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 Van Valkenburg, 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.

The data reported here represent the initial stage in a large-scale, multi-method survey of the current use of Chinese (Cantonese and standard written Chinese) and English in the professional workplace in Hong Kong. The survey involved 1,475 respondents drawn from five key occupational sectors and was motivated by the paucity of large-scale, macro-level research into the languages of workplace communication in Hong Kong. Previous studies have tended to focus on single professions, or are small-scale in nature. The baseline data presented here offer demographic information on the respondents, and descriptive statistical data derived from the questionnaire survey are discussed. Reference is also made to focus group feedback to help interpret the quantitative data. Results indicate that reading and writing in English are demanded frequently in the professional Hong Kong workplace, but that English appears to play a less important role in spoken workplace communication; predictably, in informal situations but also in more formal ones, such as negotiating on the telephone and participating in job interviews in which Cantonese is as likely to be used as English.

This paper examines the links between linguistic capital, cultural capital, linguistic imperialism and the use of English as the medium of instruction in Hong Kong. It suggests that the notion of linguistic imperialism in Hong Kong, whilst useful for analysing practices in the early days of the colonial period, is superseded by the notion of linguistic capital, though neither presents a complete analysis of the medium of instruction issue in Hong Kong. The paper suggests that a new version of linguistic imperialism in Hong Kong may be evidenced in examining the rise of Chinese-medium education and the spread of Putonghua in Hong Kong schools.