibility in the negotiation of time-lines and research processes that fit in with the culture of the local organisation; tangible support from the organisation; and personal choice by participants, both in whether or not to be part of an action research project, and in what questions to investigate.

01–468 Burton, Jill (U. of South Australia, Adelaide). Learning from teaching practice: a case study approach. *Prospect* (Macquarie U., Sydney, Australia), **15**, 3 (2000), 5–22.

Action research is widely recognised as an effective way for language teachers to increase their understanding of how they teach. In this article the interrelationship of action research, teaching practice, and case study analysis is discussed through an examination of teaching practice from a language teacher-educator's perspective. Strategies for language teachers as agents of their own professional renewal arise as part of this discussion.

01–469 Chen, Tsai-Yu (Hsmchu, Taiwan; *Email:* mch96@msll.hinet.net). Self-training for ESP through action research. *English for Specific Purposes* (Amsterdam, The Netherlands), **19**, 4 (2000), 389–402.

The English for Specific Purposes (ESP) profession faces twin problems, namely the lack of teacher training programmes in many areas of the world and the dissatisfaction with conventional theory-into-practice training models. This paper presents an ESP self-training model as a possible solution in part to these problems. A case study applying action research techniques was conducted to illustrate how a general English teacher, even in the absence of supervision, can develop ESP expertise through reflecting on and improving the performance of authentic teaching tasks in the ESP classroom. The study results confirmed that, by systematic action research procedures entailing continuous participation in situational decision making and professional involvement in the disciplinary culture in which the learners in question communicate, an ESP practitioner can conceptualise appropriate notions for teaching approaches.

01–470 Hyde, Patricia (New South Wales Vocational Education & Accreditation Board, Australia). Towards a virtual learning community: building a professional development website for the AMEP. *Prospect* (Macquarie U., Sydney, Australia), **15**, 3 (2000), 65–80.

This article describes a research project conducted by the National Centre for English Language Teaching and Research (NCELTR) which investigated the use of the Internet for professional development purposes in the Adult Migrant English Program (AMEP), and highlights key issues that emerged from the project. In particular, the article outlines the way in which a collaborative and research-based approach was used to build a professional development website by engaging potential users not only in the identification of their needs but also in evaluating or testing the pilot website. The needs analysis and evaluation data collected at different phases of the project are discussed with reference to current literature on online learning and professional development.

01–471 Kamhi-Stein, Lía D. (California State U., USA). Looking to the future of TESOL teacher education: Web-based bulletin board discussions in a methods course. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 3 (2000), 423–55.

This study investigated students' participation in whole-class, face-to-face discussions and in World Wide Web-based bulletin board (BB) discussions in a TESOL teacher preparation course titled Methods of Teaching Second Languages. Participation patterns and attitudes towards the Web-based discussion were identified through quantitative and qualitative analyses of video-

tapes of whole-class, face-to-face discussions; transcripts of Web-based BB discussions; and interviews with selected students. The results show that students contributed a substantially larger number of turns in the Web-based BB interactions than the instructor did and that there was no statistical difference between the number of turns contributed by nonnative and native English speakers in either condition. Face-to-face discussions reflected a three-part structure of initiation, response, and evaluation in which the instructor played a large role, whereas Web-based BB discussions consisted of primarily student-student interactions that reflected a high degree of peer support and collaboration. Students held positive attitudes towards Web-based BB discussions as a means of hearing the perspectives of their peers. The findings suggest Web-based BB discussion as a means of integrating technology into TESOL teacher education while encouraging students to develop knowledge through collaboration.

01-472 Reichelt, Melinda (U. of Toledo, USA; *Email:* mreiche@uoft02.utoledo.edu). Case studies in L2 teacher education. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 346-53.

Recently the literature on teacher education in English as a Second Language (ESL) has focused on the importance of providing prospective teachers with opportunities to develop abilities in the areas of reflection, decision-making, problem-solving, analysis, and assessment. Some authors have suggested the use of case studies as one means of reaching these goals. This article reports on the use of student-generated case studies in an ESL teacher education course, including descriptions of the context, participants, classroom procedures, and case studies written, as well as students' responses to their use. Other second language (L2) teacher educators are urged to experiment with case studies in their own classrooms, and to obtain students' response to them.

01-473 Rosenbusch, Marcia Harmon, Kemis, Mari (Iowa State U., USA) **and Moran, Kelli Jo Kerry** (Eastern Arizona Coll., USA). Changing practice: impact of a national institute on foreign language teacher preparation for the K-6 level of instruction. *Foreign Language Annals* (New York, USA), **33**, 3 (2000), 305-19.

The almost 10% increase in elementary school foreign language (FL) programmes in the USA in the past 10 years has resulted in a serious shortage of professionally prepared teachers for these programmes. This study investigates the impact of a national institute on effecting change in the number of colleges and universities which prepare elementary school FL teachers. The institute provides professional preparation in early language education to teacher educators throughout the nation. Results of survey instruments and telephone interviews with the teacher educator participants indicate that the number of sites preparing teachers for the

early level of instruction did increase and that the institute resulted in many additional positive benefits. The profession is encouraged to work together to address the FL teacher shortage at the elementary school level to avoid repeating the crisis of the 1950s and 1960s.

01-474 Schulz, Renate A. (U. of Arizona, Tucson, USA; *Email:* schulzr@u.arizona.edu). Foreign language teacher development: *MLJ* perspectives – 1916-1999. *The Modern Language Journal* (Malden, MA, USA), **84**, 4 (2000), 495-522.

