Carol A.. A framework for second language vocabulary assessment. *Language Testing* (London, UK), **18**, 1 (2001), 1–32.

Vocabulary tests are used for a wide range of instructional and research purposes, but a comprehensive basis for evaluating the current instruments or developing new lexical measures for the future is needed. This article presents a framework that takes as its starting point an analysis of test purpose and then shows how purpose can be systematically related to test design. The link between the two is based on three considerations which derive from Messick's (1989) validation theory: construct definition, performance summary and reporting, and test presentation. The components of the framework are illustrated throughout by reference to eight well-known vocabulary measures; for each one there is a description of its design and an analysis of its purpose. It is argued that the way forward for vocabulary assessment is to take account of test purposes in the design and validation of tests, as well as considering an interactionalist approach to construct definition. This means that a vocabulary test should require learners to perform tasks under contextual constraints that are relevant to the inferences to be made about their lexical ability.

01–628 Roever, Carsten (U. of Hawai'i at Manoa; *Email*: roever@hawaii.edu). Web-based language testing. *Learning and Technology* (http://llt.msu.edu/), **5**, 2 (2001), 84–94.

This article describes what a Web-based language test (WBT) is, how WBTs differ from traditional computer-based tests, and what uses WBTs have in language testing. After a brief review of computer-based testing, WBTs are defined and categorised as low-tech or high tech. Since low-tech tests are the more feasible, they constitute the focus of the paper. Next, item types for low-tech WBTs are described, and validation concerns that are specific to WBTs are discussed. After a brief overview of the marriage of computer-adaptive and Web-based tests, the general advantages as well as design and implementation issues of WBTs are considered before examining the role that testing consequences play in deciding whether a WBT is an appropriate assessment instrument. It is argued that WBTs are most appropriate in low-stakes testing situations; but with proper supervision, they can also be used in medium-stakes situations, although they are not generally recommended for high-stakes situations. Some possible areas for future research are suggested.

01–629 Sawaki, Yasuyo (U. of California, LA, USA; *Email*: ysawaki@ucla.edu). Comparability of conventional and computerised tests of reading in a second language. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 2 (2001), 38–59.

Computerisation of second language (L2) reading tests has been of interest among language assessment researchers for the past 15 years, but few empirical studies have evaluated the equivalence of the construct being measured in computerised and conventional L2 reading tests and the generalisability of computerised reading test results to other reading conditions. In order to address various issues surrounding the effect of mode of presentation on L2 reading test performance, the present study reviews the literature in cognitive ability testing in educational and psychological measurement and the non-assessment literature in ergonomics, education, psychology, and L1 reading research. Generalisation of the findings to computerised L2 assessment was found to be difficult: the nature of the abilities measured in the assessment literature does not necessarily involve language data; mode of presentation studies in the non-assessment literature involving L2 readers are scarce; and there are limitations in the research methodologies used. However, the literature raises important issues to be considered in future studies of mode of presentation in language assessment.

01–630 Schmitt, Norbert (U. of Nottingham, UK; *Email*: norbert.schmitt@nottingham.ac.uk), **Schmitt, Diane and Clapham, Caroline**. Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. *Language Testing* (London, UK), **18**, 1 (2001), 55–88.

The Vocabulary Levels Test, originally designed by Paul Nation, has been widely used in language assessment and vocabulary research. Despite this widespread use, however, the test has never been properly validated. This article reports on a study which uses a range of analysis techniques to present validity evidence, and to explore the equivalence of two revised and expanded versions of the Vocabulary Levels Test.

01–631 Shohamy, Elana (Tel Aviv U., Israel; *Email*: elana@post.tau.ac.il). Using language tests for upgrading knowledge: The phenomenon, source and consequences. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 1 (2000), 1–18.

This paper is divided into two sections. The first part looks at the way in which many high stakes tests have been introduced for reasons of political expediency rather than educational benefit. It examines the consequences of using tests in this way and suggests that when tests are used as disciplinary tools their introduction leads to a narrowing of the curriculum rather than an improvement in learning. The second part of the paper examines the introduction in Hong Kong of the Language Proficiency Assessment for Teachers in the light of the earlier discussion and suggests that a number of questions need to be addressed if the assessment is not to have the reverse effect to that intended by the Education Department.

Teacher education

01–632 Chamberlin, Carla R. (Penn State Abington Coll., Pennsylvania, USA). TESL degree

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candidates' perceptions of trust in supervisors. *TESOL Quarterly* (Alexandria, VA, USA), **34**, 4 (2000), 653–73.

