

theoretical construct, since the relationship between the construct and its operationalisation is deemed central to the question of validity. Pienemann's Processability Theory (1994), used as a basis for the operationalisation, is first outlined; a description is also given of the development of the instruments to measure grammatical aspects of language acquisition. The analysis showed that the instruments mainly measured grammatical aspects; and, although there was a very high correlation between the grammatical aspects, the instruments were not necessarily invalid.

98-271 Wallace, Craig (Charles Sturt U., Australia). IELTS: global implications of curriculum and materials design. *ELT Journal* (Oxford), **51**, 4 (1997), 370-3.

This paper queries the removal of a link between reading and writing tasks in the International English Language Testing System (IELTS) examinations since April 1995. The removal of the link is queried on two grounds: that it is prejudicial to the success of some students from a non-English speaking background, whose first language cultures may not provide them with appropriate schemata to be able to perform the writing tasks effectively; and that it is unrealistic in terms of the measurement of important study/linguistic skills required in university study—exactly what this examination was established to assess. [cf. abstract 98-267]

Teacher education

98-272 Cameron, Lynne (Leeds U.). The task as a unit for teacher development. *ELT Journal* (Oxford), **51**, 4 (1997), 345-51.

This paper describes how the idea of 'task' can be used in teacher development to work from teachers' classroom practice towards more effective language learning and teaching. It draws on examples of activities observed in young learner classrooms that can be analysed as tasks, comprised of preparation, core, and follow-up stages, and argues that identification of the language learning potential and goals of core activities is central to effective planning, teaching, and learning. Having shown how each stage of a task can be broken down into components, the descriptive framework for classroom tasks is then used to demonstrate the generation of training goals and content from classroom observation by a trainer, and the structuring of training workshops that follow a parallel task-based pattern of preparation, core, and follow-up.

98-273 Cumming, Alister, Shi, Ling and So, Sufumi (Ontario Inst. for Studies in Ed., U. of Toronto). Learning to do research on language teaching and learning: graduate apprenticeships. *System* (Oxford), **25**, 3 (1997), 425-33.

This article describes the learning processes that six experienced language teachers described themselves as having accomplished in the context of a three-year research project in which they worked, in the context of doing their Ph.D.s, as research assistants. The learning processes involved: learning specific research skills; understanding teaching practices, development of theory and concepts; links with aspects of their graduate studies; working in a team, and preparing themselves for their future careers as university professors and researchers. Suggestions are made for developing these notions into a theory of how language teachers, in the context of apprenticeships during their graduate studies, might learn about doing educational research.

98-274 De Florio-Hansen, Inez (U. Gesamthochschule Kassel). 'Learning Awareness' als Teil von 'Language Awareness'. Zur Sprachbewußtheit von Lehramtsstudierenden. [Learning awareness as a part of language awareness. On the language awareness of teacher trainees.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **26** (1997), 144-55.

While it is true that there is no clear evidence of a positive correlation between language awareness and language competence, much can be said in favour of the hypothesis that insights into language phenomena can lead to improved language performance. This paper presents a view of language awareness with respect to learner strategies and learner autonomy, for which a link with improved language competence is claimed to be both pedagogically plausible and empirically testable. The author uses the results of current research to argue that a specific type of training based on this view of language awareness would be particularly advantageous for foreign language teacher trainees.

98-275 Edge, Julian (Aston U., Birmingham) and **Gick, Cornelia**. Language awareness and empowerment in foreign language teacher education: Lernen im Tandem. [Learning with Tandem.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **26** (1997), 127-43.

This article discusses, in the context of teacher education, language awareness and three aspects of empowerment: authority (in the sense of being the author of one's life), ability, and responsibility. These aspects are discussed with regard to those on both sides in teacher education, the trainee teachers and the educators. In the light of this the authors investigate the Tandem method of language learning and evaluate some material taken from Tandem sessions of trainee teachers. Using material from their own Tandem learning sessions, the authors also discuss the opportunities for language awareness

and empowerment, including the writing of this article, written in both English and German by the non-native speakers respectively.

98-276 Grenfell, Michael (U. of Southampton). Theory and practice in modern languages teaching. *Language Learning Journal* (Rugby), **16** (1997), 28–33.

