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

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to areas of interest in research and assessment are first offered, and reference is made to the concept of discontinuous learning which establishes the erratic nature of progress in reading knowledge and skills. Some models of first language reading comprehension are next reviewed, and various research questions for second language reading assessments listed. The author then considers the strong influence of the top-down model of reading comprehension, and recommends a greater emphasis on bottom-up processing. The validity of multiple-choice tests is questioned and increased use of open-ended essay questions is suggested. Research in behavioural anchoring is then briefly explained as providing information on what test scores mean in terms of what learners can do; an example of an anchor study into TOEFL (Test of English as a Foreign Language) scores is provided. Finally, computer-adaptive testing is examined as a method of 'custom-tailoring' tests for particular learners, and an explanation of item response theory is given.

98–622   Randall, Mick (Chichester Inst. of Ed., UK). Orthographic knowledge, phonological awareness and the teaching of English: an analysis of word dictation errors in English of Malaysian secondary school pupils. *RELC Journal* (Singapore), **28**, 2 (1997), 1–21.

The exploratory study reported here is part of a project to investigate the effects on second language reading in English of processes used in learning to read the first language. The data derive from a case study of the written errors in English on a single word dictation test produced in one first year secondary class from a Malaysian secondary school. The analysis attempts to see if the errors produced can be understood in terms of reading acquisition processes in use for teaching reading in Bahasa Malaysia – the official language – or interference problems caused by the differing phonological systems of local languages spoken by the children, or in terms of systematic differences between the variety of English spoken in Malaysia and Singapore (EMS) and Received Pronunciation. In particular, the paper looks at the effects of final consonant cluster written errors in situations where the final consonant is either a morphological suffix or is part of the root word. The pedagogical implications of the findings are then discussed.

98–623   Thang Siew Ming (Nat. U. of Malaysia). Induced content schema vs. induced linguistic schema – which is more beneficial for Malaysian ESL readers? *RELC Journal* (Singapore), **28**, 2 (1997), 107–27.

In view of the importance of reading for English as a Second Language (ESL) students, particularly in higher education, programmes in Malaysian universities have paid much attention to helping students acquire reading comprehension skills. Recent research has shown that one of the variables affecting learners' reading comprehension is background knowledge, formalised

in this context as schema theory, according to which, besides readers' prior linguistic knowledge (linguistic schema) and level of proficiency in the second language, content schema and formal schema are equally important. The experimental study reported here examined the effects of induced schemata – in the form of pre-reading activities – on the comprehension of expository texts. Participants were 67 Malaysian first-year undergraduates, divided into two groups of average- and low-proficiency readers based on their reading scores in the English Language Placement Test. The findings of the study point to the importance of vocabulary instruction for reading comprehension, especially for low-proficiency readers, and to the pedagogical potential of vocabulary-based pre-reading activities. However, placing greater emphasis on vocabulary-based instruction does not mean discarding activities that induce content schemata; and it is suggested that classroom practitioners attempt to incorporate both vocabulary- and content-based pre-reading activities, but placing greater emphasis on the former with lower-proficiency students, and on the latter with those of higher proficiency.

Writing

98–624   Amores, María J. (West Virginia U.). A new perspective on peer-editing. *Foreign Language Annals* (New York), **30**, 4 (1997), 513–22.

This article describes the peer-editing behaviours of eight undergraduate students in a third-year Spanish composition and grammar review course. Data collected over four months through interview, participant observation, artifact inventories and questionnaires revealed a strong tendency among informants to define the peer-editing process in social and emotional terms, but did not support some of the previously held views regarding the effectiveness of the process. The author's findings challenge common beliefs about the effects that audience awareness and response may have on students' writing and students' attitudes towards writing, and suggest implications for the classroom.

98–625   Cumming, Alister (Ontario Inst. for Studies in Ed., U. of Toronto). Theoretical perspectives on writing. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 61–78.

This paper seeks to provide an up-do-date review of the theory and research on second language writing. In the first part of the paper the author considers the diversity and complexity of recent enquiry into the field. Three different areas of research enquiry are addressed: understanding the demands and norms of writing; understanding students, their composing, and their texts; and understanding and informing classroom instruction. In the second part of the paper the author discusses various types of theoretical concepts or proposed models of second language writing. It is pointed