to meet the needs of students encountering difficulties in associating linguistic features with communicative functions of academic texts. Using an innovative and comprehensible approach to describing the steps under each rhetorical move, I have provided relevant materials that may be usefully exploited in the teaching of the genre specifications of the Method sections of management research articles. Despite the acknowledgment that no single model can be considered entirely appropriate for learners in different academic disciplines, reasons are given to explain why constituent steps should be investigated in sufficient detail if ESP teachers are to provide a pedagogically meaningful model for second language learners in a particular discipline.

http://www.elsevier.com

07–71 WALTERS, JODEE (U Nottingham, UK; jodeewalters@hotmail.co.uk), **Methods of teaching inferring meaning from context**. *RELC Journal* (Sage) 37.2 (2006), 176–190. doi:10.1177/0033688206067427

Second language researchers and trainers have met with some success in teaching language learners the skill of inferring meaning from context while reading, using a variety of teaching methods. This paper describes a study that attempts to compare the effectiveness of three teaching methods, on ESL learners' ability to infer from context and reading comprehension. The study investigated the effectiveness of (1) a general strategy, (2) recognition and interpretation of specific context clues, and (3) practice with feedback. Some limited effects for teaching method after six hours of instruction were found, but replication of the study is urged, with a greater number of participants, over a longer time period, and with the training incorporated into regular language teaching lessons.

http://rel.sagepub.com

Language testing

07–72 MACKEN-HORARIK, MARY (U Canberra, Australia), **Recognizing and realizing 'what counts' in examination English: Perspectives from systemic functional linguistics and code theory**. *Functions of Language* (John Benjamins) 13.1 (2006), 1–35.

This paper interrogates examination English in Australia from the point of view of two analytical frameworks: Bernstein's code theory and Systemic Functional Linguistics. Linguistically it explores the semantic features of six responses to an open question about an unseen narrative in Year 10 examinations. Two responses at three achievement levels are described in terms of ideational, interpersonal and textual meanings and the overall orientation to narrative interpretation in each

grade is related to a particular type of reading – TACTICAL (D or E grade), MIMETIC (C grade) and SYMBOLIC (A grade). Capturing students' orientations to meaning through text analysis is one aspect of the challenge. The other is explaining how some students appear to 'recognize' and 'realize' what the 'open question' requires of them in this context while others do not. The second half of the paper applies Bernstein's code theory, particularly his notion of 'recognition' and 'realization rules' to the readings students make of the interpretive context. The paper concludes with a brief discussion of the potential of this dual analysis (textual and contextual) for making success in school English both more visible for students currently disadvantaged by examination English and more tractable rhetorically in their production of successful responses.

http://www.benjamins.com

07–73 MYKLEBUST, JON OLAV (Volda U College, Norway; jom@hivolda.no), **Class placement and competence attainment among students with special educational needs**. *British Journal of Special Education* (Blackwell) 33.2 (2006), 76–81. doi:10.1111/j.1467–8578.2006.00418.x

Four hundred and ninety-four young people with special educational needs were followed in a six-year-long study.. The analysis focuses on the attainments of these students during their time in upper secondary education and asks whether placement in special or ordinary mainstream class groupings is more beneficial. The results indicate that students receiving special support in ordinary classes obtain vocational or academic qualifications more often than students in special classes. Following a study of the influence of a number of other variables, including assessments of functional level, family stability and gender, it is possible to conclude that the relationship between attainment and placement in an ordinary classroom does not change, even when these variables are taken into account. The findings provide further support for the inclusion of learners with special educational needs in ordinary mainstream classes.

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

07–74 PRAY, LISA (Utah State U, USA), **How well do commonly used language instruments measure English oral-language proficiency?** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 387–408.

This research examines three tests commonly used to assess the English oral-language proficiency of students who are English language learners (ELLs): the Language Assessment Scales–Oral, the Woodcock–Muñoz Language Survey, and the IDEA Proficiency Test. These tests were given to native English-speaking non-Hispanic White and Hispanic students from varied socioeconomic levels. Since these tests use native-language proficiency as the standard by which responses are evaluated, it is reasonable to expect native

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

doi:10.1017/S0261444806254119

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 Epsilen) were implemented throughout a semester course in which students and faculty evaluated usability, functionality, and applicability within our teacher education programs.

64

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 Epsilen 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