

speech data. *Language Testing* (London, UK), **17**, 1 (2000), 65–83.

In spontaneous speech data, lexical richness is generally operationalised by measures in which the relation between the number of types and tokens plays a role, of which the Type/Token Ratio (TTR) is the most famous. This article discusses the reliability and validity of different measures of lexical richness in various language data research and computer simulations, and examines the behaviour of these measures in spontaneous speech data of first language and second language children learning Dutch, aged four to seven, compared with their lexical abilities as measured by tests. The results show that neither the validity nor the reliability of the measures were satisfactory, especially the widely applied TTR. Initially, the number of types, or lemmas, and the Guiraud and Uber indexes seem to be adequate measures. However, in later stages of vocabulary acquisition (from 3000 words on), neither is valid. It is suggested that more effective measures of lexical richness might be based not on the distribution of or the relation between the types and tokens, but on the degree of difficulty of the words used, as measured by their (levels of) frequency in daily language input.

Teacher education

00-519 Amores, María J. (West Virginia U., USA). Preparing graduate teaching assistants: an investment in excellence. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 441–68.

In the beginning and intermediate language programmes at most major universities, graduate teaching assistants (GTAs) are a major factor in determining the overall effectiveness of the instruction provided. Based upon the belief that excellence in teaching is crucial to the development of functional ability in a foreign language, the primary goal of GTA Coordinators must be to assure the quality of the instruction in the undergraduate courses for which the Coordinator is held accountable. This article discusses the elements of one programme established to help GTAs make the transition from language student to language teacher, and to assure that a high quality of instruction is maintained.

00-520 Farrell, Thomas S. C. (Nat. Inst. of Ed., Singapore). The reflective assignment: unlocking pre-service English teachers' beliefs on grammar teaching. *RELC Journal* (Singapore), **30**, 2 (1999), 1–17.

Recently, there has been a call for teacher education programmes to acknowledge the influential role of student teachers' prior knowledge and personal understandings. This is especially important given that, in many countries around the world, the emphasis in English teaching methodology has shifted over the

years from overt grammar instruction to a more communicative approach. Many pre-service teachers have been educated in English by traditional methods of drill and memorisation of grammar rules, so there can be a mismatch between their own past learning experiences and their current teacher education programme. An important question then arises as to how these prior experiences, often tacit, can be made more conscious and integrated into the curriculum. This paper sets out to show how pre-service teachers' beliefs in Singapore were unlocked by the use of a three-part reflective assignment. The paper begins with a brief discussion of teachers' beliefs. The study is next outlined: the course, the assignment and the student teachers' past experiences are described, and a detailed analysis of responses from five of the 34 participating teachers is presented. Finally, the same student teachers' reflections of their actual teaching experiences are outlined and discussed.

00-521 Murdoch, George (United Arab Emirates U., Al Ain; *Email*: time@emirates.net.ae). Introducing a teacher-supportive evaluation system. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 54–64.

This article begins by examining the key principles underpinning a supportive approach to teacher evaluation. These principles highlight the need to ensure that evaluation plays a part in establishing an institutional concern for teacher development and teacher support. A number of elements are recommended for creating such a system. These are described in terms of their functioning in the teacher-performance review system which has been developed for the General Requirements Unit English Program at the author's institution. In the final part of the paper, the results of a survey of teachers' views on the system are presented and discussed. These suggest that teachers generally find the system supportive and effective. The description of this system is intended to interest teachers, managers and administrators in other institutions looking to introduce more motivating and more progressive performance review procedures.

00-522 Tanner, Rosie, Longayroux, Désirée, Beijaard, Douwe and Verloop, Nico (U. of Leiden, The Netherlands; *Email*: rosie.tanner@wxs.nl). Piloting portfolios: using portfolios in pre-service teacher education. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 20–30.

The promotion of reflection is nowadays considered to be an important goal in teacher education, because it is assumed that reflection plays a major part in the development of teachers. The present authors support the idea that portfolios can help to develop this vital skill of reflective thinking. This article recounts their experiences with using portfolios as an instrument for professional development during a one-year pre-service teacher education course for language graduates. After sketching the context of their work, they describe why and how they are working with portfolios. They illustrate their belief that portfolios can (a) demonstrate a trainee's learning process over time, (b) illustrate an individual's

development, (c) show the complexity of a teacher's life, and (d) stimulate reflection. They describe how they give feedback on portfolios, and how they make recommendations for strengthening their trainees' reflective skills.

