English in 1994 proved remarkably stable in relation to French, German and English in 1995.

99–146 Paulus, Linda (Mundelein High Sch., USA). Watch them SOAR: Student Oral Assessment Redefined. *Hispania* (Ann Arbor, MI), **81**, 1 (1998), 146–52.

This article describes an approach to oral assessment at the first year high school level which is claimed to result in a strong sense of student and teacher satisfaction. The approach is based on a model of communicative competence comprising four components–Strategic, Sociolinguistic, Discourse and Linguistic Competencies–and consists of evaluating students' oral performance in these different domains. It is suggested that this competence assessment model drives instruction in a way that facilitates the creation of an immersion classroom and enables students to acquire language in a more meaningful way than by the use of models in which students are globally evaluated, or evaluated on linguistic competence alone.

99–147 Sparks, Richard L. (Coll. of Mount St. Joseph, Cincinnati, OH, USA), **Artzer, Marjorie, Ganschow, Leonore, Siebenhar, David, Plageman, Mark and Patton, Jon.** Differences in native-language skills, foreign-language aptitude, and foreign-language grades among high-, average-, and low-proficiency foreign-language learners: two studies. *Language Testing* (London), **15**, 2 (1998), 181–216.

This paper reports two studies that examined the extent to which there would be differences in native language skills, foreign-language aptitude and final foreign-language grades among high-school students completing a second year of a foreign-language course and identified as high-, average- and low-proficiency learners. Oral and written proficiency measures in Spanish, French and German were designed and administered by trained evaluators. The first study involved 60 females attending a private, single-sex suburban high school; the second involved a co-educational population of 36 students in a suburban public (i.e., state) school. Results showed overall differences among the three proficiency groups on native-language and foreign-language aptitude measures. Most group differences were between high- and low-proficiency learners, although high *vs.* average and average *vs.* low groups differed on some measures. There were also group differences in final grades at end of both first-year and second-year foreign-language courses. Discriminant analyses showed that two testing measures in the first study and one in the second study were significant in distinguishing the three groups. Conclusions and implications about connections among foreign-language proficiency and native-language skills, foreign-language aptitude, and end-of-year grades are presented.

99–148 Tschirner, Erwin and Heilenman, L. Kathy (U. of Iowa, USA). Reasonable expectations: oral proficiency goals for intermediate-level students of German. *The Modern Language Journal* (Madison, WI), **82**, 2 (1998), 147–58.

As an increasing number of American states institute oral proficiency exit requirements for high school students, and higher numbers of universities and colleges establish entrance and outcome requirements including an oral proficiency component, it becomes imperative that the profession gain a clear sense of what proficiency levels are possible given the amount of time and type of instruction commonly available at high school and college level. This article reports a study which set out to gauge the average oral proficiency of college students (N = 20) studying German at the end of their fourth semester. The measure used was the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI). All OPIs were official ACTFL double-rated interviews. Proficiency, as measured by the OPI, ranged between Novice High and Intermediate Mid. The discussion here centres on reasonable expectations for high school graduation and for college language requirements.

99–149 Weigle, Sara Cushing (Georgia State U., USA). Using FACETS to model rater training effects. *Language Testing* (London), **15**, 2 (1998), 263–87.

This article describes a study conducted to explore differences in rater severity and consistency among inexperienced and experienced raters both before and after rater training. Sixteen raters–eight experienced, eight inexperienced–rated overlapping subsets of essays from a total sample of 60 essays before and after rater training in the context of an operational administration of the English as a Second Language Placement Examination (ESLPE) of UCLA (University of California, Los Angeles). A three-part scale was used, comprising content, rhetorical control and language. Ratings were analysed using FACETS, a multi-faceted Rasch analysis programme that provides estimates of rater severity on a linear scale as well as fit statistics, which are indicators of rater consistency. The analysis showed that the inexperienced raters tended to be both more severe and less consistent in their ratings than the experienced raters before training. After training, the differences between the two groups were less pronounced; however, significant differences in severity were still found among raters, although consistency had improved for most of them. These results provide support for the notion that rater training is more successful in helping raters give more predictable scores–i.e., intra-rater reliability–than in getting them to give identical scores–i.e., inter-rater reliability.

