

Teacher education

English speakers to perform extremely well on these instruments. The extent to which the native speakers of the language do not perform well on these instruments calls their validity into question. Findings indicated that none of the native English-speaking children who took the Woodcock–Muñoz Language Survey scored in the ‘fluent’ or ‘advanced fluent’ English ability. One hundred percent of the students scored in the ‘fluent English speaking’ range of the Language Assessment Scales–Oral, and 87% of the students scored in the ‘fluent English speaking’ range of the IDEA Proficiency Test.

<http://www.nabe.org>

07–75 REA-DICKINS, PAULINE (U Bristol, UK; P.Rea-Dickins@bristol.ac.uk), **Currents and eddies in the discourse of assessment: A learning-focused interpretation.** *International Journal of Applied Linguistics* (Blackwell) 16.2 (2006), 163–188.
doi:10.1111/j.1473–4192.2006.00112.x

This article explores processes of classroom assessment, in particular ways in which learners using English as an additional language engage in formative assessment within a primary school setting. Transcript evidence of teacher and learner interactions during activities viewed by teachers as formative or summative assessment opportunities are presented as the basis for an analysis of teacher feedback, learner responses to this feedback, as well as learner-initiated talk. The analyses suggest that there are different teacher orientations within assessment and highlight the potential that assessment dialogues might offer for assessment as a resource for language learning, thus situating this work at the interface between assessment and second language acquisition. The article also questions the extent to which learners are aware of the different assessment purposes embedded within instruction.

<http://www.blackwellpublishing.com/journal.asp>

Teacher education

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07–76 BANISTER, SAVILLA, RACHEL A. VANNATTA & CYNTHIA ROSS (Bowling Green State U, USA), **Testing electronic portfolio systems in teacher education: Finding the right fit.** *Action in Teacher Education* (Association of Teacher Educators), 27.4 (2005), 81–90.

This article presents the results of an action research study that sought to determine the most effective e-portfolio system for our teacher education programs. Three e-portfolio systems (LiveText, TaskStream, and a university-developed system called Epsilon) were implemented throughout a semester course in which students and faculty evaluated usability, functionality, and applicability within our teacher education programs.

Although student and faculty experienced high levels of frustration with each system, student survey results indicate that TaskStream users reported the highest level of ease for nearly every system application. However, participants saw Epsilon as having the greatest applicability to their future use for either documenting one’s college career in an assessment portfolio or showcasing one’s work for a future employer. Recommendations for identifying an appropriate electronic portfolio system that authentically meets the unique teacher education program needs are presented.

<http://www.ate1.org>

07–77 CARROLL, DAVID M. (Western Washington U, USA), **Developing joint accountability in university–school teacher education partnerships.** *Action in Teacher Education* (Association of Teacher Educators), 27.4 (2005), 3–11.

This paper reports on a professional development intervention coupled with an empirical research study focused on a mentor teacher study group. An unanticipated outcome of the study group was an evident development in the sense of accountability displayed by participants toward the work of teacher education in their school. In effect, teachers’ identities were transformed from relatively passive cooperating teachers, following the direction of teacher education program guidelines and procedures, to active school-based teacher educators, consciously developing repertoires of mentoring practice, and taking initiative to remake the culture of their school as a context for learning to teach. The paper proposes a theoretical analysis to explain the evolution of accountability among study group members, examines five different examples of how such accountability was manifested, and suggests implications for teacher education programs.

<http://www.ate1.org>

07–78 CLARKE, MARIE & SHEELAGH DRUDY (U College Dublin, Ireland), **Teaching for diversity, social justice and global awareness.** *European Journal of Teacher Education* (Routledge/Taylor & Francis) 29.3 (2006), 371–386.
doi:10.1080/02619760600795239

This paper explores the problems and challenges of teaching for diversity, social justice and global awareness in initial teacher education. It addresses the issues of student teacher identity, the attitudes of students, and their approach to classroom practice. The authors argue that general attitudes to issues of diversity must be placed within the context of changes in society and changing social attitudes. Understanding students’ approaches to their praxis is also essential if we are to understand the impact of initiatives in initial teacher education. Few studies have examined the links between pre-service teachers’ attitudes and their classroom practices. Only by conducting such an analysis can any real

insights be gained into how student teachers actually respond to issues of diversity and of practice. This paper presents the findings of the quantitative dimension of a multilevel, qualitative and quantitative research study on student teachers' attitudes to diversity and their preferred teaching strategies in the classroom.