This study examined the initial impressions of trustworthiness in their supervisor of candidates following Teaching English as a Second Language (TESL) degree courses. As an antecedent of self-disclosure, trust plays a critical role in supervision which encourages reflection and awareness of personal beliefs and values. In an exploration of how a supervisor's communication style can affect teachers' perceptions of trust, 266 participants from 22 TESL programmes viewed videotaped segments of conferences in which the supervisors' nonverbal behaviours of either dominance or affiliation were manipulated. The teachers then rated the supervisors on three separate scales: the Individualised Trust Scale (ITS) and a communicative competency measure consisting of appropriateness and effectiveness scales. As hypothesised, supervisors with an affiliative style scored higher on the ITS than those who displayed nonverbal behaviours of dominance. Teachers also rated affiliation as being more appropriate and effective than dominance. Moreover, positive associations were found between trust and teachers' ratings of appropriateness and effectiveness. These results are seen as having implications for preparing second language teacher educators as well as teacher learners to engage in productive supervision.

01–633 Coniam, D. (The Chinese U. of Hong Kong; *Email*: coniam@cuhk.edu.hk). The use of audio or video comprehension as an assessment instrument in the certification of English language teachers: a case study. *System* (Oxford, UK), **29**, 1 (2001), 1–14.

This paper describes an investigation into the type of listening test that might serve as an assessment instrument of English language teachers as part of a teacher certification test – the Hong Kong English Language Benchmark Test. The paper first describes the benchmarking initiative in Hong Kong to orient the reader to the nature and purpose of the Listening Test. A case study is then described where groups of pre-service and in-service English language teachers were administered audio and video versions of the same test, followed by a survey of their opinion of the audio/video mode of assessing listening. Scores on the two test modes (as well as on an anchor test) indicated no significant differences between the two scores of the two groups. Further, although some of the test takers from the audio test-taking group said they would have preferred to have taken the test via video, the video test-taking group felt that not only had they gained no advantage from the video mode, they felt they might have done better had they not been distracted by the visual images, and by having to look up and down from question paper to screen. As a high-stakes certification test for English language teachers, the conclusion drawn is that the listening comprehension test should be implemented via an audio, and not video, mode.

01–634 Crookes, Graham and Chandler, Paul Michael (U. of Hawai'i at Manoa). Introducing action research into the education of postsecondary foreign language teachers. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 131–40.

This article reports on the introduction of an action research component into an existing graduate foreign language (FL) teaching methodology course for beginning FL teachers (graduate teaching assistants (TAs) and graduate students) at the college level. The authors discuss the implementation, benefits, and caveats of such a project, illustrated with samples of feedback from the graduate TAs' journals, evaluations, and follow-up interviews. Graduate TAs reported positive attitudes about the project overall, at the same time expressing concerns about time constraints and risk-taking (e.g., doing action research as beginning teachers). Limitations concerning the depth of graduate TAs' understanding of action research were noted. Four possible options for change are listed, and some conclusions are drawn about the importance of a cyclical and exploratory approach to change in FL teacher education programmes in general.

01–635 Cullen, Richard (Canterbury Christ Church Coll., Canterbury, UK; *Email*: r.m.cullen@cant.ac.uk). The use of lesson transcripts for developing teachers' classroom language. *System* (Oxford, UK), **29**, 1 (2001), 27–43.

For many teachers of English throughout the world, competence and confidence in using English in the classroom is seen as the most important skill to attain, yet it is an area that is often neglected on pre-service and in-service training courses. This paper reviews various strategies for addressing language needs on teacher development courses, ranging from providing separate language provision to incorporating language development within the methodology component of the course, and discusses how transcripts of lessons, showing short excerpts of classroom discourse, can be used to draw teachers' attention to the language the teacher uses in the classroom. Transcripts can be used to develop awareness of, and promote practice in, the language used for various categories of teachers' verbal behaviour, such as eliciting ideas and contributions from the students, giving instructions, explaining, and giving feedback/dealing with errors. This paper focuses in particular on the use of lesson transcripts to develop teachers' skills in asking questions in the classroom and their understanding of the pedagogical role teachers' questions play in the foreign language classroom. It explores different ways transcripts can be used on teacher development programmes to do this with references to examples taken from secondary school English lessons recorded in Tanzania.

01–636 Farrell, Thomas S. C. (Nanyang Tech. U., Singapore). Tailoring reflection to individual needs: a TESOL case study. *Journal of Education for Teaching* (Abingdon, UK), **27**, 1 (2001), 23–38.

