97–529 **Chung, Jing-mei** (Ming-Hsin Inst. of Tech. and Commerce). A comparison of two multiple-choice test formats for assessing English structure competence. *Foreign Language Annals* (New York), **30**, 1 (1997), 111–23.

This study uses item analysis techniques to compare two multiple-choice test formats, referred to here as Form A and Form B, for assessing student competence in English structure in terms of mean scores, item difficulty, and item discrimination. Data for this analysis are derived from test answer sheets completed by 239 students, which included 144 college students and 95 senior high school students. Form A is composed of 20 'sore finger' test items randomly selected from previous TOEFL papers, and is an error-detection task. The 20 test items on Form B, which are exactly the same sentences as those on Form A, are traditional multiple-choice items. The results show that the mean score of Form B is significantly higher than that of Form A, i.e. Form B is much easier than Form A for the subjects of the study. It is therefore suggested that Form B may be more suitable for inspiring confidence in younger or lower-level students, while Form A may be more appropriate for higher-level students to train their error detection skills in grammar. Examinations of individual items reveal that difficulty and discrimination aspects are item-specific rather than format-dependent, and items with moderate difficulty indices tend to have better discrimination power.

Teacher education

97–530 **Antonek, Janis L.** (North Carolina U.), **McCormick, Dawn E. and Donato, Richard** (Pittsburgh U.). The student teacher portfolio as autobiography: developing a professional identity. *The Modern Language Journal* (Madison, WI), **81**, 1 (1997), 15–27.

This study argues that student teacher portfolios are a viable, effective, and appropriate tool in documenting teacher growth and development and in promoting reflective, thoughtful practice. The concepts of mediation, history, and conscious reflection, embodied in Vygotskian theory, are shown to provide a theoretical framework in which to understand and analyse portfolios in professional development programmes. Specifically, this study traces the unique paths of two pre-service foreign language teachers who, through anchored reflection mediated by the portfolio, constructed a professional identity out of the historical and cultural conditions of their classroom experience. It is suggested that portfolios can go beyond a gatekeeping function to a means of informing teacher educators and forming the identities of novice teachers.

97–531 **Blyth, Carl** (U. of Texas, Austin). A constructivist approach to grammar: teaching teachers to teach aspect. *The Modern Language Journal* (Madison, WI), **81**, 1 (1997), 50–66.

This article claims that a constructivist approach to teacher education will help inexperienced teachers understand the learning and teaching of aspect, a core grammatical concept. The constructivist approach challenges teachers' traditional beliefs through activity, reflection and discourse, in both coursework and fieldwork; and offers them experiences as learners that confront traditional views of teaching and learning. By consciously experiencing the process of narration, i.e. how a speaker perceives real or imagined events and then organises perceptions into a coherent recounting of events, apprentice teachers can construct a deeper awareness of the form/meaning aspectual correlations of the target language. More generally, this study argues that a constructivist approach to teacher education facilitates the development of an innovative grammar pedagogy by challenging apprentice teachers' traditional beliefs about the nature of grammar.

97–532 Hayes, David (Primary English Lang. Prog., Sri Lanka). Helping teachers to cope with large classes. *ELT Journal* (Oxford), **51**, 2 (1997), 106–16.

The issues raised by teaching in large classes are rarely addressed in pre-service training courses. The many teachers who subsequently have to cope with classes of 50+ learners in schools are therefore often ill-prepared. This article examines an in-service training session developed for use in the state sector in Thailand which aims to help teachers to come to terms with some of the problems found in large classes. Awareness-raising leads to training activities based on such relevant issues as control, discomfort, individual attention, learning effectiveness, and evaluation.

97–533 Ingulsrud, John E. (Kyushu Jogakuin Coll., Japan). In-service teacher education: engaging the dialogic communities of teachers. *Language, Culture and Curriculum* (Clevedon), **9**, 2 (1996), 176–85.