<http://www.tandf.co.uk/journals>

07-79 FARRELL, THOMAS (Brock U, Canada; tfarrell@brocku.ca), **'The teacher is an octopus': Uncovering pre-service English language teachers' prior beliefs through metaphor analysis problems.** *RELC Journal* (Sage) 37.2 (2006), 236-248.
doi:10.1177/0033688206067430

Pre-service teachers come to any teacher education course with prior experiences, knowledge and beliefs about learning and teaching. Additionally, the belief systems of pre-service teachers often serve as a lens through which they view the content of the teacher education program. Consequently, it is essential that teacher educators take these prior beliefs into account because any new material taught will have to compete with these existing beliefs and theories. However, these beliefs are usually held tacitly. One method of making this prior knowledge explicit is to examine the metaphors pre-service teachers use during their practice teaching. This paper outlines a case study of the metaphors three pre-service English teachers used before, during and after a six-week practice teaching experience in Singapore. Results showed that metaphors used can be classified within the following three-part typology: social order, cultural transmission and learner-centered growth.

<http://rel.sagepub.com>

07-80 FOX, REBECCA K. (George Mason U, USA) & **ROSARIO DIAZ-GREENBERG, Culture, multiculturalism, and foreign/world language standards in U.S. teacher preparation programs: Toward a discourse of dissonance.** *European Journal of Teacher Education* (Routledge/Taylor & Francis) 29.3 (2006), 401-422.
doi:10.1080/02619760600795270

This paper examines the results from a qualitative study conducted with teacher education candidates enrolled in the foreign/world language licensure programs in two different universities located in the United States. The purpose of the paper is to help us better understand how critical pedagogy and multicultural education can help meet the challenges that world language teachers experience in the teaching of culture. It draws attention to some of the complexities that exist in the integration of the CULTURAL STANDARD (my italics) in foreign/second language teacher education programs and some of the challenges faced in its implementation in the K-12 classroom setting. Although the current study took place in the United States, the growth of an increasingly global society fosters the need for increased cultural

understanding and communication around the world. The researchers call for collaboration across programs, states, and countries to learn from one another and express the need to promote honest dialogue that opens the floor to discussion, different ideas and the values of others in order to challenge assumptions and transform thinking.

<http://www.tandf.co.uk/journals>

07-81 HAMPEL, REGINE & URSULA STICKLER (The Open U, UK), **New skills for new classrooms: Training tutors to teach languages online.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.4 (2005), 311-326.
doi:10.1080/09588220500335455

While online teaching in post-compulsory education is the focus of much research today, the training of online tutors has largely been neglected. Most papers do not go beyond dealing with the technical skills that are needed to teach in an online environment. This article outlines a framework for tutor training, starting with a brief overview of benefits and challenges for online language tutors. On the basis of several years' experience with teaching languages using a synchronous online environment and training tutors for online language courses, we suggest a pyramid of skills necessary for successful online teaching. These include the more general skills of dealing with the technology and using its advantages, the social skills of community building, language teaching skills, and the skills to teach creatively and develop a personal teaching style in an online medium. The article then suggests how these skills can be implemented in a training programme, which includes both pre-course training and ongoing staff development.

<http://www.tandf.co.uk/journals>

07-82 HARRISON, JUDY, HAL McAFFEE, GARY SMITHEY & CHARLES WEINER (Henderson State U, USA), **Assessing candidate disposition for admission into teacher education: Can just anyone teach?** *Action in Teacher Education* (Association of Teacher Educators), 27.4 (2005), 72-80.

Teacher educators understand that a 'highly qualified' teacher must have more than knowledge and skills. Having the disposition or 'teacher's heart' is also important. One teachers' college in Arkansas identified dispositions that were valued by its faculty, supported by research, and already existed in its program. Then instruments were selected or developed to assess the extent of each of these dispositions demonstrated by each candidate applying for admission into the teacher education program. Candidates were assessed by responses to interview questions upon entry into and exit from the teacher education program, performances during internship, and self-assessments. Data from these assessments supported a recommendation for continued accreditation from NCATE. The college will continue

to conduct validity and reliability studies on the data, and a new self-assessment instrument called DISPOSE (Diagnostic Inventory for Selective Prescription on Self-Evaluation) has been developed and is currently being piloted with teacher education candidates.

