

variety of vocabulary measures to investigate the nature of vocabulary growth. The study reported here focuses on a controlled production measure of vocabulary consisting of items from five frequency levels, and using a completion item type such as *The garden was full of fra-flowers*. The controlled-production vocabulary-levels test was found to be reliable, valid – in that the levels distinguished between different proficiency groups – and practical. There was a satisfactory degree of equivalence between two equivalent forms of the test.

99-634 Papajohn, Dean (U. of Illinois, Urbana-Champaign, USA). The effect of topic variation in performance testing: the case of the chemistry TEACH test for international teaching assistants. *Language Testing* (London, UK), **16**, 1, 52–81.

Topic is believed to be an important test-method characteristic in many types of language tests. Some test developers choose neutral test topics in order to nullify the effect of background knowledge. Yet there is a need to determine how well prospective international teaching assistants (ITAs) can communicate within their own field. Recent studies have compared test results between general and field-specific oral English tests. However, field-specific performance tests for ITAs often provide different topics within the same field for each examinee, assuming equivalency between topics. The comparison of general topics versus field-specific topics is unable to capture the full effect of topic. This study reports research into topic features and the effect topic variation has on a particular performance test – the chemistry TEACH (Taped Evaluation of Assistants' Classroom Handling) test, designed for ITAs. Results suggest a relationship between topic of input (as defined by the topic features of concepts, maths and calculations) and test scores on the chemistry TEACH test.

99-635 Saville, Nick and Hargreaves, Peter (University of Cambridge Local Examinations Syndicate (UCLES), Cambridge, UK). Assessing speaking in the revised FCE. *ELT Journal* (Oxford, UK), **53**, 1 (1999), 42–51.

This paper describes the Speaking Test which forms part of the revised First Certificate of English (FCE) examination produced by UCLES and introduced for the first time in December 1996 [readers are referred to *First Certificate in English: Handbook*, UCLES, 1997]. The aim is to present the new test as the outcome of a rational process of test development, and to consider why the new design provides improvements in the assessment of speaking within the FCE context.

99-636 Schmitt, Norbert (U. of Nottingham, UK). The relationship between TOEFL vocabulary items and meaning, association, collocation and word-class knowledge. *Language Testing* (London, UK), **16**, 2 (1999), 189–216.

In this paper the author argues that issues of construct validity should be given more prominence in the vali-

ation of lexical test items. One way of determining the construct validity of vocabulary items is to interview participants directly after taking the items to ascertain what is actually known about the target words in question. This approach was combined with the framework of lexical competency proposed by Nation (1990) in an exploratory study which investigated the behaviour of lexical items on TOEFL (Test of English as a Foreign Language). In individual interviews, six TOEFL vocabulary items were given to 30 pre-university international students who were then questioned about their knowledge of the target words' associations, grammatical properties, collocations and various meaning senses. The results suggest that the type of item currently employed in TOEFL does not adequately reflect association, grammatical and collocational knowledge, and that even meaning knowledge is not captured as well as might be hoped. This is taken to indicate that the field could benefit from deeper exploration of what vocabulary items are actually measuring.

99-637 Upshur, John (Concordia U., Montreal, Canada) and **Turner, Carolyn E.** (McGill U., Canada). Systematic effects in the rating of second-language speaking ability: test method and learner discourse. *Language Testing* (London, UK), **16**, 1, 82–111.

Major differences exist in two approaches to the study of second language performance. Second language acquisition (SLA) research examines effects upon discourse, and is typically unconcerned with scores; language testing research investigates effects upon scores, generally without reference to discourse. Within a general framework of test-taking and scoring, the present authors report research from these two fields as it relates to questions of systematic effects on second language tests; and then examine findings incidental to a test-development project. The findings were consistent with language testing research into systematic effects of task and rater on ratings, and with SLA research into systematic effects of task on discourse. Using empirically derived scales as indicators of salient features of discourse, the authors infer that task type influences strategies for assessing language performance. Explanations for these joint findings are not afforded by either standard language testing nor SLA perspectives. There is no theory of method to explain how particular aspects of method affect discourse, how those discourse differences are then reflected in ratings and how task features influence the basis for judgement. It is concluded that a full account of performance testing requires a paradigm which incorporates relationships not specified in either the major language testing tradition or the tradition of SLA research.