00-523 Vignola, Marie-Josée, Kenny, Richard, Schilz, Mary-Anne and Andrews, Bernard W. (Ottawa U., Canada). Multimédia interactif et formation des maîtres en français langue seconde: évaluation formative. [Interactive multimedia and teacher training in French as a second language: a formative evaluation.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 180-202.

In order to promote reflective teaching amongst pre-service teachers specialising in the teaching of French as a second language (FSL), the research group authoring this article have developed an interactive multimedia software program. In the program, the content is delivered by means of scenarios filmed in an FSL teaching and learning context and stored in a CD-ROM format. The user is encouraged to reflect on the challenging problem-solving scenarios presented. The article summarises the students' assessments of the format and use of this multimedia tool, and prepares the groundwork for a future study on the integration and usefulness of multimedia technology in FSL teacher education.

00-524 Wilson, Rosemary (Bell Training Inst., UK; Email: rosemarw@bell-schools.ac.uk). Teacher development: an opportunity for cross-cultural co-operation. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 65-71.

This paper describes the work of PETRA (Primary English Teaching in Rural Areas), an aid-funded ELT project which was set up to improve the standards of English language teaching (ELT) in black primary schools in rural areas in South Africa. The paper focuses on the first phase of the project, during which teachers attended an in-service training course leading to an externally-validated certificate. The structure and assessment procedures of the course are described, and the outcome of the course is assessed with reference to the report of the external evaluators appointed by the funding agency. The article concludes by highlighting a number of lessons learnt from the in-service training course, notably the importance of well-defined tasks and the value of personal relationships, and suggests that these could be applied to any similar cross-cultural teacher development project.

Bilingual education/ bilingualism

00-525 Birch, Gary and Poyatos Matas, Cristina (Griffith U., Australia; Email:

G.Birch@mailbox.gu.edu.au). Immersion and the Internet. *Babel* (AFMLTA) (North Adelaide, Australia), **34**, 2 (1999), 10-13, 37-8.

This article describes an on-going project aimed at evaluating the efficacy of two different approaches to overcoming the problem of ungrammatical language use by (otherwise fluent) learners in immersion programmes: one increases learners' exposure to direct instruction in grammar; the other increases learners' contact with native speakers. Year 9 learners of French in two Australian high schools receive either the customary dual focus approach, in which grammar is integrated with the subject-matter component of the immersion programme, or are involved in an Internet project, where learners communicate with French-speaking learners of English (in France) and with other learners of French in Canada. Learners produce an electronic magazine, using their target language for contributions. Feedback on draft contributions is provided by other learners, which, together with other communication, is in both the native and target language. Data collection involves analysis of learners' written texts (to measure fluency and accuracy); observation of the writing process (using Internet tools developed for the project); observation of the integration of Internet use in the classroom; and interviews with teachers and learners.

00-526 Blain, Sylvie (U. of Moncton, Canada) and **Painchaud, Gisèle**. L'impact de la rétroaction verbale des pairs sur l'amélioration des compositions des élèves de 5^e année en immersion française. [The effect of peer oral feedback on the quality of written texts among Grade 5 French immersion students.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**; 1 (1999), 73-98.

This paper reports on the results of research conducted with 32 Grade 5 French immersion students to examine how the students reacted to and integrated peer feedback as they worked through writing texts. The researchers recorded the interactions of pairs of students giving their partners feedback on their written work. They compared the content and quality of the interactions to determine whether and how the writers incorporated their peers' feedback; and also examined the effect of peer feedback on the quality of the students' writing. Results indicated that the students' writing improved significantly from first draft to final copy. The students revised their texts based on their peers' comments about half the time; and about one third of these comments led students to make positive changes to their texts.

00-527 Dagenais, Diane and Day, Elaine (Simon Fraser U., Canada). Home language practices of trilingual children in French immersion. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 99-123.