Teacher education

99–150 Cadorath, Jill (U. of Yucatan, Mexico) **and Harris, Simon.** Unplanned classroom language

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and teacher training. *ELT Journal* (Oxford, UK), **52**, 3 (1998), 188–96.

The authors of this article draw on their experience of working on teacher training programmes in South-East Mexico's state universities and preparatory high schools. Using classroom data, they discuss how an emphasis on lesson planning and communicative activities in teacher training sessions, and the dominance of a coursebook as a source for these activities, have had unintended negative consequences in three specific areas, leading to: the inhibition of interaction between teacher and student; the avoidance of genuine communicative opportunities available in unplanned language; and the loss of aspects of local knowledge and experience as topics for classroom talk. They discuss the linguistic and sociocultural advantages of allowing time for unplanned teacher-student interaction, as a source of authentic language, language learning opportunities, and teacher training materials. The article goes on to describe the measures taken to make a place for unplanned language in future training sessions and in teachers' classroom practice.

99–151 Davis, Jacqueline and Hall, Joan Kelly (U. of Georgia, USA). Building reciprocal relationships in the student teaching practicum. *The ESPecialist* (São Paulo, Brazil), **19**, 1 (1998), 91–121.

Teacher educators frequently view the student teaching practicum as the most important experience of teacher preparation. There are, however, conflicting views on its value. This research study reports on the collaborative effort of university supervisors and pairs of co-operating and student teachers of Spanish, in a study set up to investigate how the teacher-student teacher relationship affected foreign language teacher development. The cohort–consisting of seven pairs of co-operating and student teachers and three university supervisors– collaboratively designed experiences, responsibilities, and concessions for student teachers to facilitate the development of reciprocal relationships. This report emphasises the responsibility each member of the co-operating teacher-student teacher pair has to cultivate reciprocity. It concludes with a discussion of how teacher educators can promote the success of the student teaching experience and with suggestions for future research in foreign language teacher development.

99–152 Ehlers, Swantje (Technische Universität Berlin, Germany) **and Legutke, Michael K.**. Fortbildung von Fremdsprachenlehrern: Bestandsaufnahmen und Revision. [Inservice training for foreign language teachers: taking stock of reform.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **9**, 1 (1998), 11–34.

Whereas issues and practices in inservice teacher development and training (INSET) for second language teachers have received growing attention in Anglo-American, Australian and Scandinavian contexts, they have remained a side issue in the professional discourse in Germany. This article provides a summary of recent discussions on INSET and elaborates on theoretical concepts underlying current attempts to redesign its practice. Focusing on concepts of experiential learning, professional development through action research, narrative approaches, subjective theories and transfer theories, the authors delineate a set of critical tasks which they suggest need to be included in further efforts to reconceptualise INSET and to conduct appropriate research in this important field.

99–153 Jackson, Jane (The Chinese U. of Hong Kong). Reality-based decision cases in ESP teacher education: windows on practice. *English for Specific Purposes* (Exeter, UK), **17**, 2 (1998), 151–67.

This paper is a rationale and framework for the use of case studies in English for Specific Purposes (ESP) teacher education. It explores why and how reality-based cases can revitalise teacher education programmes which are specifically designed to prepare teachers for the problems they could encounter as ESP practitioners. In particular, the following questions are addressed: (1) Why should ESP teacher educators consider using the case method in their programmes? (2) What are reality-based decision cases? (3) What are the attributes of 'best' ESP teaching cases? (4) What are the benefits of analysing ESP teaching cases? (5) What issues might ESP teaching cases highlight? (6) How might cases be used in ESP teacher education programmes to promote the skills teachers will need for successful ESP practice? (7) How might ESP teacher educators overcome the difficulties involved in implementing case-based teaching? (8) What is the promise of case-based learning in the preparation of ESP practitioners? Appendices include sources of case materials for teacher education programmes.

99–154 Leung, Constant and Teasdale, Alex (Thames Valley U., London). ESL teacher competence: professionalism in a social market. *Prospect* (Macquarie U., Sydney), **13**, 1 (1998), 4–23.

The aim of this paper is to examine the notion of teacher competence critically with reference to English as a Second Language (ESL) in the English educational context and with a particular focus on the role of private and public theory in teacher education and development. It is argued that teacher competence is not a value-free concept and that context of application, ideology and discipline-relevant theories are powerful in shaping its conceptualisation. The paper reviews a number of international approaches to defining teacher competence in the fields of both second and foreign language English (ESL/EFL), and examines critically the notion of competence in a social market view of education. The work of a number of commentators on

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teacher competence and professional knowledge is also discussed, with a particular focus on the work of Eraut (1992). Finally, the paper proposes an outline, drawn from public theory, of the type of knowledge and skills required by language teachers from the earliest stages of their careers.

