

for FL learning are next reviewed. The review ends with suggestions for new directions for research in FL aptitude.

01-596 Stokes, Jeffery D. (Weber State U., Ogden, Utah, U.S.A.). Factors in the acquisition of Spanish pronunciation. *ITL Review of Applied Linguistics* (Leuven, Belgium), **131-132** (2001), 63-84.

A recent study on the acquisition of Spanish pronunciation (Elliott, 1995) suggests that students can improve their articulation of certain sounds in Spanish, at least on certain tasks, if they are given explicit instruction in the area of pronunciation. The present author observes from his experience of teaching Spanish phonetics and phonology that there always seem to be some students whose pronunciation and intonation improve over the course of the term, others whose skills seem to undergo little change, and still others whose pronunciation and intonation actually seem to deteriorate. In the study reported here, involving 37 undergraduate students following a ten-week Spanish phonetics and phonology course, he set out to examine which factors might help to determine whether or not a student's pronunciation is likely to improve.

01-597 Theophanous, Olga (U. of Montreal, Canada). Identification des congénères. Quels facteurs sont en jeu? Un état de la question. [Identifying congeners. Which factors are in play?] *ITL Review of Applied Linguistics* (Leuven, Belgium), **131-132** (2001), 85-105.

This paper discusses the identification of inter-lingual congeners, i.e., where the form and semantics of words are the same in two or more languages. Two factors involved in their identification are those specific to the learners, i.e., lexical competence in the first language (L1), cognitive development, perception of the L1-L2 distance and past experience, and those features specific to the words, i.e., their form, part of speech, mode of presentation and lexical frequency. The author concludes that these two factors are not mutually exclusive but tend to interact, resulting in any conclusions being partially contradictory. As it is difficult to formulate generalisations for all languages, further, more detailed research is necessary, particularly concerning languages that are not closely related.

01-598 van Daalen-Kapteijns, Maartje, Elshout-Mohr, Marianne and de Glopper, Kees (U. of Amsterdam, The Netherlands; *Emails*: maartje@educ.uva.nl, marianne@educ.uva.nl, kdeglopper@educ.uva.nl). Deriving the meaning of unknown words from multiple contexts. *Language Learning* (Malden, MA, USA), **51**, 1 (2001), 145-81.

This study invited students from 11 to 12 years old to derive the meaning of five unknown words, each embedded in three contexts. The focus was on the students' proficiency in three activities: decontextualisa-

tion of the target word meanings from the contexts (decontextualisation), testing initial ideas about the word meanings with subsequent contexts (cumulative testing), and formulating dictionary-like definitions (defining). Eight students of high and eight of low verbal ability were compared. The students were led individually through the process of deriving the meaning of the target words, while thinking aloud. The study showed that even young students of low verbal ability are capable of performing meaning-derivation activities that are in general ascribed to mature students of high verbal ability.

01-599 van Lier, Leo and Matsuo, Naoko (Monterey Inst. of International Studies, USA). Varieties of conversational experience: looking for learning opportunities. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 2 (2000), 265-87.

This study explores variations in the performance of one non-native speaker in three different conversations with friends. The chief difference between the conversations is that the interlocutors use different interactional features which are related here to their differing levels of proficiency in English. Various features of the conversations are examined, and the analysis suggests that the interlocutor's level of proficiency, relative to that of the subject, influences in significant ways the conversational options and behaviour of the subject. The notion of conversational symmetry is examined, and it is distinguished from equality. It is suggested that symmetry leads to the use of a wider range of conversational features, and the likelihood of deeper processing, because of the increased contingency between utterances. This brings into question the frequent assumption that non-native speakers benefit most from conversations with native speakers or with interlocutors whose level of proficiency is higher.

Reading and writing

01-600 Aski, Janice M. (The Ohio State U., USA). Effective integration of reading in the communicative Italian (FL) classroom. *Italica* (Columbus, OH, USA), **77**, 4 (2000), 495-508.

Reading often tends to fall by the wayside in the communicative Italian foreign language (FL) classroom, for a variety of reasons. This paper investigates how placing more emphasis on reading in the elementary and intermediate (FL) classroom may contribute to alleviating this. It begins by exploring prominent approaches to and models of FL reading, such as Schema Theory, intensive and extensive reading, and Content Language Teaching. This is followed by an investigation of the research on the reading skills of FL students at the elementary and intermediate levels to discern the appropriate point at which to adopt the various strategies explored. The article concludes with suggestions for activities to employ at each level.

