

## Summaries in English

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### **Towards a typology of language teaching**

The article aims at contributing to the development of a typology of language teaching that can be used in empirical comparative research. Starting point of the typology is that language teaching in many respects depends on choices which, consciously or not, are made by those involved (authorities, inspectorate, curriculum developers, writers of school books, teachers, etc.). These choices pertain to such issues as the selection of school books, the topics dealt with, the amount of time spent on certain topics, the contents of tests and the way in which tests are administered.

Within the large number of aspects in language teaching which require that choices be made, the typology mainly deals with the aims (language and literature, proficiency and knowledge, domains and needs, adequacy and correctness) and methodologies (implicit and explicit learning, teacher, pupil and subject matter) of language teaching. In discussing the options available in these fields, the focus is on the teacher as a main actor in the process of making choices in classroom practice.

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### **Differences in reading proficiency in L1 and L2**

To what extent should reading instruction in Dutch as a Second Language be different from reading instruction in the native language? This question must be answered on the basis of research into the structure of reading proficiency in readers of Dutch as a First Language (L1) and as a Second Language (L2). However, the available empirical data on this issue are not unambiguous. In this article a description will be given of how an existing dataset is analyzed to see whether reading proficiency structures are different in L1 and L2 readers.

An existing itembank containing 291 reading proficiency items was split up according to four subskills: reading at the micro-, meso and macro level and figurative speech. Using a One Parameter Logistic Model for each of the four subskills identified a subscale was made. Mean estimates for the four reading skills were calculated for both L1 and L2 readers. Discriminant analysis shows that differences in reading proficiency between L1 and L2 readers are very large. However, differential effects between the two populations were not found, that is: in both groups reading proficiency structure is similar. In the two groups reading proficiency is largest at micro level and smallest in figurative speech and reading comprehension. Therefore difference in proficiency structure cannot be an argument in the discussion about whether reading instruction to L1 and L2 students should simulate a bottom-up or a top-down structure.

**Exploration of relationships between reading attitude development and social-emotional development among high school attending adolescents**

Advanced high school pupils can be differentiated into readers and non-readers of literature. This bimodal distribution is probably a consequence of many factors. Exploratory models will, therefore, be complex by necessity. In this study, associations between emergent social-emotional development and reading attitude development are explored.

Using the Dutch version of the Washington University Sentence Completion Test, social-emotional development will be analysed from a developmental psychological perspective. This *Curium Zinaanvullijst* (CZAL; Curium Sentence Completion Test) assesses the social-emotional development in terms of 10 successive ego-developmental stages (E-0 to E-10).

In this study, only stages E-2 to E-7 will be considered. The CZAL will be completed twice, with an interval of 2.5 years. At the same points in time, reading attitude is assessed by means of semi-structured interview. Comparing the results of these repeated measurements, relationships between reading attitude development and social-emotional development among high school attending adolescents are explored.