99–155 Lewis, Marilyn (U. of Auckland, Australia). A study of feedback to language teachers. *Prospect* (Macquarie U., Sydney), **13**, 1 (1998), 68–83.

Practicums are part of the requirements for most TESOL (Teaching of English to Speakers of Other Languages) teacher training courses. One major concern for both course participants and lecturers is the transferability of learning from the lecture room to the classroom, which is seen to rely on effective lecturer-teacher dialogue on practice teaching sessions. This paper reviews the literature on evaluating classroom practice during the practicum, and considers the purpose of written evaluations of classroom teaching and the forms such evaluations can take. Comments written by the author on practice lessons and given as feedback to nine trainee TESOL teachers are analysed, and general recommendations are made about the process of evaluating practising teachers in this way.

99–156 Liu, Dilin (Oklahoma City U., USA). Ethnocentrism in TESOL: teacher education and the neglected needs of international TESOL students. *ELT Journal* (Oxford, UK), **52**, 1 (1998), 3–10.

This article argues that strong ethnocentrism exists in TESOL (the Teaching of English to Speakers of Other Languages) teacher education in the Western English-speaking countries, and that teacher educators in these countries have by and large neglected the special needs of international students enrolled in their programmes. It is claimed that, in spite of their different backgrounds and needs, these students are usually given the same training as their native-speaker peers, which often results in a gap between what they learn while abroad and what they face in their teaching back home. The article specifies what are seen as the major needs of international TESOL students, and provides suggestions about what TESOL teacher education programmes should do to help meet these needs.

99–157 O'Neil, Rachel (City Coll., Manchester, UK). Using bilingual methods to train teachers of British Sign Language. *Language Issues* (Birmingham, UK), **10**, 1 (1998), 24–7.

British Sign Language (BSL) is a minority language used by some 60,000 people as a first or preferred language. During the 1980s BSL went through a revival led by the deaf community which stimulated demand for BSL tuition from hearing people in further and adult education settings. In response to the demand several tutor training courses for deaf tutors were developed. This paper discusses issues raised in a teacher training course where bilingual–BSL/English–teaching and assessment methods were used with deaf students. The development of bilingual study skills and structuring of signed video assignments are also examined. The discussion shows ways in which higher level courses can be made accessible to deaf BSL users by using students' existing language skills and building new ones in both first and second languages.

99–158 Wang, Qun (Qingdao U., China) **and Seth, Nicola**. Self-development through classroom observation: changing perceptions in China. *ELT Journal* (Oxford, UK), **52**, 3 (1998), 205–13.

In China, classroom observation has acquired a bad reputation in the English language teaching profession, and is perceived as subjective, judgmental and impressionistic. In order to change this negative image and to promote classroom observation as a powerful, effective means of improving the quality of English teaching and teachers' self-development, the research reported here was jointly carried out by a British lecturer and her Chinese counterpart at the Language Centre, Qingdao University. The research approach used aimed to help teachers adopt a more developmental attitude towards classroom observation by providing opportunities for self-development through self-assessment. The usual power relationship patterns between observer and teacher were altered by employing a more collaborative approach to the observation. The results were positive and encouraging.

99–159 Wharton, Sue (Aston U., Birmingham, UK). Teaching language testing on a pre-service TEFL course. *ELT Journal* (Oxford, UK), **52**, 2 (1998), 127–32.

Since English as a Foreign Language (EFL) teachers can be involved in language testing from very early in their careers, pre-service training courses often include a language-testing component. The challenge for trainers is to integrate this complex content subject into the wider course, and to help trainees acquire the confidence to continue to learn about it afterwards. This article describes the language-testing component of a pre-service training course at a British university. It outlines the activities used, and shows how they enable the teacher to address target content. It also explains how the procedures form part of a wider approach to teacher education.

99–160 White, Ron (U. of Reading, UK). What is quality in English language teacher education? *ELT Journal* (Oxford, UK), **52**, 2 (1998), 133–39.