01-601 Chung, Tim (Vocational Training Council, Hong Kong; Email: tchung@vtc.edu.hk) **and Berry, Vivien**. The influence of subject knowledge and second language proficiency on the reading comprehension of scientific and technical discourse. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 1 (2000), 187–222.

The study reported here examined the effect of background knowledge and second language proficiency in relation to the comprehension of two sets of specific reading materials. One came from an IELTS [the International English Language Testing System] reading module related to science and technology; the other was a highly specific popular science text. Three groups of Hong Kong sixth-form students studying in different academic streams participated in the study. Correlation and multiple regression analyses showed that both language proficiency and background knowledge predicted reading comprehension, with their relative importance depending on subject specificity of the reading materials and nature of the tests. Students with low linguistic proficiency were found to be unable or less able to use their background knowledge for reading comprehension.

01-602 Gettys, Serafima (Stanford U., California, USA), **Imhof, Lorens A. and Kautz, Joseph O.** Computer-assisted reading: the effect of glossing format on comprehension and vocabulary retention. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 91–106.

This article focuses on the issue of the optimal on-line glossing format. Two glossing methods are compared. The first method provides readers with sentence-level translation equivalents of the second language (L2) words. The second method connects the words with their meanings through basic dictionary forms. The main purpose of the study was to determine which of the two glossing formats is more beneficial for text comprehension and vocabulary retention. The results of the study show that retention of lexical items is better aided by reading the text with dictionary-form equivalents of the L2 words, because it involves a deeper level of cognitive processing. The situation is less clear-cut regarding the effect of the two glossing formats on global comprehension. The pedagogical implications of the data obtained are discussed.

01-603 Hauptman, Philip C. (U. of Ottawa, USA). Some hypotheses on the nature of difficulty and ease in second language reading: an application of schema theory. *Foreign Language Annals* (New York, USA), **33**, 6 (2000), 622–31.

This article reviews the empirical and pedagogical literature on the concept of ‘difficulty’ (or ‘ease’) in second language (L2) reading at the university or adult level and discusses it within the framework of schema theory. A traditional view of difficulty/ease is explained as

consisting of two factors: (1) Language (grammar and vocabulary) and (2) Text Length. A modern view of difficulty/ease is then proposed via four hypotheses: (1) the first Primary Ease Factor in L2 reading is background knowledge; (2) signalling becomes the Primary Ease Factor in L2 reading when background knowledge is not useful for accessing content schemata; (3) other factors being equal, the degree of signalling determines the degree of accessibility of a text for the L2 reader; and (4) other factors being equal, Language, Discourse, and Length are of secondary importance – after Background Knowledge and Signalling – for accessing a text by L2 readers.

01-604 Hu, Hsueh-chao Marcella and Nation, Paul (Victoria U. of Wellington, New Zealand). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language* (Plymouth, UK), **13**, 1 (2000), 403–30.

The purpose of this study is to see what percentage coverage of text is needed for unassisted reading for pleasure, where learners are able to read without the interruption of looking up words. The study examines the effect of three densities of unknown vocabulary on two measures of reading comprehension, a multiple-choice test and a cued written recall test. Where 80% of the running words in the text were familiar to the readers, none gained adequate comprehension on either of the measures. Where 90% and 95% of the tokens in the text were familiar to the readers, some gained adequate comprehension but most did not. A simple regression analysis of the data showed a predictable relationship between the density of unknown words and degree of comprehension. It seems that around 98% coverage of vocabulary is needed for learners to gain unassisted comprehension of a fiction text.

01-605 Jacobs, George M., Renandya, Willy A. (Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC), Singapore) **and Bamford, Julian** (Bunkyo U., Japan). Annotated bibliography of works on extensive reading in a second language. *Reading in a Foreign Language* (Plymouth, UK), **13**, 1 (2000), 449–522.

