

97–87 Wall, Dianne (Lancaster U.). Introducing new tests into traditional systems: insights from general education and from innovation theory. *Language Testing* (London), **13**, 3 (1996), 334–54.

Educators are concerned about the effects that tests may have on teaching, and want to know what they should do to ensure that these effects are beneficial. Some English language teaching specialists have offered advice on how to produce positive washback, calling for attention to test design and the communication between testers and teachers. Research in general education has pointed out the need for feedback from testers to many key players in the educational system, and for adequate

resourcing and training. Innovation theory provides further insights into why attempts to introduce change in the classroom are often not as effective as their designers hoped they would be. This article reviews several key concepts in educational innovation, showing how these concepts are manifested in a case study in washback and outlining how they are being applied in recent test development projects.

Teacher education

97–88 Burgess, John (U. of Manchester) and **Carter, Iain G.** (Inter. School of Helsinki). Common codes for mainstream ESL support across the curriculum. *System* (Oxford), **24**, 2 (1996), 211–22.

This paper reports a five-day pre-term inservice training (INSET) course for the staff of an international school in Colombo, Sri Lanka. The first section gives a description of the school and its perceived need for INSET on cross-curricular English language support for bilingual students developing their knowledge of, and skills in, English. The second section describes the course, whose contents the authors suggest to be relevant to

all contexts of English-medium school education, and indicates related curriculum action. The principal argument is that all teachers involved in the support of English as a second language (ESL) learners – i.e. both mainstream subject teachers and language support specialists – can best communicate with each other and facilitate their students' learning through the medium of 'common codes'. These common codes are defined and exemplified.

97–89 Kaufman, Dorit and Grennon Brooks, Jacqueline (New York State U.). Interdisciplinary collaboration in teacher education: a constructivist approach. *TESOL Quarterly* (Washington, DC), **30**, 2 (1996), 231–51.

The authors assert that teacher education programmes must begin to foster in beginning teachers of all disciplines new images of collaboration, involvement and inquiry: images of classroom environments where students of all cultures engage in interdisciplinary activities and construct knowledge rooted in personal experiences. They cite the high numbers of language minority students who score below the national norms in mathematics and science to underscore the negative ramifications of uncoordinated instruction on their academic success. The article then describes the

evolution of a collaborative initiative involving graduate and undergraduate students in two teacher education programmes. The collaboration was motivated by constructivist approaches, and integrates language pedagogy and science instruction. It is based on the premise that, if teachers are to collaborate in schools and create enhanced interdisciplinary classroom environments that better foster students' linguistic and academic growth, they must experience such pedagogy in university teacher education programmes.

97–90 Neophytou Eleftheria East, Patricia and Chan Sui-Mee, Michelle (N. London U. and United Medical and Dental Schools, London). Enhancing the educational experience of bilingual students on initial teacher education. *Multicultural Teaching* (Stoke on Trent, Staffs.), **15**, 1 (1996), 29–33.

At the School of Teaching Studies 46 different languages are spoken by students. Two to four hour

language learning workshops were set up for bilingual students in order to develop the students'



linguistic, academic and professional skills in English. Interviews and negotiations with each student led to a programme containing explorations of differences between standard English and other languages, the development of accuracy in writing, and planning and preparing for lessons, examinations and job interviews. Two-week language awareness courses for students were incorporated into induction programmes for all first-year students, and included visits to and from multilingual and anti-racist

educators in order to reinforce an understanding and valuing of linguistic and cultural diversity in London. Professional development sessions for tutors were run in parallel. The article takes the Bengali language to exemplify differences from English in grammar, pronunciation and meaning, and suggests that staff and students need to be aware of these differences in order to value each other and produce better work.

97–91 Tedick, Diane J. (U. of Minnesota) **and Tischer, Carolyn A.** (Osseo Senior High School). Combining immersion experiences and pedagogy for language teachers: lessons learned and changes implemented. *Foreign Language Annals* (New York), **29**, 3 (1996), 415–27.

This article describes and critiques a university summer graduate programme for preservice and inservice teachers of French, German, and Spanish, which combines a language immersion experience in content-based classes with a pedagogical component. Data in the form of extensive written evaluations by participants and instructors were used to develop an analysis of the initial implementation of the programme as well as to establish plans for future improvements. The content-based immersion sessions offered three perspectives on a unifying theme, with each perspective shared by a separate instructor. Participants enjoyed the variety of perspectives and perceived an increase in language proficiency as a result of their involvement in the course. Areas needing improvement included the

content and pedagogy of the sessions as well as coordination of efforts. The pedagogical component combined both large-group sessions and small-group 'workshop' sessions facilitated by mentor teachers; its purpose was to encourage teachers to explore ways of incorporating the content they were learning in the immersion classes into their own classrooms and to update their pedagogical skills. Participants reported being pleased with the content and pedagogy of these sessions and with the role of the mentor teachers. They suggested improvements with respect to the scope of the content and the technology portion. The authors suggest that this analysis and critique may offer insights to others considering the development of similar programmes.

97–92 Thorne, Christine (Adam Mickiewicz U., Poznan, Poland) **and Qiang, Wang** (Beijing Normal U.). Action research in language teacher education. *ELT Journal* (Oxford), **50**, 3 (1996), 254–62.

In recent years the notion of reflective teaching in teacher education has come to prominence. It is believed that trainee teachers should be encouraged to examine the aims and values of various traditions and methods, and reflect on their own teaching in the light of the experience and theoretical knowledge they have accumulated through professional reading and the teacher education programme. This article focuses on the

implementation and development of a pioneering action research project in the Sino-British MA in English programme at Beijing Normal University. The aim of the project is to introduce the notion of action research into China, to encourage reflective teaching and classroom research among trainee teachers, and to act as a bridge between the theories studied during the two-year programme and the practical realities of the classroom.