

98-612 van Elmpt, Marjolein and Loonen, Pieter (Rijksuniversiteit Groningen). Open vragen: antwoorden in de vreemde taal? [Open questions: answers in the foreign language?] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 149–54.

The new examinations for text comprehension at upper secondary level in the Netherlands will include open questions, besides the traditional multiple-choice ones. It has been provisionally suggested that these open questions should be answered in the first language (Dutch) rather than the second (L2). This paper questions whether the L2 is a serious handicap. In the research project reported, 67 Dutch students at pre-examination level were asked to take the same text comprehension test for English, 35 of them with questions and answers in Dutch, and 32 with questions and answers in English. The scores turned out to be roughly equal for the two groups. A similar (but much more limited) project for German showed considerable differences between the Dutch and the German groups.

98-613 Yi'an, Wu (Beijing Foreign Studies U.). What do tests of listening comprehension test? A retrospection study of EFL test-takers performing a multiple-choice task. *Language Testing* (London), **15**, 1 (1998), 21–44.

A test-taker's performance in a listening comprehension test is seen to be a function of at least two variables: his or her listening comprehension ability and the test method. To know how this trait-method unit works, it is necessary to look into the test-taking process of test-takers. Accordingly, employing an immediate retrospective verbal report procedure, a study was conducted among 10 Chinese EFL (English as a Foreign Language) university student test-takers. The test format investigated was multiple-choice. The results identified the participants' listening processes leading to comprehension and comprehension breakdowns, and captured the effect of the multiple-choice format on their test performance. The immediate retrospection research methodology as applied to the test of listening comprehension was explored.

Teacher education

98-614 Gray, John (Internat. House, Barcelona). The language learner as teacher: the use of interactive diaries in teacher training. *ELT Journal* (Oxford), **52**, 1 (1998), 29–37.

This article describes the piloting of interactive learner/trainee diaries as part of a short pre-service teacher training course. The outcome of the experiment suggests that the formal inclusion of adult learners in the training process provides trainees with access to essential information about the learning process, learner criteria for effective teaching, and the importance of

affective factors in ensuring a mutually rewarding teaching encounter. It is suggested that, by listening to learners' voices, trainees can begin to see their learners as educators with a valuable contribution to make to their development as teachers.

98-615 Ilyushina, Maria (British Council, St Petersburg). Perceived needs and wants in INSET provision – a study of the professional needs of teachers and the attitudes of trainers to INSET provision in St Petersburg, Russia. *English Language Teacher Education and Development (ELTED)* (U. of Warwick / U. of Birmingham), **3**, 1 (1997), 1–35.

This article reports on a study carried out into aspects of the needs of a selected group of recipients of teacher education in the St Petersburg area. First there is discussion of the place of English in Russian education, the status of teachers in Russian society and the current provision of pre-service and inservice (INSET) courses in the area. The author then focuses on the results of a questionnaire that formed part of the qualitative and quantitative research methods used in her survey. The questionnaire was designed to find out teachers' expectations of INSET: especially outcomes, the balance of theory and practice, content, methodology, course type, input modes and role allocation, and teacher trainers' expectations of INSET in the same areas as above. The results of the study point to the complexity of teachers' needs and also to a serious mismatch in perspective between teachers and trainers. The author feels that the teachers saw training predominantly in connection with transmission and accumulation of knowledge, especially procedural knowledge, whereas trainers, whilst being aware of this, felt that INSET should also deal with interpersonal and conceptual knowledge or change. The author also sees a mismatch between the declared views and the actual behaviour of teacher trainers, who, while theoretically being 'pro-reflection', worked predominantly in lecture mode.

98-616 Lynch, Tony (IALS, U. of Edinburgh). Classroom transcripts and 'noticing' in teacher education. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **9** (1998), 42–51.

The focus of this paper is on raising teachers' awareness of what language learners do in and with the target language, rather than on the language produced by teachers in managing the classroom process. The author's interest in the potential of transcripts arises from an ongoing study of native/non-native talk in IALS (Institute for Applied Language Studies) speaking classes. The background to the study is briefly explained; the focus is on possible differences in student interactions involving the classroom assistant and the class tutor. Two extracts from transcripts of a particular type of group work are then presented: the data comprise audio-recordings of group work in two English for Academic Purposes classes. Finally, suggestions are made for ways of using classroom transcripts in pre-service and in-

service teacher education, in order to enhance teachers' awareness of what goes on in group work and inform decisions about teacher intervention.