This is the second part of a two-stage annotated bibliography. The first part, published in *Reading in a Foreign Language*, vol. 12, part 2, included a list of categories related to extensive reading teaching and learning. These categories refer to books and articles which are listed in full in this issue. The authors of the bibliography attempt to compile references and abstracts for works of various kinds related to the use of extensive reading in second language education. The key criterion is accessibility. Dissertations and conference papers listed here are available through ERIC, and articles appear in readily available journals. The bibliography offers a classification that may be of value to the teacher or researcher in reading in a foreign language, and that may assist course development.

01-606 Kamimura, Taeko (Senshu U., Kawasaki, Kanagawa, Japan) **and Oi, Kyoko**. The effects of differences in point of view on the story production of Japanese EFL students. *Foreign Language Annals* (New York, USA), **34**, 2 (2001), 118–30.

The study reported here examines how differences in point of view influence the story production of Japanese English as a Foreign Language (EFL) students with different levels of English proficiency. Japanese college EFL students wrote two narrative stories based on the same series of pictures, one in the first-person perspective and the other in the third-person perspective. The sample writings were analysed quantitatively and qualitatively in relation to the students' levels of English proficiency. The results showed that when the perspective was shifted from the first to the third person, the low-proficiency students' writings became poorer in quantity and quality, whereas the high-proficiency students' narratives exhibited no decrease in quantity and a slight decline in quality. On the other hand, when the perspective was switched from the third to the first person, the students' writings showed both quantitative and qualitative development, and this development was more clearly observed in the stories of those with high English proficiency.

01-607 Khuwaileh, Abdullah A. and Shoumali, Ali Al (U. of Science & Technology, Irbid Jordan; *Email*: aba.kh@just.edu.jo). Writing errors: a study of the writing ability of Arab learners of academic English and Arabic at university. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 2 (2000), 174–83.

While the mastery of writing for specific purposes, in both Arabic and English, is crucial at the authors' institution, many problems still face the students. The same appears to be the case in other Arab countries. Accordingly, the central aims of this paper are to investigate writing skills in the two languages involved, English and Arabic, and to see whether there is an association between poor writing across languages. Data were collected from 150 students (chosen randomly) who wrote about the same topic in English and Arabic. Scripts were assessed respectively by English Language Teaching (ELT) specialists and Arabists. The study confirms that poor writing in English correlates with similar deficiencies in the mother tongue. Thus the common assumption in ELT, that all learners are fully competent in their first language skills, is unfounded, as is much of the criticism of ELT programmes for speakers of Arabic, based on poor writing skills in English. The findings of this paper can be extended to other learners of English who speak Arabic as a first language and English as a foreign or second language.

01-608 Lesikin, Joan (William Paterson U., Wayne, New Jersey, USA). Complex text in ESL grammar textbooks: barriers or gateways? *Reading in a Foreign Language* (Plymouth, UK), **13**, 1 (2000), 431–47.

This article asks how helpful English as a Second Language (ESL) grammar textbooks are for academic ESL students, and whether these textbooks' graphic presentations of content impede students' ability to access that content. The author suggests that we don't know – ESL reading research has been primarily involved in continuous text geared towards content areas rather than the non-continuous, complex text often found in language textbooks. The article suggests that teachers assess prospective textbooks by comparing real-life users' actual knowledge with authors' assumed student knowledge. Through an examination of charts and page excerpts from two ESL grammar textbooks, it demonstrates that access to the pedagogical knowledge demands sophisticated formal knowledge because of the various graphic devices and discourse forms used. The article concludes by recommending research to learn how students navigate through a grammar textbook's graphic presentation of content.

01-609 Liaw, Meei-Ling (Tunghai U., Taichung, Taiwan). Exploring literary responses in an EFL classroom. *Foreign Language Annals* (New York, USA), **34**, 1 (2001), 35–45.

The study reported here looks into a group of Taiwanese university students' responses to five American short stories. A reader-response approach to teaching English reading was adopted in a class of non-English-majoring freshmen. The students' response journals were analysed and the students were interviewed. Analysis of the journals reveals that the students went beyond mere comprehension of the texts and actively constructed meaning through complex transactions with the texts. Interviews confirmed students' positive reactions to the use of the reader-response approach in learning English as a Foreign Language (EFL). It is argued that literature, if taught in a response-based manner, need not be only a vehicle for language teaching but also a form of cultural understanding that enhances the experience of reading in a foreign language.

