substantial concerns related to the validity and reliability of the instrument.

01–150 Takala, Sauli and Kaftandjieva, Felianka (U. of Jyväskylä, Finland; *Email:* sjtakala@cc.jyu.fi). Test fairness: a DIF analysis of an L2 vocabulary test. *Language Testing* (London, UK), **17**, 3 (2000), 323–40.

The purpose of the study reported here is to analyse gender-uniform differential item functioning (DIF) in a second language (L2) vocabulary test with the tools of item response theory (the separate calibration *t*-method), and to study potential gender impact on the test performance measured by different item composites. The English vocabulary test used was part of the Finnish Foreign Language Certificate Examination test battery, Intermediate Level, and was taken by 475 adults (182 males and 293 females). The results show that, despite the fact that there are test items with indications of DIF in favour of either females or males, the test as a whole is not gender-biased. In spite of this, it was demonstrated that some item composites are gender-biased. In view of item bank building and use, it means that some of the tests constructed on the basis of an item bank might be biased if the item bank contains items with indication for DIF. Although the results of some empirical research suggest that the requirements for items with DIF to be excluded from the final test version may on the whole be too restrictive, this study demonstrated that the traditional advice of excluding biased items gains new significance in the light of item bank building and use, since doing so will prevent possible biased item composites.

01–151 Turner, Carolyn E. (McGill U., Canada). Listening to the voices of rating scale developers: identifying salient features for second language performance assessment. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 4 (2000), 555–84.

This article describes the process and discourse stances of a team of teachers involved in deriving a rating scale for writing ability. The research was carried out within a Ministry of Education of Quebec project whose objective was to develop empirically based rating scales for secondary-level English as a Second Language provincial exams. The study focused on instances during the process where actions of the participants and/or their use of the data sample (i.e., student writing samples) could be shown to influence the criteria for the rating scale and in turn the final ratings (i.e., areas where there was potential for variation within the two test method characteristics of scale development team and sample used). Through a qualitative analysis, it expands on earlier research (Turner & Upshur, 1999) which reports on the quantitative results of method characteristics in such empirically derived scales. This study provides a description of the nature of these test method characteristics.

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Teacher education

01–152 Burgess, John (U. of Manchester, UK; *Email:* john.burgess@man.ac.uk) and Spencer, Sheila. Phonology and pronunciation in integrated language teaching and teacher education. *System* (Oxford, UK), **28**, 2 (2000), 191–215.

This paper addresses the relationship between two fields: (1) teaching and learning pronunciation in a second or foreign language; and (2) the study of pronunciation-teaching and of phonology in the training and education of language teachers. It reports research conducted to inform the planning of the phonology component of an initial teacher-training course in TESOL (Teaching English to Speakers of Other Languages). The research involved two strands: a questionnaire, and an analysis of some current English as a Foreign Language textbooks, and was intended to provide a picture of current teacher attitudes towards, and pedagogic practice in, the teaching of pronunciation. The paper argues for a strongly integrated approach to the relationship between the two fields addressed, but for different priorities in those fields.

01–153 Wildner, Siegrun (U. of Northern Iowa, USA; *Email:* wildner@uni.edu). Technology integration into preservice foreign language teacher education programs. *CALICO Journal* (San Marcos, TX, USA), **17**, 2 (2000), 223–50.

Using national technology goals and standards, and institutional factors as a framework, this article describes the planning process and the initial phases of the implementation of a model of technology integration into the foreign language preservice teacher education program for K–12 teachers. It also provides suggestions for instructional goals and subject-related content areas for a curricular component on technology for foreign language teachers.

Bilingual education/ bilingualism

01–154 Dijkstra, Ton, de Bruijn, Ellen, Schriefers, Herbert and Ten Brinke, Sjoerd (U. of Nijmegen, The Netherlands; *Email:* dijkstra@nici.kun.nl). More on interlingual homograph recognition: language intermixing versus explicitness of instruction. *Bilingualism: Language and Cognition* (Cambridge, UK), **3**, 1 (2000), 69–78.

This paper reports a study which contrasted the effect of instruction-induced expectancies and language