<http://www.ate1.org>

07-83 HUBBARD, PHILIP (Stanford U, USA), **A review of subject characteristics in CALL research.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.5 (2005), 351–368. doi:10.1080/09588220500442632

This paper explores eight hypotheses regarding trends in CALL literature relative to research subjects: small number of subjects, overuse of questionnaires, limited time, lack of experience with the application, task type and CALL in general, and lack of training before and during the study. Based on a review of 78 articles from four CALL-oriented journals from 2000–2003, it is concluded that (1) researchers commonly leave out or fail to gather relevant data on these characteristics; and (2) most of what we know about CALL is probably based on studies of untrained, novice users. Recommendations for improving this situation are offered.

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07-84 HUMPHREY, NEIL (U Manchester, UK), **PAUL BARTOLO, PETER ALE, COLIN CALLEJA, THOMAS HOFSAESS, VERA JANIKOVA, ANNEMIEKE MOL LOUS, VIDA VILKIENE & GUN-MARIE WETSO, Understanding and responding to diversity in the primary classroom: An international study.** *European Journal of Teacher Education* (Routledge/Taylor & Francis) 29.3 (2006), 305–318. doi:10.1080/02619760600795122

The increased diversification of classrooms in recent years has placed additional demands upon teachers who strive to facilitate the learning and participation of all pupils. The aim of the current study was to explore how primary teachers across Europe understand and respond to diversity in their classrooms. A total of 35 teachers from seven European countries (Czech Republic, England, Germany, Holland, Lithuania, Malta, Sweden) participated in semi-structured interviews. Analysis of the data yielded several key themes: (i) the need for caring and inclusive attitudes and school ethos, (ii) facilitating inclusive values and solidarity in pupils, (iii) building collaborative networks, (iv) organising 'responsive' teaching, and (v) facing challenges in responding to diversity. The implications of these findings for the development of inclusive practices are discussed.

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07-85 JONES, PHYLLIS (U South Florida, USA; pjones@banshee.sar.usf.edu), **ELIZABETH WEST & DANA STEVENS, Nurturing moments of transformation in teachers – Comparative**

perspectives on the challenges of professional development. *British Journal of Special Education* (Blackwell) 33.2 (2006), 82–90. doi:10.1111/j.1467-8578.2006.00419.x

This article discusses teachers' views of their own learning. Two groups of teachers attending graduate programmes in Seattle, WA, in the United States of America and Newcastle upon Tyne, United Kingdom, participated in a project that encouraged them to discuss examples of effective professional development. The teachers from the UK were enrolled on a Masters degree course for staff working with pupils with autism. The teachers from the USA were enrolled on a Masters degree course specifically focused upon working with children who have moderate to severe difficulties. Both groups of teachers were working, at least for a portion of their timetables, with pupils who had low incidence disabilities. The authors analyse the critical moments of professional development identified by the teachers in both contexts. Four themes emerged: seeing the relationship between theory and practice, the role of the professor or lecturer in mediating learning, learning from others, and reflecting in action. The authors further analyse the themes in relation to the subtle differences that occurred within and across the two contexts. This analysis will assist in the design of quality professional development opportunities that reflect teachers' voices. Teachers make meaning of their learning in highly personal ways and, although it is possible to nurture formalised learning opportunities, teacher educators need to be constantly aware of the contextual and personal meaning making that is at play.

http://www.blackwellpublishing.com/jnl_default.asp

07-86 KYRIAKIDES, LEONIDAS, DEMETRIS DEMETRIOU & CHARALAMBOS CHARALAMBOS (U Cyprus, Cyprus), **Generating criteria for evaluating teachers through teacher effectiveness research.** *Educational Research* (Routledge/Taylor & Francis) 48.1 (2006), 1–20. doi:10.1080/00131880500498297

One of the major problems that confront most educational systems concerns the need for developing a valid personnel evaluation system based on a strong theoretical framework. The study attempts to generate measurable criteria of teacher evaluation, by taking into account the main principles upon which the various theoretical models of teacher effectiveness research have been developed. Teachers' perceptions of the appropriateness of these criteria for conducting formative and summative evaluation are investigated. Teachers were asked to evaluate the appropriateness of each criterion twice, both for formative and summative purposes. Descriptive analysis was used to identify teachers' perceptions concerning the appropriateness of those criteria, while the application of Pearson correlation indicated whether teachers evaluated in comparable ways the criteria for formative and summative purposes. The study indicated that the appropriateness of the

criteria used for teacher evaluation cannot be judged unless it is clear whether they are employed for formative or summative evaluation purposes.