98-617 Spezzini, Susan (U. of Alabama/ American Sch. of Asunción) **and Oxford, Rebecca L.** Perspectives of preservice foreign language teachers. *System* (Oxford), **26**, 1 (1998), 65-76.

The study reported here reveals distinct differences between perceived proficiency and actual proficiency of pre-service foreign language (FL) teaching candidates. The study focused on the perspectives of 16 students enrolled in a university FL teaching methodology course: the primary interest was to determine those factors which had led the students in choosing to teach languages; students' actual teaching skills were also assessed. Results indicate that, during the methodology course, the candidates who participated in the study – many of whom had never visited any of the countries where the target languages are spoken – developed greater realism about their own abilities and about the need for further language development. The investigation shows how motivations for learning a foreign language change over time, and provides specific ideas for improving preparation programmes for FL teaching candidates.

Reading

98-618 Bamford, Julian (Bunkyo U.) **and Day, Richard.** Teaching reading. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 124-41.

There are four main approaches to teaching second language (L2) reading which this article first briefly describes: the grammar translation method, use of comprehension questions, focus on skills and strategies, and extensive reading. A review of recent publications indicates that the current most popular L2 approach is the focus on skills and strategies. It is suggested here, however, that the skills approach is no more informed by current research and theory than the grammar translation method or the comprehension approach; and that there are other issues relating to the instruction of L2 reading which are more crucial and significant than skills development, amongst which the authors number the automaticity of word recognition, affective factors and sociocultural factors. It is also suggested that extensive reading and its teaching are vital, as Free Voluntary Reading can favourably affect vocabulary acquisition and language use in general and can also encourage reading beyond the classroom. In conclusion, the authors suggest that learners should be exposed to a wide range of stimulating reading materials which are representative of 'real-world reading'.

98-619 Gregory, Eve (Goldsmiths' Coll., U. of London). Siblings as mediators of literacy in linguistic minority communities. *Language and Education* (Clevedon), **12**, 1 (1998), 1-17.

This paper argues for the need to move beyond the paradigm of *parental* involvement in reading which presently informs home/school reading programmes for linguistic minority children in the UK. The first part of the paper examines the literature informing the current model showing the marked absence of studies on the role played by siblings as mediators of literacy in a new linguistic and cultural environment. The second part presents an analysis of reading sessions taking place in a group of Bangladeshi origin families living in London, and shows ways in which older siblings provide finely-tuned 'scaffolding' closely adjusted to the reading ability of the individual child. Through a combination of ethnographic and ethnomethodological approaches, a complex syncretism of Qur'anic and school literacy practices is revealed in the interaction between child and older sibling. Finally, a comparison between home and school reading sessions shows how a more detailed knowledge by the teacher of her linguistic minority children's home reading patterns may enable her to build more successfully upon their existing learning strategies.

98-620 Hudson, Thom (U. of Hawai'i). Theoretical perspectives on reading. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 43-60.

The act of reading is a highly complex process, reflected in the diversity of the debate it arouses. This review aims to examine aspects of the theory of reading research and the implications for instructional practice. Despite the differences between first (L1) and second language (L2) reading, many theories of L2 reading draw on L1 reading models. A brief description of the three major L1 theories is presented: (1) the 'bottom-up' approach in which readers build up meaning from graphemic information; (2) the 'top-down' approach which involves use of schema and other background knowledge; and (3) interactive approaches which involve both top-down and bottom-up processing. The New Literacy approach emphasises context and social aspects of the reader; and reader roles are also deemed significant, as in the case of the reader who reads as editor or composer. In conclusion, brief implications of these approaches for second language pedagogy are considered, and it is recommended that the process, product and the social construction of reading are taken into account in order to ensure familiarity with variety in texts, tasks and purposes.

98-621 Perkins, Kyle (Southern Illinois U.). Assessing reading. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 208-18.

Due to the extensive nature of the field of reading comprehension, this article limits itself to the brief consideration of six areas. Some general comments relating