Teacher education

99-638 Barbot, Marie-José (Université du Littoral, Côte d'Opale). Nécessité d'une formation

spécifique : hyperspécialisation ou rôle-pivot? [Staff development for distance teachers: hyperspecialisation or a pivotal role?] *Etudes de Linguistique Appliquée* (Paris, France), **113** (1999), 113–28.

The revolutionary changes being brought about by developments in information technology and telecommunications are bound to have major repercussions on distance education, though it is still too early to predict precisely what they will be. For this reason, the author posits an urgent need to rethink the teacher's role in distance education within the general framework of a theory of learner-centred instruction, where an essential objective is to provide the conditions in which the student can learn to learn. In this context, the teacher's role is a very demanding one, requiring both didactic skills – such as the ability to vary the instruction provided according to the individual learner's level, objectives and learning style – and the technical skills necessary for the competent use and development of the new technology. Teacher training in this context has particular requirements, and the author recommends that priority be given to developing appropriate programmes for those involved in distance education.

99–639 Biron, Christina (U. of Massachusetts at Dartmouth, USA). Bringing the *Standards* to life: points of departure. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 584–94.

Since the release of the *Standards for Foreign Language Learning* in the USA in 1996, many teachers have been attempting to integrate communication, culture, connections, comparison and community standards into their classes and curricula. Yet even as teachers search out innovative ways of communicating the target culture and language, connecting it with other disciplines, comparing it to US language and culture, and using it in community contexts, it is also important to integrate the *Standards* into students' and teachers' own lives. This paper develops the concept of teacher as learner within a study-abroad context and describes outcomes of this experience consistent with the goals of the *Standards*. The paper concludes by discussing specific changes in teaching practice that occurred as a result of this study-abroad experience, as well as changes needed in teacher education and the teaching of culture.

99–640 Cosh, Jill (Anglia Poly. U., Cambridge, UK). Peer observation: a reflective model. *ELT Journal* (Oxford, UK), **53**, 1 (1999), 22–27.

This paper examines attitudes to peer observation, and puts the case for a more reflective approach. Peer observation is frequently carried out for purposes of appraisal or judgement of the observed, which can be detrimental both to teacher confidence and to a supportive teaching environment. Neither does this approach seem to have much value for active teacher development, since the focus is on being developed, rather than on self-awareness and self-development. It is therefore sug-

gested that, rather than peer observation being a vehicle for the evaluation of others on the basis of our assumptions, it should be a reassessment of those assumptions on the basis of their teaching. To this end, the author proposes two active self-development models of peer observation, with suggestions for their possible implementation.

99–641 Haramboure, Francoise (Université Michel-de-Montaigne, Bordeaux 3, France). La prise de conscience des représentations: première étape d'un projet de formation des enseignants. [Raising awareness of the beliefs of trainee teachers: the preliminary stage of the training process.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **19–22** (1998), 239–46.

Raising awareness of teacher trainee beliefs about the teaching/learning process can be considered as the preliminary stage of the training process, since beliefs determine how participants interpret and appropriate new ideas from the course. This investigation also contributes to the very construction of the concept itself and represents a major source of information for teacher trainees. In the first session, the authors used a closed questionnaire where statements had to be placed in rank order, followed by group and then class discussion. The results showed overwhelming agreement on the importance of developing communicative competence in learners of English (both comprehension and expression), followed by the importance of acquiring *savoir-faire* over theoretical knowledge. These results echo current social needs, but there is often contradiction between the beliefs expressed by trainees and their behaviour when in charge of a class in their second year. A further concern was the reluctance of trainees to express their opinion either on their own or their lecturers' aptitude for teaching. To conclude, despite shortfalls and resistance to new ideas, this awareness-raising is deemed a crucial and necessary part of the programme, allowing trainees to be participants in the training process.

99–642 Haramboure, Francoise (Université Michel-de-Montaigne, Bordeaux 3, France). Les modules de pré-professionnalisation: effet de mode? Reconnaissance d'un besoin légitime? [Are pre-service training modules a new fashion or do they recognise a real need?] *ASp (Anglais de Spécialité)* (Bordeaux, France), **19–22**, (1998), 459–64.