The preparation of U.S. foreign language (FL) teachers has been a frequently discussed topic during the past century. As the oldest, continuously published American journal devoted to FL learning and teaching, the *Modern Language Journal (MLJ)* provides an overview of the many issues pertinent to FL teacher education with which the profession has grappled. This historical review traces discussions and developments in teacher preparation and certification since the *MLJ*'s inception in 1916. In three sections, each covering a quarter century of the *Journal*'s publications, the article describes the most relevant discussions and events that have helped shape FL teacher education in the United States. Although many efforts – and doubtless many advances – have been made to ensure a supply of qualified FL teachers for the nation's schools, many of the problems discussed more than 80 years ago still remain unsolved. The author hopes that a critical look at the past will help the profession to focus on those proposals that are finding emerging consensus and to prioritise those needs and activities that help effect meaningful change in improving the qualifications of FL teachers.

01-475 Tinker Sachs, Gertrude (City U. of Hong Kong). Teacher and researcher autonomy in action research. *Prospect* (Macquarie U., Sydney, Australia), **15**, 3 (2000), 35-51.

An important issue in the conduct of action research projects is the autonomy of the teacher. This paper is a reflective commentary on the process of conducting action research in one particular setting, Hong Kong. It highlights issues of teacher autonomy and researcher priorities encountered in the process of conducting action research projects. While these are reported chiefly from the researcher's perspective, comments made by the research support staff and the secondary school teachers of English as a foreign/second language themselves are also included. It is hoped that these reflections will assist other facilitators of action research projects in identifying the characteristics and processes that contribute to their success or failure and the features that lead to teacher autonomy and empowerment.

01-476 Wigglesworth, Gillian (Macquarie U., Sydney, Australia). Relating research and professional development: assessment task

design. *Prospect* (Macquarie U., Sydney, Australia), **15**, 3 (2000), 52–64.

In Australia, the presence of a large-scale, nationally funded, English language programme for migrants has provided a unique site for research into a range of aspects of language learning. This paper explores the contribution that participation in research can make to teacher professional development, using as an example a large-scale investigation of the competency-based assessment practices which are used in the Australian Adult Migrant English Program (AMEP). The project illustrates the ways in which research can involve teachers in investigative and reflective activities which enhance their understanding of assessment issues while at the same time offering concrete 'findings' which can inform teaching and assessment practice.

01–477   Wolter, Brent (Japan; *Email*: wolter@tsuru.ac.jp). A participant-centred approach to INSET course design. *ELT Journal* (Oxford, UK), **54**, 4 (2000), 311–18.

In-service training (INSET) course designers often find, much to their disappointment, that the innovations they are promoting fail to be implemented in the manner they had envisioned. This paper considers why even theoretically sound and well-presented innovations may fail to address the practical needs of teachers working in foreign-language environments, and suggests that a higher level of success may be attained through an approach to course design which draws on participants' knowledge of the local learning/teaching situation. A number of practical suggestions are made for how to design such a 'participant-centred' INSET course.

Bilingual education/ bilingualism

01–478   Banda, Felix (U. of the Western Cape, South Africa; *Email*: fbanda@uwc.ac.za). The dilemma of the mother tongue: prospects for bilingual education in South Africa. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 51–66.

The paper examines the position of the mother tongue in the proposed additive bilingual programmes in South Africa. It is argued that, since the teaching and use of African languages, particularly as media of instruction, is less than adequate, their use in additive bilingual programmes, the official South African language education policy, is unlikely to be successful. The paper is divided into three parts. First, the sociolinguistic, cultural, and political factors are examined. Here, apartheid education and its legacy are discussed. Second, using data from De Klerk (1996) and Smit (1996), language use and attitudes of South Africans to

language and education are discussed. In this section, the pressures on standard African tongues by urban varieties and English are highlighted in relation to the pedagogical and theoretical underpinnings of additive bilingualism. Third, the practical possibilities for the implementation of mother-tongue medium of instruction given the 11 official languages, as well as the implementation of a viable bilingual education programme in which mother tongues play a decisive role, are discussed. Finally, it is concluded that government's additive bilingualism policy is unlikely to succeed as long as role models, learners and their parents see little utility in languages other than in English.

01–479   Francis, Norbert (Northern Arizona U., USA; *Email*: norbert.francis@nau.edu). *Rincones de lectura* comes to San Isidro: new contexts for biliteracy and language maintenance. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 1 (2000), 31–50.

This paper reports on a nine-month ethnographic assessment of the Mexican *Rincones de lectura* (Reading corners) literacy programme as implemented in a bilingual elementary Spanish-Náhuatl school in Central Mexico. The findings are examined to determine the impact of Spanish-language literacy materials on the indigenous language. The new materials were introduced into the school, located in one of the most linguistically conservative localities in the region of Tlaxcala and Puebla states, as part of a nation-wide programme to expand access to children's literature in outlying rural school districts. Observation centred on three aspects of students' participation in the progamme: (1) language choice and language alternation, (2) interactions with literacy materials, and specifically, (3) the use of the indigenous language in reading and writing activities. The question is raised, whether the goals of generalised literacy and universal access to primary education may be incompatible with the goal of maintaining indigenous languages that have historically been restricted for the most part to oral domains.

01–480   Huber, Erich and Lasagabaster, David (Universidad del País Vasco, Euskal Herriko Unibertsitatea [The Basque Country]; *Emails*: fiphuxxe@vc.ehu.es, fiblahed@vc.ehu.es). Die kognitiven Auswirkunger der Zweisprachigkeit. [The cognitive effects of bilingualism.] *ITL Review of Applied Linguistics* (Leuven, Belgium), **129–130** (2000), 191–224.

The relationship between bilingualism and its cognitive effects has always been very controversial. Nevertheless, there is ample evidence in the literature to suggest that what seems irrefutable is that bilingualism should not be automatically associated with holding back the subject's cognitive development, and that, indeed, its effects can be beneficial. The study reported here was completed in the Basque Country, where both Basque and