

to the ways in which political and ideological concerns—together with the influence of professional (teaching) culture—are influential in shaping the properties of assessment systems.

**00-676 Zangl, Renate** (Karl-Franzens U., Graz, Austria). Monitoring language skills in Austrian primary (elementary) schools: a case study. *Language Testing* (London, UK), **17**, 2 (2000), 250–60.

This account of work-in-progress represents a contribution at the interface of programme evaluation and second language acquisition. The article describes the assessment procedures used in two different foreign language learning programmes at primary school level in Austria: the Vienna Bilingual Schooling and the Lollipop Programme. In the first of these, which takes a longitudinal approach, the researcher traces the development of spontaneous speech and the linguistic systems—morphology, syntax, and semantics/lexicon—in language learners from the first to fourth grade (ages 6–10). Some key principles which it is considered should frame approaches to the assessment of young language learners are also raised.

## Teacher education

**00-677 Allen, Linda Quinn** (U. of Missouri-St. Louis, USA). Culture and the ethnographic interview in foreign language teacher development. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 51–7.

This article starts from the assumption that, in order to design and implement foreign language (FL) instruction which integrates culture with language, teachers must first have a deep understanding of the target culture and an awareness of their own culturally conditioned and individually formed beliefs, attitudes, and values. The article presents the ethnographic interview as a strategy in FL teacher development. Excerpts from preservice teachers' reports on an ethnographic interview assignment are seen as providing evidence that the process of conducting the interview facilitates the development of the requisite understanding and awareness. Given the experience with the ethnographic interview, it seems more likely that the preservice teachers' new understandings will influence the instruction they provide to their own FL students; and that culture instruction may thus cease to be an add-on and move towards becoming a more integrated part of FL classroom practice.

**00-678 Amiri, Faramarz** (U. of Wolverhampton, UK; *Email*: f.amiri@wlv.ac.uk) IT-literacy for language teachers: should it include computer programming? *System* (Oxford, UK), **28**, 1 (2000), 77–84.

This article examines some of the issues related to the information technology (IT) training of the language

teachers in MA TEFL/TESOL courses and argues that teachers at this level should be trained not merely as consumers but as both *consumers* and *producers* of computer-based materials. The article focuses on the role of computer programming in MA courses and concludes that knowledge of programming is important for enabling language teachers to get involved in the design and development of computer-based materials and should be included as a part of the IT training for language teachers. It is concluded that there is a need for more specialised MA courses for language teaching that concentrate on various aspects of IT, including end-user programming, learning, instructional design and second language acquisition theories.

**00-679 Crandall, JoAnn** (U. of Maryland, Baltimore County, USA). Language teacher education. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 34–55.

This paper reviews recent work on language teacher education programmes and identifies four major areas of concern. First, there is a move from product-oriented theories to process-oriented; second, there is dissatisfaction with the way such programmes have prepared teachers for the realities of the classroom; third, there is growing recognition of the importance of teachers' prior learning experiences in shaping effective teaching; and finally, there is growing concern for the role of teachers as active contributors to developing theory and directing their own professional development. Particular attention is paid to the shift from methods to methodology and the need to examine underlying teacher beliefs and thinking to help balance more product-oriented conceptions of language teaching. The final part of the paper examines the role of native and non-native teachers and concludes that it is no longer possible to provide an acceptable description of the native speaker. Furthermore, the link between native-speaking proficiency and professional competence is often misconstrued, to the detriment of the non-native speaking teacher. The article is followed by both an annotated and unannotated bibliography.

**00-680 Hayes, David** (Primary English Language project, Sri Lanka; *Email*: davidh@lanka.ccom.lk). Cascade training and teachers' professional development. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 135–45.

In their concern with 'improved' curricula and 'more effective' teaching-learning methods, education ministries often use the 'cascade' model to attempt to effect large-scale change at the classroom level. Experience of cascades in in-service development has tended to show, however, that the cascade is more often reduced to a trickle by the time it reaches the classroom teacher, on whom the success of curricular change depends. This paper examines the experience of a nationwide in-service teacher development project in Sri Lanka which aims to remedy the potential deficiencies of cascade models of teacher development. It shows how project

training and development strategies which are context sensitive, collaborative, and reflexive seek to involve teachers in managing their own professional growth, while at the same time taking account of frameworks agreed at the national level. It is suggested that in this way a cascade model of training may promote genuine development rather than surface adherence to official mandates.