Optional pre-service training modules were introduced into university foreign language courses across France in the early nineties. The aim of this paper is to analyse to what extent they have contributed to foreign language teacher training in terms of content and approach. Integrating a professional training element, even as an option, was a break with tradition. Added to the knowledge of the discipline was knowledge specific to the profession, i.e., the education system, pedagogy, and practical observation and experience. This course,

though considered insufficient and short, at least provides an 'emergency kit' which allows trainees to begin the reflection process both on their chosen career and the implications of the theoretical studies for practice, both past and present, right at the beginning of their course. Students are introduced to specialist terminology with which they can develop their pedagogic concepts; trainees having followed the course were found to be better prepared for the evaluation test of the practical situation in the exam and also to have a clearer understanding of the concepts involved. The course also examines and compares methodologies and objectives across different languages; it helps to break down barriers and provides an innovative approach.

99-643 Kullman, John (Canterbury Christ Church Coll., UK). Mentoring and the development of reflective practice: concepts and context. *System* (Oxford, UK), **26**, 4 (1998), 471-84.

In a mentoring scheme the responsibility for the professional development in school of a student or newly qualified teacher is taken on by an experienced teacher. Mentoring is a relatively new concept in English language teacher education, and its origins lie largely in changes in the theory and practice of teacher education in the UK and North America. The over-riding message in the literature has been that the mentor needs to help the student teacher to develop 'reflective practice'. This message has at times been imbued with the tenets of humanistic psychology, so that a student teacher's ability to reflect and develop is sometimes seen as dependent on personal change. This paper focuses on what transpired during a mentor training course in Hungary which involved prospective mentors and student English language teachers. Role-plays, which were at first designed to provide prospective mentors with the chance to practise giving post-observation feedback, proved to be the stimulus for an exploration of how far the model of mentoring commonly promoted takes sufficient account of contextual factors.

99-644 Pennington, Martha C. (U. of Luton, UK) and **Urmston, Alan**. The teaching orientation of graduating students on a BATESL course in Hong Kong: a comparison with first-year students. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **3**, 2 (1998), 17-45.

This paper reports on a survey designed to reveal the orientations to teaching of students enrolled in a BA course in Teaching English as a Second Language (BATESL) at a Hong Kong university in the mid-1990s. A detailed questionnaire assessed the five areas of *language use; lesson planning and decision-making; teaching approach; professional status, relationships and responsibilities; and perceptions and values*. A comparison of the teaching orientation of the graduating group with a beginning group of students on the same course suggests that the teacher preparation course may not have provided a satisfactory foundation for teaching in its graduates. Rather than confident and committed ESL profession-

als, the graduating group, as compared to the beginning group, had a less enthusiastic and idealistic orientation, and showed a degree of cynicism regarding the value of their ESL preparation for teaching in the local context and pessimism or uncertainty regarding a future in the teaching profession.

99-645 Salomone, Ann Masters (Kent State U., USA). Communicative grammar teaching: a problem for and a message from International Teaching Assistants. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 552-66.

Grammar teaching within the context of the communicative approach is an issue for the entire foreign language teaching profession. International Teaching Assistants (ITAs) find this topic particularly vexing because of their normally strong grammatically-oriented language learning backgrounds. Qualitative data obtained from Teaching Assistant (TA) surveys, interviews, journal entries and videotape critiques were analysed to discover the specific concerns of ITAs about grammar and how these concerns influence the identified ITA problems of language, cross-cultural communication, and pedagogy. This article presents a thematic summary of the data and pedagogical implications for TA and ITA training, which serve as a call to ITA trainers for clearer instructions about grammar teaching.

99-646 Shields, Brian (U. of Central Lancashire, UK). Business English teacher development – integrating the business element. *Language and Intercultural Training* (Bath, UK), **17**, 1 (1999), 4-6.

Business English teacher development has lagged behind developments in the profession itself, with relatively few programmes catering for the specific needs of those in the field. There is a growing need for universities to turn their attention to this area, both through taught provision at Masters level, and in their research interests. The current author suggests as a starting point the question of whether and how Business English is distinctive, rather than simply one strand of English for Specific Purposes. Important insights are likely to come from cross-fertilisation with Human Resource Development, and through the development of an integrated and principled understanding of core elements of business and management. The article suggests some of the key issues to be explored, and draws on the author's involvement with the recently launched MA in Teaching English for International Business at the University of Central Lancashire.