<http://www.tandf.co.uk/journals>

07–87 O'DONNELL, JAMES & ROBERT GALLEGOS (New Mexico State U, USA), **Project MOVEMOS: A university–public school collaboration.** *Action in Teacher Education* (Association of Teacher Educators), 27.4 (2005), 12–22.

This paper describes an innovative pre-service teacher education program called MOVEMOS. In Spanish, *movemos* means 'we move'. The title of the program stands for MOVing Elementary Methods On-Site. Project MOVEMOS represents two semesters of course work prior to a final semester of student teaching. MOVEMOS is housed at an urban elementary school. The undergraduate teacher candidates (henceforth, the interns) enrolled in Project MOVEMOS work for four mornings (Monday–Thursday, 8–11 a.m.) of the week in assigned classrooms (first through fifth grades) assisting the teacher, observing students, and teaching groups of students. One day a week the interns participate in a two-and-a-half-hour teaching seminar conducted by two teacher education professors. One of the teacher education professors is on-site each of the four mornings serving as a supervisor for the interns. The program is in its eighth year and has worked with 114 elementary teacher education candidates.

<http://www.ate1.org>

07–88 SINGH, GURMIT (Gurmit.sidhu@gmail.com) & **JACK RICHARDS, Teaching and learning in the language teacher education course room: A critical sociocultural perspective.** *RELC Journal* (Sage) 37.2 (2006), 149–175.
doi:10.1177/0033688206067426

This paper is a reconsideration of the nature of teaching and learning in the language teacher education course room. Drawing broadly on sociocultural perspectives of Lave and Wenger and Vygotskian models of cognitive apprenticeship, it considers how to design the course room as a learning environment. It begins with a critique of technical-rational discourses of teacher education, one of the implications of which has been to assert the primacy of the social construction of teacher identity. We present the case for the course room as a community of practice where teachers learn through engaging in activities and discourses, mediated through cultural artifacts. A community of practice is also shaped by larger systems of power, which are reproduced in the micro-context of the course room. Teacher learning is a site of struggle over activities, discourses, tools and identity because of its situated nature within institutional, historical and cultural contexts. A revised role for teacher educators in shaping an emerging course room culture is presented, acknowledging the realities

of power and ideology that influence the daily practices in the course room.

<http://rel.sagepub.com>

07–89 Varghese, Manka M. (U Washington, Seattle, USA), **Bilingual teachers-in-the-making in Urbantown.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.3 (2006), 211–224.

This study, based on ethnographic methods, explores how the professional identities of a group of bilingual (Spanish/English) Latino/a teachers-in-the-making in an urban public school district in the USA are formed and enacted. It illustrates the national and local discourses that influence novice bilingual teachers in their professional identities. But it also focuses on the structural influences and the ways that teachers respond to such influences. The study found that teachers developed a complex, sometimes conflicted, sense of their professional identities and these were mediated by their responses to their marginalisation, their professional development, local setting(s) and their personal histories. Another important finding of this study was the resulting variation of professional identities the teachers enacted due to a host of influences, causing some to leave the profession and others to stay. This research suggests viewing professional development for bilingual teachers as a place where discussion and dissent is encouraged, and a process of what teachers may become rather than solely what they should know. It also underscores the importance of viewing professional development and the making of bilingual teachers as an interaction of structural and agentive influences.

