



By combining materials such as posters and spidergrams, 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.

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

and the rest of the cohort. Headteachers and language unit teachers were asked about levels of involvement of bilingual parents in school or unit life, about the level of provision available for bilingual children in the local education authority (LEA) and about the adequacy of this provision. Qualitative analysis of 'themes' indicated that differences existed between head and unit teachers in patterns of answers in all of these areas. However, relating these qualitative results to quantitative data from a questionnaire survey of English LEAs revealed that attitudes and knowledge also varied according to the location of the school (in a Greater London, metropolitan or non-metropolitan LEA). It is thus suggested that these differences in attitude may be linked to the experience that unit and headteachers have of bilingual children and their families.

00-222 Franson, Charlotte (U. of Birmingham, UK). Mainstreaming learners of English as an Additional Language: the class teacher's perspective. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 1 (1999), 59-71.

This paper discusses some of the issues regarding the 'mainstreaming' or locating of English as a Second (ESL) or Additional (EAL) Language in the mainstream curriculum classroom. It gives the perspective of the class teachers who are responsible for their language and learning development and reports on interviews with three primary school teachers who have experience of teaching EAL pupils in suburban contexts. The author suggests that, although the practice of 'mainstreaming' has taken place for at least two decades in state education in England, there are still questions to be asked regarding its effectiveness in the light of these teachers' interviews, which explore their attitudes to and perceptions of their roles and responsibilities in relation to EAL learners in their classrooms. It is suggested that for EAL learners equality of presence in the classroom does not necessarily mean equality of access to educational achievement.

00-223 Kondo, Kimi (U. of Hawai'i, USA). Motivating bilingual and semi-bilingual university students of Japanese: an analysis of language learning persistence and intensity among students from immigrant backgrounds. *Foreign Language Annals* (New York, USA), **32**, 1 (1999), 77-88.

Foreign language (FL) teachers in the USA often encounter the problem of how best to assist their bilingual and semi-bilingual students from immigrant backgrounds. Interviews with American *Shin Nisei* (new second-generation Japanese) university students reveal how strongly motivation influences their persistence in taking Japanese courses and the intensity with which they use Japanese outside the classroom. Firstly, valency and self-efficacy are critical in predicting students' persistence in studying Japanese at the university, while self-confidence influences powerfully their use of Japanese for verbal communication outside the classroom. Secondly, most students do not have specific

short-term language goals other than passing Japanese courses with good grades, although many do have non-specific long-term language goals which influence their active learning in speaking Japanese, but not in reading and writing. The conclusion stresses problems facing *Shin Nisei* students in traditional college FL classes and discusses how teachers can help improve students' motivation.

00-224 Martin, Deirdre (U. of Birmingham, UK). Bilingualism and literacies in primary school: implications for professional development. *Educational Review* (Abingdon, UK), **51**, 1 (1999), 67-79.

The issues discussed in this paper concern the implications for professional development of teachers involved in the development of literacies with linguistic minority learners, with particular reference to teachers of pupils aged 5 to 11 developing English as an Additional Language in the UK. The paper presents the two main approaches to understanding literacy and explores the dominant discourses which teachers are familiar with about literacy and being bilingual in England. The paper argues that teachers need to reflect on the principles of teaching/learning, which build on the experiences of learners, to make their practice effective and children's learning relevant. Examples of bilingual literacies' pedagogy are discussed together with the implications for including parents. At a time when the dominant discourse around literacy development is becoming more prescriptive in England, it is seen as important to consider other pedagogies which include rather than exclude learners' knowledge.

Sociolinguistics

00-225 Ahulu, Samuel. The evaluation of errors and 21st century structure and usage. *English Today* (Cambridge, UK), **15**, 3 (1999), 33-39.

First, the importance of global English, multiple varieties of English of equal status, and its predicted growth in the 21st century are discussed. While acknowledging the importance of descriptive approaches to linguistics, the author suggests that some degree of prescription is required in order to establish standard and non-standard forms as a basis for language teaching and testing. The issue of correctness, and hence the need for prescription, is exemplified through a discussion of differences in grammar between varieties of English before the key question is raised: how can reasonable prescription be achieved? To do this, four criteria are proposed by which a teacher can judge whether or not a form is acceptable: contravenes current formal rules; usage clash between two existing prescriptive rules; linguistically unjustifiable; real world context prevails. Examples of current usage which break prescriptive rules, but which should be permissible in the classroom are considered, followed by a consideration of forms in current