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Reflection in teaching is becoming an important component of Teaching English to Speakers of Other Languages (TESOL) teacher education and development programmes around the world. It refers generally to teachers learning to subject their own beliefs of teaching and learning to a critical analysis, and taking more responsibility for their actions. In order for reflective teaching to happen, opportunities must be created for teachers to use conscious reflection. This paper reports on the reflections of one non-native speaker, a teacher of English as a foreign language in Korea, during a 16—week period. Specifically, the paper tells (1) what the teacher talked about in the three modes of reflection: group meetings, individual meetings and what she wrote about in her journal; and (2) what was the level of her reflection in each activity: descriptive or critical. Results indicate that the teacher shows a clear preference for group discussions as her method of reflection over the other two activities, i.e., journal writing and classroom observations.

01–637 Gray, John. Training for reflective practice: getting the most out of pre-service courses. *The Teacher Trainer* (Canterbury, UK), **14**, 1 (2000), 13–17.

Pre-service certificate courses for English language teachers who leave Britain to work abroad, although predicated on the existence of professional support being available to newly qualified teachers, may nevertheless turn out to be the main source of training for some years. The teaching of English to speakers of other languages demands too an enormous degree of flexibility in teachers who often move from country to country, from adult to child teaching, and from general to specific teaching at regular intervals. This article looks at the feasibility of using the practicum on short pre-service courses as a way of giving teachers the tools with which, later, they can conduct their own localised classroom-based research. The author details the new contexts of English language teaching, defines the notion of reflective practice and discusses impediments to it within these new contexts. Interactive diaries, peer observation and group lesson planning are suggested as ways of focusing teachers' reflection on classroom practice.

01–638 Liberali, Fernanda Coelho (Pontifícia Universidade Católica de São Paulo, Brazil). Argumentative processes in critical reflection. [Processos argumentativos na reflexão crítica.] *The ESPecialist* (São Paulo, Brazil), **21**, 1 (2000), 69–85.

This paper discusses the importance of the understanding of argumentative processes for critical reflection. The study is based on the theoretical relationship between critical, reflection (Smyth, 1992) and argumentative processes (Bronckart, 1996). The analysis of tasks and texts designed in pre- and in-service language teacher education activities shows the connections both between critical reflection and argumentative processes and between the type of tasks designed and the development of argumentative texts.

01–639 Lockwood, Jane (Hong Kong Poly. U.). ELT curriculum design in Hong Kong workplaces – interdisciplinary implications for ESP teacher education. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 2 (2000), 83–93.

With the launch of the Workplace English Campaign by the Hong Kong Government in early 2000, there has been particular focus on the English language needs of employees in Hong Kong workplaces. Whilst millions of dollars are being spent on English language training, what evidence is there that the training has any kind of impact? This paper explores the curriculum issues in design and evaluation of on-site and tailor-made workplace English language training programmes and considers some of the implications of this study for English for Specific Purposes (ESP) teacher education. It is concluded that, for workplace teacher education to be effective, ESP teacher education in fact needs to be interdisciplinary and less contextually specific.

01–640 Mannes Bourke, James (U. of Brunei). The role of the TP TESL supervisor. *Journal of Education for Teaching* (Abingdon, UK), **27**, 1 (2001), 63–73.

This paper examines the changing role of the supervisor of Teaching Practice (TP) in the field of primary school Teaching English as a Second language (TESL). It is argued that, as the second language teaching/learning paradigm has changed enormously in recent years, the supervisor's role must likewise change to ensure harmony between the new approach to teaching/learning, and the model of supervision adopted. These observations are based on data collected over six years in Brunei, although the author has discovered similar situations in Africa and the Middle East. The author argues in favour of a 'Developmental' model of TP supervision as it approximates most closely to the developmental approach to second language learning implicit in the task-based approach, which has been widely accepted as the new norm in TESL methodology.

01–641 Melin, Charlotte (U. of Minnesota, USA). Beyond language courses and into the college classroom: TAs and the full scope of undergraduate teaching. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 1 (2000), 7–13.

This article advocates a broadening of professional development options for graduate student teaching assistants (TAs) to take into account the disciplinary expertise and teaching practice needed for courses beyond the beginning and intermediate language sequence. While recognising that such opportunities must be balanced with the academic priorities of the graduate programme, the discussion concludes that readings, workshops, and discussions with faculty allow graduate students to gain experience with the range of instructional approaches needed for undergraduate teaching.

