This article reports how a communicative competence orientation was taken to study the validity of test-score inferences derived from the revised Test of Spoken English (TSE) (a measure of the oral language proficiency of non-native speakers of English). A sample of undergraduate students, primarily native speakers of English, provided a variety of reactions to, and judgements of, the test responses of a sample of TSE examinees, whose scores, previously determined by official TSE raters, spanned the full range of TSE score levels. Undergraduate students were selected as 'evaluators' because they are likely to interact with TSE examinees, many of whom become teaching assistants. Student evaluations were captured by devising and administering a secondary listening test to assess students' understanding of TSE examinees' speech, as represented by their taped responses to tasks on the TSE. The objective was to determine the degree to which official TSE scores are predictive of listeners' ability to understand the messages conveyed by TSE examinees. Analyses revealed a strong association between TSE score levels and the judgements, reactions and understanding of listeners. This finding applied to all TSE tasks and to nearly all of the several different kinds of evaluations made by listeners. It is suggested that the evidence gathered here—along with other information—should help the TSE programme meet professional standards for test validation. The procedures may also prove useful in future test-development efforts as a way of determining the difficulty of speaking (and possibly writing) tasks.

Teacher education

00-359 Brutt-Griffler, Janina (U. of Cincinnati, USA) **and Samimy, Keiko K..** Revisiting the colonial in the postcolonial: critical praxis for nonnative-English-speaking teachers in a TESOL programme. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 413–31.

Although historically much teaching of English has been done by nonnative-English-speaking teachers (NNESTs), the present authors contend that research on their concerns as English educators has been neglected. This article takes as its central focus the narrative of NNESTs in the context of critical praxis. It discusses a graduate seminar offered for perhaps the first time in a TESOL (Teaching of English to Speakers of Other Languages) programme for NNESTs. The article presents the process of interrogating the nativeness paradigm among NNESTs themselves via their own experiences and self-representation. It discusses the validity of conceptual tools designed to overcome disempowering discourses that may exist in TESOL programmes, and centres on the construction of identity among NNESTs that neither prescribes a limited role for them in the profession nor specifies definite boundaries to their capacities therein. The study suggests that the process of empowerment of NNESTs is neither linear

nor simple but can nevertheless be generated within and by teachers engaged in critical praxis. It also demonstrates that many of the participants found a new relationship with their contexts, analysed the causes of their powerlessness, and generated a new sense of agency as teachers and scholars in the field.

00-360 Pomphrey, Cathy and Moger, Ros (U. of North London, UK). Cross-subject dialogue about language: attitudes and perceptions of PGCE students of English and modern languages. *Language Awareness* (Clevedon, UK), **8**, 3/4 (1999), 223–36.

This paper reports the initial findings of a small, local study of student teachers' attitudes and perceptions in the area of knowledge about language. It is part of an attempt to generate cross-subject dialogue about language between student teachers training to teach either English or modern languages in the mainstream curriculum in England and Wales in order to provide greater consistency and communication in the school curriculum. The study identifies some causes of tension in this dialogue. A key finding is a high level of anxiety among student teachers of English concerning their explicit knowledge of language structure, which inhibited their participation in the dialogue. The anxiety was not so apparent among student teachers of modern languages and seemed to be related to the difficulty of making implicit knowledge about language explicit when the language was closely related to the student's personal and social identity. The paper considers the causes of this anxiety and how to develop better communication between the two curriculum areas. One important suggestion is to rethink the direction of language transfer. Insights gained from the study of additional languages can be used for the contemplation of the first language structure rather than the reverse.

00-361 Tyrwhitt-Drake, Hugh (U. of Hong Kong). Responding to grammar questions on the Internet: providing correction through the corpus. *ELT Journal* (Oxford, UK), **53**, 4 (1999), 281–8.

This article considers an interactive messaging system that was set up on the Internet to enable Hong Kong teachers of English to discuss language-related issues as part of the *TeleNex* (Teachers of English Language Education Nexus) teacher support network. The Language Corner is restricted to serving English language teachers and trainee English teachers in Hong Kong, who send in questions and contribute to discussions. TELEC (Teachers of English Language Education Centre) staff members also contribute to the Language Corner, generally by responding to questions. This article describes how grammatical explanations based on the analysis of corpus data are routinely used to answer teachers' queries. It also shows how the provision of accurate answers sometimes entails a need for explicit correction. It is argued that correction has an important role not only linguistically and pedagogically, but also in maintaining the quality of the interaction, and thus ensuring the long-term future of the site.

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