The concept of quality, although much discussed in commerce and in mainstream education, has received little attention in the English Language Teaching (ELT) literature, least of all in teacher education. This article

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considers the problem of defining quality, given the diversity of interests and stakeholders involved in English language teacher education, and the range of definitions of teaching. It is considered especially important for all parties concerned to clarify their educational positions as a basis for defining objectives and for establishing the criteria by which quality is to be judged. The author suggests that, ultimately, quality can be achieved and sustained by attending to process in training, and by developing professional skills and judgement, rather than by the acquisition of craft skills alone.

Child language development

99–161 Gelman, Susan A. (U. of Michigan, USA), **Croft, William, Fu, Panfang, Clausner, Timothy and Gottfried, Gail.** Why is a pomegranate an *apple*? The role of shape, taxonomic relatedness, and prior lexical knowledge in children's overextensions of *apple* and *dog*. *Journal of Child Language* (Cambridge), **25**, 2 (1998), 267–91.

Children's over-extensions (e.g., referring to a pomegranate as *apple*) raise intriguing questions regarding early word meanings. Specifically, how do object shape, taxonomic relatedness and prior lexical knowledge influence children's overextensions? The present study sheds new light on this issue by presenting items that disentangle these three factors and by using a novel comprehension task in which children can indicate negative exemplars (e.g. which items are NOT *apples*). There were 49 participants in three age groups (*Ms* = 2; 0, 2; 6 and 4; 5). Three indications emerged from the findings. Firstly, error patterns differed by task: in production, errors were overwhelmingly due to selecting items matching the target word in both shape and taxonomic relatedness; while in comprehension, more errors were based on either of these two features alone, and the nature and frequency of the overextensions interacted with prior lexical knowledge. Secondly, error patterns also differed markedly based on the word being tested (*apple* vs. *dog*), in both comprehension and production. Thirdly, as predicted, errors were more frequent in production than comprehension, though only for children in the two younger age groups. Altogether, the study indicates that overextensions are not simply production errors, and that both taxonomic relatedness and object shape play a powerful role in early naming errors.

99–162 Köpcke, Klaus-Michael (U. of Hannover, Germany). The acquisition of plural marking in English and German revisited: schemata versus rules. *Journal of Child Language* (Cambridge), **25**, 2 (1998), 293–319.

This article contributes to a debate in the linguistic and psychological literature that centres around the representation of morphologically complex words in the grammar and in the lexicon: whether inflectional morphology is rule-based (i.e., symbolically represented), or whether the assumption of pattern association is more adequate to account for the facts. On the basis of the analysis of acquisitional data, the article strongly argues for the latter alternative. The re-interpretation of three sets of data–two English, one German–suggested strong support for the schema model, as did the analysis of natural acquisitional data obtained from seven German-speaking children aged between 2; 1 and 2; 9. It is suggested that a schema-learning mechanism may underlie the acquisition of morphology, even when the end-product of the learning process involves item-and-process rules, as in the case of English plural formation. In a schema-learning model, the child builds schematic representations for possible singular and plural lexical items as whole gestalts, and attempts to map concrete forms onto these schemata in deciding whether these forms have singular or plural value.

Translation

99–163 Breedveld, Hella (Universiteit van Utrecht Uil-OTS, Netherlands). Vertalen als revisie. [Translation as revision.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **59** (1998), 109–15.

The study of translation processes tends to focus on the local processes involved in finding translations for words or expressions in the source text. In order to find out which processes are involved in the production of a target text based on an existing source text in another language, the present author suggests that translation studies may profit from models that have been developed in research on the writing process. Certain categories of cognitive activities found in research on the writing process can be used in the analysis of think-aloud protocols of the translation process. In particular, it is suggested that the notion of *revising*, as developed in writing research, can help with understanding how translators proceed in order to produce a good text in a target language.

99–164 van Heest, Cocky (Gouda, Netherlands). Met het oog op vertalingen. Een empirisch onderzoek naar 'functionele' fouten in vertaalde teksten. [An empirical investigation into 'functional' errors in translation.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 117–28.

Following study of the functional model for translation quality assessment created by Hulst (1995) and primarily aimed at revealing textual relations, the author of this paper addressed the question of whether this model would enable the definition of 'functional' errors, i.e., errors that obscure the textual relations in such a way that the text function cannot be understood properly.

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