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01–642 Pachler, Norbert (Inst. of Ed., U. of London, UK) **and Field, Kit**. From mentor to co-tutor: reconceptualising secondary modern foreign languages initial teacher education. *Language Learning Journal* (Rugby, UK), **23** (2001), 15–25.

This paper traces recent developments in the work of modern foreign languages (MFL) mentors in secondary initial teacher education (ITE) in the UK. It demonstrates how the nature of teacher education requires mentors, i.e., school- and subject-based partners, to emancipate themselves from the apprenticeship model of mentoring propounded since the early 1990s. This the authors regard as an essential requirement for engaging student teachers effectively in the sophisticated discourses required in relation to the multidimensional nature of their learning process. This inevitably involves a consideration on the part of school-based colleagues of conceptual and theoretical perspectives traditionally associated with Higher Education Institution (HEI) tutors. The paper considers the convergent roles of mentors and tutors, in particular how their dual contribution to ITE programmes points towards a new model of partnership characterised, amongst other things, by a notion of co-tutoring rather than a partnership of largely contrasting if complementary duties and responsibilities. Invariably new notions of partnership bring with them challenges for both school-based and HEI-based colleagues For the former, the broadening of roles, whilst affording intellectual challenges in keeping with their status as educational professionals, also represents additional responsibilities on top of already heavy workloads. For the latter, issues to do with forging, maintaining, developing and monitoring these new types of partnership become increasingly central. The article moves from a discussion of more generic issues of ITE and mentoring to a consideration of more MFL-specific matters.

01–643 Phillips, Gordon (Kingston U., UK). Meeting the needs of PGCE [Postgraduate Certificate in Education] students wishing to teach their second/subsidiary foreign language. *Language Learning Journal* (Rugby, UK), **23** (2001), 26–32.

Many schools working in partnership with Higher Education Institutions in the UK prefer to offer placements to Modern Foreign Language (MFL) trainees who are able to teach two languages, in order to give MFL departments a greater degree of flexibility. This presents a problem, however, as only a minority of language undergraduates study two languages to degree level and an insufficient number of these are subsequently attracted to teaching. This article considers attempts at the author's institution to provide tuition for trainees wishing to improve their second/subsidiary teaching language with the intention of contributing to the debate within schools and Initial Teacher Education (ITE) providers about how best to address this issue. The opinions of trainees from two successive cohorts (1998–99 and 1999–2000) were sought by means of informal discussion and questionnaires. The research is, therefore, invariably

impressionistic, based on local, qualitative feedback data, rather than quantitative information.

01–644 Pizorn, Karmen and Bedea, Christopher. Collaboration between native speaking and non-native speaking teachers in Slovenia. *The Teacher Trainer* (Canterbury, UK), **14**, 3 (2000), 22–24.

The English Language Assistant (ELA) Programme has been in existence in Slovenia for over five years now. This article briefly explains the background to the scheme, gives an overview of the programme as it now works and uses an interview between a Slovene teacher, mentor and coordinator of the ELA programme, and a native speaking participant in the ELA programme to discuss the value of collaborative teaching in Central Europe. The interview covers exactly how the native speaking and non-native speaking teachers work together to team-plan and team-teach, difficulties that may arise, and benefits that accrue to the teachers, language students and the schools involved.

01–645 Simpson, Carole (U. of Belgrade, Yugoslavia). Developing positive working relationships with students: how can trainee teachers on a university course learn from teachers in classrooms? *The Teacher Trainer* (Canterbury, UK), **14**, 2 (2000), 7–10.

This article describes an experiment by a university-based teacher educator working between an undergraduate methodology course for inexperienced teachers and an initial mentor training course for school-based mentors. The liaison started in order to respond to pleas for help from the inexperienced teachers by providing responses from the experienced teachers soon to be working as mentors. This process of interface between mentors and teachers began with visualisation, discussion and writing activities designed to help the teachers explore their experience, and continued with an analysis of the accounts they produced. The author then searched for patterns in the accounts, placed them in a wider theoretical framework and made them available to the inexperienced teachers. Several dangers involved in this transfer are documented, including tendencies to oversimplify, judge and copy, and ways of avoiding these are discussed. Nine mentor accounts of developing positive working relationships with students/classes are provided, together with the worksheet that was used to raise awareness in trainees when working with the experienced teachers' accounts. The role of the university lecturer as interfacer is also discussed.

01–646 Spiro, Jane (U. Coll. of Saint Mark & Saint John, Plymouth, UK) **and Basich, Kora**. Peer tutoring as cooperative learning. *The Teacher Trainer* (Canterbury, UK), **14**, 3 (2000), 3–5.