01-610 Machida, Sayuki (The U. of Melbourne, Victoria, Australia; *Email*: sayuki@unimelb.edu.au). Japanese text comprehension by Chinese and non-Chinese background learners. *System* (Oxford, UK), **29**, 1 (2001), 103–18.

The research reported here investigates the role of *kanji* in second language learners' reading comprehension of Japanese text. It explores how two subgroups of Japanese learners, with Chinese and non-Chinese backgrounds, approach text. Fourteen intermediate level learners of Japanese were recruited for each subgroup. They performed vocabulary and reading comprehension tests, and were interviewed immediately after the tests. Three sets of tests in the same format examined subjects' *kanji* vocabulary comprehension with and without context and text comprehension. The interviews were held to obtain insights into their diffi-

culty in reading Japanese particularly in relation to both their *kanji* and text comprehension. The Chinese background subgroup scored substantially higher in *kanji* comprehension both with and without context thanks to their first language knowledge. However, the non-Chinese subgroup performed better in text comprehension. The two subgroups used similar text comprehension strategies. The interviews after the tests suggest that relationships between *kanji* and text comprehension scores can be explained in terms of the initial schema settings for the two subgroups' Japanese reading.

01-611 Massler, Ute. Get ready for writing. Der Beitrag von E-Mail-Projekten zur Vermittlung der Fertigkeit Schreiben im Fremdsprachenunterricht. [Get ready for writing. The contribution of e-mail projects in teaching the skill of writing in foreign language teaching.] *Der Fremdsprachliche Unterricht Englisch* (Seelze, Germany), **1** (2001), 16–21.

This article is based on the experiences of the author in a joint school-university project on preparing students for writing texts in e-mail projects. The experiences of learners with writing in the foreign language classroom are briefly introduced and discussed, and then compared to the possibilities inherent in e-mail projects. E-mail projects allow students to experience English used communicatively. The electronically written communication allows a simplified and speedier transfer of text (than, for example, a letter), but it follows different rules, exhibiting a specific text type and language. The author lists some of the relevant areas that are necessary to work on with the students in order to write an e-mail, e.g., vocabulary and structure, reference to the reader, possibilities of editing. The advantages of e-mail projects in teaching writing are also mentioned. The article also includes five examples of tasks which can be set in preparing for such a project. A list of Internet addresses is also provided for teachers to find information on e-mail projects.

01-612 Porte, Graeme (U. of Granada, Spain; Email: gporte@platon.ugr.es). Losing sight of errors: the effects of typographical conditions on error salience in L2 proof-reading. *System* (Oxford, UK), **29**, 1 (2001), 137–48.

Proof-reading is the act of focusing on surface error such as grammar, punctuation, and spelling in order to detect deviations from the standard. While much investigation has revealed insights into the correction process, to date little is known of how students go about spotting deviance in their writing, in particular how elements of the reading process itself may impinge on students' ability to do so successfully. This study attempts to examine whether artificially manipulating specific typographical conditions in which text is proof-read promotes better initial recognition of deviant spelling. The study involved 60 Spanish native

speakers enrolled in a second-year undergraduate English as a Foreign Language (EFL) writing class at the University of Granada, all of whom had been previously designated as underachieving. An error recognition task was designed which consisted of four versions of a continuous text in which the same spelling errors were implanted. Statistical analyses of results suggested that subjects' recognition of error was significantly improved by having the text presented in typographical conditions which encouraged concentration on fewer distractors for error detection. Analyses of written and oral protocols revealed that subjects used a number of behaviours which suggested that a conscious effort to counteract the normal process of reading may also help to increase error salience.

01-613 Thompson, Geoff (U. of Liverpool, UK). Interaction in academic writing: learning to argue with the reader. *Applied Linguistics* (Oxford, UK), **22**, 1 (2001), 58–78.

The view of written texts as embodying interaction between the writer and reader is now well established, and underlies many aspects that may be focused on in the training of novice writers of academic text. This paper argues that interaction can draw on both interactive and interactional resources: interactive resources help to guide the reader through the text, while interactional resources involve the reader collaboratively in the development of the text. The concept of the 'reader-in-the-text' (Thompson & Thetela 1993) is used to explore a central form of interactional resource: the inclusion in the text of a voice that is intended to be attributable to the reader. A particular set of discourse contexts in which this happens – where the writer brings in the reader's view in order to contradict it – is identified, and the lexico-grammatical features which signal the other voice in those contexts are outlined; and these are placed in a broader perspective on written text as a stage-managed form of dialogue. The impetus for the study comes from working with novice writers; and a number of examples are discussed where written drafts were improved by exploiting the interactional resources described, and a case is argued for the value of raising students' awareness of these resources.