Recent developments in education policies in Britain have stressed the value of practice in teacher education, whilst theory has been discredited and marginalised. This paper argues that, in the context of modern languages teaching, theoretical discussion has a central role in professional development in order to resist the excesses of methodological fashions. The changing relationship between theory and practice over the last four decades is reviewed, and the currently popular reflective practitioner model of teacher education is discussed. The author proposes his own comprehensive model of theory and practice, which posits a dialogue between practice, methodological principles, and research supporting them. It is claimed that the devaluation of theory and an over-preoccupation with questions of practice have led to a lack of elaborate conceptual thinking about language teaching, and to an impoverishment of professionalism. The ability to articulate what they know about language teaching practice, and to compare their beliefs with formally expressed methodologies and research findings, ultimately empowers teachers to challenge policies, curricula, and methodological orthodoxies.

98-277 Hartill, J and Kendrick, J. Training practice as a component of an MA course. *The Teacher Trainer* (Canterbury), **11**, 1 (1997), 12–13.

This article advocates the inclusion of an experiential module set within a traditional academic MA course in TESOL (Teachers of English to Speakers of Other Languages) in order to satisfy participant needs for future career enhancement. The authors relate their own experience of planning, organising and running an introductory TEFL (Teaching of English as a Foreign Language) taster course for recent graduates thinking of becoming EFL teachers. The planning and implementation of this TEFL taster course and the set of teacher education skills the authors feel they practised through it are described in the article, and were presented in portfolio form as part of their MA assessment. It is suggested that an experiential module related to participant career interests would enhance, by application, much of what is learnt on an MA course, and would increase participants' chances of post-course employment.

98-278 Henrichson, Lynn (Brigham Young U.). One size does not fit all: a taxonomic perspective on ESL/EFL teacher preparation programs. *The Teacher Trainer* (Canterbury), **11**, 2 (1997), 3–8.

This paper aims to raise awareness both of the many variables shaping teacher education programmes world wide in English as a Second (ESL) and Foreign

Language (EFL) and of the resultant diverse forms of programme, so that teacher educators may design teacher education curricula more appropriately for local settings. Organised in tabular form, eight dimensions are considered: institutional base, objectives, timing, educational purpose, intensity, length, target teaching level and linguistic/cultural setting. The variables possible within each dimension are taken to be 28. The article does not claim to be exhaustive in its choice of dimensions or variables but to explore the diversity of programmes available. It concludes by stating that, despite the diversity in programmes and settings, teacher educators nevertheless have many common concerns and overlapping professional interests such as the continuing professional learning of in-service ESL/EFL teachers.

98-279 Luchtenberg, Sigrid (Gesamthochschule, Essen). Language Awareness: Anforderungen an Lehrkräfte und ihre Ausbildung. [Language Awareness: demands on teachers and their professional education.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **26** (1997), 111–26.

With reference to pioneering work in the UK, a case is made for the wide-ranging benefits of Language Awareness programmes in promoting metalinguistic awareness, cross-cultural understanding and linguistic proficiency across the school curriculum—including, but not exclusively, first and second language classes. Such programmes, however, have fundamental implications for teacher education, in that they challenge traditional models of teacher-pupil relations and teacher-led pedagogy, seeing the teacher rather in the role of facilitator and the pupils' own linguistic knowledge as a major resource. It is argued that what is required of teachers is as much a matter of new attitudes and skills as a body of knowledge. A specific critique is made of the implementation of the *Begegnungssprachenkonzept* in Nordrhein-Westfalen schools.

98-280 Wright, Tony and Bolitho, Rod (U. Coll. of St. Mark and St. John, Plymouth). Towards awareness of English as a professional language. *Language Awareness* (Clevedon), **6**, 2/3 (1997), 162–70.

Much recent work on language awareness in teacher-training programmes has focused quite rightly on teachers' knowledge about the language they are teaching. The authors' recent work has, by and large, dwelt on the development of methodological approaches to awareness-raising about language on teachers' programmes. This paper discusses the potential extension of awareness-raising techniques to the wider concerns of English as a professional language for teachers. The Appendix to the paper also reports on the issues raised in a workshop which explored the nature and scope of English as a professional language held at the Dublin Conference for Language Awareness (July 1996).