In recent years there has been increasing scepticism about the effectiveness of conventional in-service programmes as a means of improving classroom teaching. The input made by the teacher educator is often ignored or forgotten once the teachers return to their schools, raising fundamental questions about the transfer of knowledge. In this paper, it is argued that the teacher trainer needs to engage in dialogue with teachers, discovering their needs and values. The ensuing adaptation of theory to contextual constraints can lead to an acceptance of new knowledge and alternative practice. The approach, based on Bernstein's notion of 'dialogic community', is illustrated by two such communities that have particular importance for teachers of English in Asia, the Community of the Textbook and the Community of the Test. It is shown that real dialogue on these topics can transform them from being immovable constraints and obstacles into sources of empowerment for teachers and students.

97–534 Kinginger, Celeste (Southwest Missouri State U.). A discourse approach to the study of language educators' coherence systems. *The Modern Language Journal* (Madison, WI), **81**, 1 (1997), 6–14.

This article proposes a discourse-based approach to the analysis of coherence in the teaching philosophies of language instructors. Background for the approach is provided by the reflective practice model, which highlights the social ontology and personal appropriation of foreign language teaching expertise. Initial findings from an exploratory study confirm the usefulness of examining conceptual metaphors and folklinguistic theories in teachers' philosophies, and suggest an iterative process of teacher development via integration of expertise into personal coherence systems. This study suggests further applications of the method and discusses implications for teacher education.

97–535 Leach, Jenny (Open U., UK). English teachers 'On line': developing a new community of discourse. *English in Education* (Sheffield), **31**, 2 (1997), 63–72.

This article presents the case study of an on-line conference for students of English studying on an initial teacher education course. It is argued that electronic conferencing reveals the inadequacy of the concept of the 'reflective practitioner' both to describe and analyse the complex process of teacher development. Whilst the primary focus of reflective practice is the individual, this on-line community demonstrates the essentially social character of learning, highlighting the place of 'joint practice' in the process of becoming a teacher.

97–536 Shelley, Janine O. (Iowa State U.). Post-institute connections: implementation and outcomes of a diffusion-based electronic mail instructional model. *Foreign Language Annals* (New York), **30**, 1 (1997), 124–39.

This paper claims that the capability of electronic mail (email) to provide opportunities for language exchange, establish ties with other cultures, and facilitate contact with other educators makes it an excellent medium to introduce foreign language teachers to the power of computer-based technologies in

education. The study reported here describes diffusion-based email instruction integrated into the four National K(indergarten)-12 Foreign Language Resource Center 1994 summer institutes attended by 86 foreign language educators. Instruction was designed to introduce institute participants to email to provide them with a means of communication as they completed post-institute collaborative projects. Results of this study suggest that the diffusion-based instruction was effective in encouraging participants to use email.

97–537   Thompson, Geoff (Liverpool U.). Training teachers to ask questions. *ELT Journal* (Oxford), **51**, 2 (1997), 99–105.

One of the main forms of teacher-learner interaction in language classes is through questions. This article describes an approach to helping trainee teachers ask questions effectively. It is suggested that three dimensions – form, content, purpose – be applied in order to arrive at a classification of question types. This leads to a basic list of 12 question types, which provides a simplified but nonetheless useful overview of classroom communication. The approach is based on a method of categorising questions which is intended not only to show the main options in a systematic way, but also to lead naturally towards a consciousness-raising discussion of important aspects of teacher-learner interaction in general.

97–538   Wu, Kamyin and Tsui, Amy B. M. (Hong Kong U.). Teachers' grammar on the electronic highway: design criteria for *Telegram*. *System* (Oxford), **25**, 2 (1997), 169–83.

This paper discusses the rationale and criteria for developing *TeleGram*, an electronic grammar database for English as a Second Language (ESL) teachers in Hong Kong. The paper begins by describing the importance of explicit grammatical knowledge in effective language teaching. It then describes the design criteria for *TeleGram*, which aims at providing a body of content knowledge and pedagogic content knowledge that is relevant to English language teaching. This discussion addresses two central issues which have implications for the selection and presentation of content for *TeleGram*: (a) how is a teacher's grammar different from a reference grammar?, and (b) how can information be presented more effectively in an electronic medium than a printed medium? The paper concludes by pointing out that *TeleGram* is still in its early stage of development and that teacher feedback will be used as a basis for revision.