99-647 Théberge, Mariette and LeBlanc, Raymond (U. of Ottawa, Canada). Etude du style d'apprentissage d'étudiants inscrits à un programme de didactique de langues secondes. [A study of the learning styles of students enrolled on a second language teacher education course.] *The*

Canadian Modern Language Review / La Revue canadienne des langues vivantes (Toronto, Ont.), **55**, 2 (1998), 191–218.

The objectives of the study reported here are to identify the learning styles of second language (L2) teaching students and to reflect upon the relevance of learning style awareness in the context of teacher education. Both Kolb's 1984 experiential learning model and Honey and Mumford's 1986 learning style instrument were used to identify the learning styles of two groups of L2 teaching students at the authors' institution. The results indicate that 81.9% of the students prefer the reflective style, while only 45% and 13.6% chose the activist and pragmatist styles, respectively. None of the students shows any interest in the theorist style. This pattern of learning styles fuels the discussion of the predominance of the reflective mode in education and the relevance of implementing a pedagogical approach that permits learning style awareness within the context of teacher education.

Bilingual education/ bilingualism

99–648 Fazio, Lucy and Lyster, Roy (McGill U., Montreal, Canada). Immersion and submersion classrooms: a comparison of instructional practices in language arts. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 4 (1998), 303–17.

This paper describes a process-oriented study using the Communicative Orientation of Language Teaching (COLT) observation scheme (Spada & Fröhlich, 1995) that compares the second language learning environments of elementary-level students of French in four immersion and four submersion classrooms in the Montreal area. The database comprises almost 60 hours of observations during language arts lessons: 28.4 hours in the submersion classrooms, so named because designed for native speakers of French but comprising a large number of minority-language students obliged to attend French-language schools; and 30.5 hours in the immersion classrooms, composed of a majority of anglophone students attending English-language schools. Results indicate clear differences between the two environments. Language arts lessons in the submersion classrooms are predominantly analytic, with the content focus primarily on language form and most materials entailing only minimal discourse. Conversely, lessons in the immersion classrooms involve a more balanced combination of analytic and experiential orientation, including more variety in classroom organisation, with content focusing on both language and other topics, and text including more extended discourse.

99–649 Hardman, Joel C. (Southern Illinois U., Edwardsville, USA). A community of learners:

Cambodians in an adult ESL classroom. *Language Teaching Research* (London, UK), **3**, 2 (1999), 145–66.

This article focuses on the English literacy development of Cambodian adults living in the USA. Using an adult English Second Language (ESL) classroom as a context, the researcher describes: how the Cambodian adults, literate in Khmer, participate in each other's English literacy development; how Cambodian children, fluent though not typically literate in Khmer, participate in their parents' development of English literacy; and how a Cambodian teacher participates in his students' development of English literacy. To answer these questions, the article examines how the participants draw on multiple linguistic competencies to help each other accomplish classroom tasks. In contrast to traditional home-school discontinuity studies, it is argued that people have multiple ways for sharing knowledge and creating environments for learning, especially in the case of immigrant communities that are in the process of cultural change and adaptation.

99–650 Henry, Alex and Metussin, Dk. Hjh. Rohaniah Pg. Hj. (U. of Brunei Darussalam). An investigation into the levels of difficulty of certain semantic word classes in a bilingual setting. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 1 (1999), 13–29.

Although typologies of word difficulty have been proposed since the 1970s, the word classes identified do not easily inform syllabus design or translate readily into classroom teaching strategies. Very little of this type of research has concerned itself with which semantic classes are likely to be easy or difficult for learners in a bilingual setting. The research reported here aimed to determine the relative ease or difficulty of learning semantic classes for pupils in Brunei Darussalam's bilingual education system. A second aim was to determine through an analysis of pupil translation errors which factors made a particular word or class of words difficult to learn. Pupils were tested on their ability to translate 500 words from Nation's (1984) high-frequency word list. The results suggest that semantic class is indeed a general indicator of how difficult a word may be for pupils to learn. They also suggest that the main cause of difficulty is relationships within semantic fields: pupils have a general idea about the meaning of the problematic words but seem unable to find an appropriate equivalent in their first language.

99–651 Kenner, Charmian (Thames Valley U., London, UK). Children's understandings of text in a multilingual nursery. *Language and Education* (Clevedon, UK), **13**, 1 (1999), 1–16.

This paper discusses the results of a one-year research project in a South London nursery class which included three- and four-year-olds from a variety of linguistic and cultural backgrounds. Children were given the opportunity to engage with a wide range of home lit-