Summaries in English

Jo van den Hauwe
Turn taking in communicative language instruction: a case study

In this article I discuss some interactional patterns, especially turn-taking patterns, of a stretch of classroom talk. The data are taken from a class of Dutch as a Second Language. The task the students are put to is a discussion on 'Women and Politics'. More specifically, I address the way in which the participants deal interactionally with the complex situation resulting from the fact that a speech-exchange system (Sacks et al. 1974), - a discussion - is incorporated into another speech-exchange system - classroom talk. I will argue that in this case the participants have opted to adapt to the demands of classroom interaction as a result of which the discussion as a language learning task fails. It is emphasized that communcative or task-based language learning always involves this kind of complex 'multi-level' speech-exchange system. Awareness of this may prevent teachers from failures like te one presented in this article.

Boris Mets
'Snel en zonder fouten': standardized reading tests as interaction

In this paper I investigate the interaction between a psychologist and primary school children during individual standardized reading tests. Recordings of 22 tests were trancribed and analyzed according to the methods of micro-ethnography. This means that interactional patterns and their possible meaning for the participants were identified (qualitative analysis) and their distribution over locally relevant pupil categories measured (quantitative analysis).

The study reveals a default pattern in which the psychologist takes on the role of a neutral tester. In this default pattern she tries to give as little help as possible and avoids evaluation of the childrens' performance. In some cases however she departs from this default pattern: she gives help (e.g. you should read slower) or praises a performance explicitly. Some of these patterns do not occur frequently enough for a quantitative analysis but in the case of the variancy in the evaluations, the quantitave analysis reveals a correlation with a pupil feature: if a child scores above the expected level the evaluation is significantly more positive. However, there is no direct indictation that this deviation directly influenced the individual test scores.

Erik van Schooten & Ron Oostdam

Students in the first three years of secondary education about fiction and literary education

The article reports on the results of an empirical study aiming to answer the questions as to what and why students read, what aspects of fiction and non-fiction they like or dislike, what different aspects of the attitude towards fiction or literary education can be distinguished empirically (by means of covariance structure analysis), what students' attitudes towards fiction and literary education are and how these attitudes change over grades. Through regression and covariance analysis the different aspects of the attitudes are predicted using different background variables (e.g. gender, amount of literary education, verbal intelligence, cultural level of home environment, etc.).