**00-681 Hockly, Nicky** (Barcelona, Spain; *Email: nicky@infovia.ulpgc.es*). Modelling and 'cognitive apprenticeship' in teacher education. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 118-25.

The notion of 'apprenticeship' in teacher education is currently out of favour. However, apprenticeship-as-training is gaining recognition in the light of recent developments in cognitive psychology. This article describes the implementation of a 'cyclic', practical model-based syllabus on a short pre-service teacher training course. The case for an overt model-based approach to initial teacher training is made—where the notion of 'model' stands in for 'apprenticeship', in the sense of the teacher trainer 'modelling' expert behaviour—with reference to recent developments in cognitive psychology. Research carried out into trainees' perception of a model-based approach is presented, suggesting that such an approach may help trainees to become more effectively reflective teachers at earlier stages in courses of this nature.

**00-682 Ryan-Scheutz, Colleen M. and Rustia, Theresa** (U. of Notre Dame / Indiana U., USA). The status of TA training and professional development programs for teachers of Italian at North American colleges and universities: a quantitative overview. *Italica* (Columbus, OH, USA), **76**, 4 (1999), 454-68.

This article reports on the findings of a preliminary quantitative survey examining how the training of teaching assistants (TAs) of Italian is organised and conducted at North American institutions of tertiary education. The study profiles TAs and TA trainers and investigates the nature and timing of TA training provision. It finds that the majority of TAs are graduates of Italian Literature, whose training aims to prepare them for all aspects of tertiary level teaching from lesson preparation to classroom practice and pastoral duties. Many institutions employ TA trainers to coordinate their training programmes. Pre-service programmes tend to be short and intensive and offered to all incoming foreign language TAs focusing on general pedagogy. In-service programmes extend the original training but tend to be run on a voluntary basis. Based on these findings the authors recommend that pre-service should be well-organised in advance, provide hands-on practice and individual coaching. In-service provision should offer the opportunity to review methodologies, incorporate developmental classroom observation and contribute to TAs' career development. The article concludes that such bottom-up initiatives would permeate departments, benefiting all colleagues and enhancing teaching quality.

**00-683 Waters, Alan** (Lancaster U., UK; *Email: A.Waters@lancaster.ac.uk*) and **Vilches, Maria Luz C.**. Integrating teacher learning: the School-Based Follow-up Development Activity. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 126-34.

It is sometimes difficult for in-service teacher training (INSET) courses to achieve their expected level of impact. One reason for this is the cultural divide that tends to exist between such courses and the typical teaching institution. This paper describes a method for narrowing this gap that was devised in connection with a recent English language teaching in-service teacher development project in the Philippines: the School-based Follow-up Development Activity, or SFDA. This links the INSET course and the teaching institution, so that the course functions not just as an end in itself but also as a vehicle for stimulating longer-term school-based learning. The details of how the SFDA system works are explained, and findings concerning its effectiveness reviewed.

## Child language development

**00-684 Akhtar, Nameera and Montague, Lisa** (U. of California, Santa Cruz, USA). Early lexical acquisition: the role of cross-situational learning. *First Language* (Chalfont St. Giles, UK), **19**, 3 (1999), 347-58.

Several theorists have proposed that children may learn the meaning of a new word by paying attention to the element which remains constant across multiple uses of that word. The study reported here presents a direct test of this hypothesis. Two-, three- and four-year-olds ( $N = 24$  in each group) were presented with novel objects that differed systematically in shape and texture. Children were shown one target object and were told 'This is a *modi* one'. In the Shape condition, two objects that matched the target object in shape (and differed in texture) were also labelled '*modi* ones'. In the Texture condition, the two objects matched the target in texture (and differed in shape). Subsequent tests indicated that, in extending the novel adjective to other exemplars, children in all age groups attended to the consistent element across naming contexts. Implications for theories of lexical acquisition are discussed.

**00-685 Maratsos, Michael** (U. of Minnesota, USA). More overregularizations after all: new data and discussion on Marcus, Pinker, Ullman, Hollander, Rosen & Xu. *Journal of Child Language* (Cambridge, UK), **27**, 1 (2000), 183-212.

Marcus, Pinker, Ullman, Hollander, Rosen & Xu (1992) claim that when the irregular past form of a verb is known, it is immediately known to be the correct form, such that overregularisations only occur as speech errors, not as a genuine grammatical alternative; as a result, they argue, overregularisation rates are, when