This article describes an initiative in which a group of teachers writing dissertations as part of a teacher devel-

opment BPhil programme were supported formally, informally, academically and pastorally by their own colleagues and seniors at work, as well as by course supervisors. The voices of the three key sets of participants (dissertation writers, colleagues and seniors, and course supervisors) derived from interviews, questionnaires and letters are used to detail the reasons for setting up the peer tutoring, initial reactions to the idea, pairing methods, preparation, peer tutorials and the outcomes. Comparisons are then drawn between dissertation writers who availed themselves of peer tutorial support and those who did not. Overall, dissertation writers were found to have gained confidence, peer tutors came to perceive themselves as potential mentors, and seniors and juniors working together gained respect for each other.

01–647   Swift, Elliot. EFL and conflict resolution. *The Teacher Trainer* (Canterbury, UK), **14**, 2 (2000), 20–23.

During the last 20 years the level of student violence in American schools has led to the introduction of classroom conflict resolution programmes designed to teach students how to resolve interpersonal disputes through mediation. This article describes the mediation process and shows how it can be used in classes for the teaching of English to speakers of other languages, especially at secondary level, to resolve disputes, to make skills practice more relevant and interesting and to help prepare students for dealing with conflicts in life generally. After defining 'mediation', the author proposes a four-session plan of explanation, reading, mediation and analysis to introduce students to the idea. Detailed information is given on student roles, producing scenarios and the seven phases of mediation itself. After-school mediation clubs are also mentioned.

01–648   VanValkenburg, Janet (U. of Michigan, Ann Arbor, USA) **and Amett, Carlee**. The professionalisation of teaching assistants: can it be accomplished? *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 1 (2000), 1–6.

This paper identifies five areas perceived as needing improvement in teaching assistant (TA) training programmes in foreign languages if graduates are to be competitive on the job market. These areas are (1) course design, syllabus writing, and identification and statement of curriculum and course objectives, (2) design of content-based courses, (3) materials development, especially technology resources, (4) articulation between the first and second year, and (5) the role of theory and practice of methodology. The authors propose solutions to these problems in an effort to close the gap between graduate student preparation and the realities of the job market.

01–649   Wisniewska, Ingrid. Creating congruence in mentoring styles. *The Teacher Trainer* (Canterbury, UK), **14**, 1 (2000), 21–22.

New mentors of trainee teachers tend to use the same prescriptive style of feedback in discussions on

observed teaching which they experienced when they first trained to be teachers, although the principles that underlie their own teaching are now often very different. In this article the author investigates the features necessary for an increase of congruence between present mentor beliefs and present mentor practice. In mentor training courses at the English Department of the Faculty of Education of Charles University, Prague, problems experienced by mentors in their work and those experienced by trainees in teaching practice were written down by participants and compared. The data were scanned to reveal similarities in themes such as planning and timing, giving instructions, explaining, flexibility and confidence and authority. The author advocates the use of this approach by mentor trainers. Once parallel themes emerge, these can be used in mentor training course design, since the themes are of mutual benefit to both mentors and trainees and congruence between mentoring style and teaching principles can thus be enhanced.

Sociolinguistics

01–650   Ellinger, Bonnie (Bar Ilan U., Ramat Gan, Israel; *Email*: ellinb@mail.biu.ac.il). The relationship between ethnolinguistic identity and English language achievement for native Russian speakers and native Hebrew speakers in Israel. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **21**, 4 (2000), 292–307.

In the last decade Israel has witnessed the immigration of close to a million native Russian speakers. One of the implications of this influx of newcomers, in a country already dedicated to the absorption of people from many different ethnolinguistic backgrounds, is that issues related to language and identity are receiving renewed attention. This new wave of immigrants has added large numbers of students to Israel's six universities, thus giving new impetus to the role of identity in language achievement. This paper discusses a study which investigated the relationship among identity, affective variables and achievement in English as a Foreign Language (EFL). Participants in the study were 135 native Hebrew speakers and 53 native Russian speakers studying EFL at advanced level at the author's institution. Variables included ethnolinguistic identity, self-confidence, instrumental and integrative orientation and emotional distance. Achievement measures consisted of teacher evaluations, final examination grades, reading comprehension passages, written expression and a cloze passage. Results showed that ethnolinguistic identity was a greater predictor of achievement than any of the other variables.

01–651   Green, Christopher and Evans, Stephen (Hong Kong Poly. U.). A survey of language use in the professional workplace in Hong Kong. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 2 (2000), 60–82.