<http://www.multilingual-matters.net>

07–90 WOLYIE HUSSEIN, JEYLAN (Haramaya U, Ethiopia), **Hopes and challenges in using action research: The outcome of attempting to help in-service teachers learn how to design, evaluate and use reading comprehension questions collaboratively.** *Educational Action Research* (Routledge/Taylor & Francis) 14.3 (2006), 377–393.
doi:10.1080/09650790600847677

The research was conducted at Haramaya University, Ethiopia, with a group of in-service teacher trainees in the Department of English with the aim of helping the trainees learn about the construction of reading comprehension questions. The data for the study were collected from the trainees' reading comprehension exercises and their analyses of the cognitive categories of the questions collaboratively designed in the classroom. A reflective diary was kept to record events and to reflect on them. The study resulted in three major findings. The first is that trainees develop better understanding of the pedagogical values of reading comprehension questions when they have the chance to design, evaluate and use hierarchically ordered questions themselves.

The second major finding is related to the use of small-group learning as a strategy to promote collaborative learning. The study found that a community of learning does not happen just by putting trainees together into a group. Thirdly, the study demonstrated that action research should not be conducted with a predetermined problem in mind, but flexibly, to address issues that arise through the action research itself. The experience recounted here suggests that action research is much more than the technical things we do in classrooms; it also helps generate new knowledge.

<http://www.tandf.co.uk/journals>

Bilingual education & bilingualism

doi:10.1017/S0261444806264115

07-91 ALMAGUER, ISELA (The U Texas-Pan American, USA), **Effects of dyad reading instruction on the reading achievement of Hispanic third-grade English language learners.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 509-526.

This article systematically reviews research on elementary reading programs for English language learners and other language-minority students. It focuses on studies that compared experimental and control groups on quantitative reading measures. Among beginning reading models, research supported structured, phonetic programs emphasizing language development in both native-language and English instruction. Tutoring programs were also supported. For upper-elementary reading, research supported a broad range of programs, but particularly effective were programs using cooperative learning, extensive vocabulary instruction, and literature.

<http://www.nabe.org>

07-92 ALMARZA, DARIO J. (U Missouri-Columbia, USA), **Connecting multicultural education theories with practice: A case study of an intervention course using the realistic approach in teacher education.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 527-539.

This paper reports on a 2-year-long research conducted under a qualitative research design. The study investigated the effectiveness of an immersion course that followed a realistic approach on pre-service teachers' deconstruction of negative and preconceived notions held about culturally and linguistically diverse students. Specifically, the study involved White female pre-service teachers shadowing culturally and linguistically diverse students for a semester and reflecting on the experience. The study provides persuasive accounts by the participant pre-service teachers on the positive

effects the course's approach had on both their multicultural perceptions and their ability to connect theory with practice.

<http://www.nabe.org>

07-93 ARKODIS, SOPHIE (U Melbourne, Australia), **Negotiating the rough ground between ESL and mainstream teachers.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.4 (2006), 415-433.

English as a Second Language (ESL) and mainstream teachers' collaboration has largely been presented in policy as the unproblematic sharing of ideas. However, in the 20 years since this policy has been in place within Victoria, Australia, teachers are still struggling to find ways of effectively working together. This paper presents a theoretical framework that can be used to explore the dynamics of collaboration between ESL and mainstream teachers. It will be argued that developing collaborative practices between teachers who belong to different subject disciplines and often have different views of teaching is a complex process. Collaboration requires specialised skills on the part of the ESL teacher to gain some epistemological authority within the mainstream curriculum and cross the rough ground that can divide ESL and mainstream teachers within the secondary school context.

<http://www.multilingual-matters.net>

07-94 ARTEAGOITIA, IGONE, ELIZABETH R. HOWARD, MOHAMMED LOUGUIT, VALERIE MALABONGA & DORRY M. KENYON (Center for Applied Linguistics, USA), **The Spanish developmental contrastive spelling test: An instrument for investigating intra-linguistic and crosslinguistic influences on Spanish-spelling development.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 541-560.

This article describes the development of a Spanish-spelling measure designed to assess the progress made by Spanish-English bilingual children from Grade 2 to Grade 5. Different stages of measure development are described, such as the selection of the focus features, the pilot phase of the assessment, and the finalizing of the operational version. Two underlying attributes characterize the spelling measure described here. First, it is developmental, meaning that it contains a wide variety of features and items that differ according to spelling difficulty, such that the assessment is able to measure the growth of Spanish-spelling ability over the full sequence of the upper elementary grades. Second, it is contrastive, as it was designed to detect some areas of potential crosslinguistic influence from English to Spanish. The combination of these two characteristics makes this spelling measure a unique tool for assessing