01-614 Tomlinson, Brian (National U. of Singapore). Beginning to read forever: a position paper. *Reading in a Foreign Language* (Plymouth, UK), **13**, 1 (2000), 523–38.

This position paper argues that extensive reading is the most profitable way of continuing to acquire a second language (L2) outside and after a language course. It also suggests that many L2 learners miss the opportunity because for them reading is a negative experience which provides little enjoyment or success. They establish a habit of slow, studial, textbound reading at beginners' level and this habit persists through the levels of increased proficiency. In their first language (L1) many of them typically read experientially unless a problem or task requires a more studial approach. But in the L2



they typically concentrate on the decoding of words in an attempt to achieve total comprehension. The paper offers a description of the proficient reading process and the typical L2 learner reading process, and suggests a reading programme which aims to help L2 learners to become successful readers by encouraging them to follow from the beginning a reading process as close as possible to the one they use in their L1 as a result of establishing experiential reading as their L2 norm and sufficient understanding as their reading goal.

01-615 Waggot, Valerie (U. of Edinburgh, Scotland, UK; *Email: valerie@srv0.apl.ed.ac.uk*). Features, cobwebs or clines: towards a possible model of lexical retrieval in bilingual readers. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland), **10** (2000), 72–79.

This article reports an investigation of how 120 teenage bilingual Chinese/English readers comprehended a verb and a noun in a Chinese text. The data are parallel translations made by examination candidates, all in the British educational system. A brief justification of the use of the data is given. This is followed by an overview of approaches to the theory of meaning and the mental lexicon. The data consist of a range of interpretations of *moni* ('to imitate') and *zawen* ('literary essay'). Evidence from the data and support from the literature lead to the conclusion that the comprehension of the meaning of lexical items is influenced to a great extent not only by recovery of meaning from the text but also by personal experience. Able readers are more likely to provide a 'majority' or near dictionary equivalent, which may be regarded as central on a continuum, while less able readers veer towards either end of the continuum.

01-616 Walz, Joel (U. of Georgia, USA). Reading hypertext: lower-level processes. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 3 (2001), 475–94.

The World Wide Web presents an amazing array of authentic documents in a form called 'hypertext' that language learners can use not only to find out about target language cultures but also to develop reading skills. However, as authentic documents, they are more difficult to read than texts traditionally associated with language instruction. This article analyses such texts in light of reading research and proposes solutions to two potential areas of difficulty. The first is the need to read documents from a computer screen. Since successful reading involves familiarity and habits, activities that add to students' reading experiences are described. The second relates to the varieties of the target language found on Web sites, which teachers can approach through lower-level reading processes including learning basic vocabulary related to the Web, searching native language versions of bilingual sites, using a translation site, pronouncing words aloud, and guessing contextually. These techniques can help students over-

come obstacles to reading comprehension. The content of Web sites will be the subject of a future article on higher-level processes.

Language testing

01-617 Berry, Vivien and Lewkowicz, Jo (The U. of Hong Kong; *Emails: vberry@hkucc.hku.hk, jolewkow@hkucc.hku.hk*). Exit-tests: Is there an alternative? *Hong Kong Journal of Applied Linguistics* (Hong Kong), **5**, 1 (2000), 19–49.

This paper examines the major issues relating to the introduction of an assessment of English language proficiency for students prior to graduation from tertiary education. It looks at the on-going debate relating to the introduction of an exit language test and considers possible alternatives to formal standardised tests for reporting on language proficiency. It then describes a small-scale pilot study, carried out at the University of Hong Kong, which set out to discover students' views on the introduction of such an exit mechanism. The paper goes on to caution against introducing any mechanism of assessment without full consultation with the primary stakeholders of the test, that is, the students and employers who are eager to see language standards of graduating students improved. It concludes by suggesting how a valid and reliable reporting mechanism can be developed for students in Hong Kong, drawing on the current work being done on the assessment of Core Competencies and on the European Portfolio Project.

01-618 Kenyon, Dorry M. and Malabonga, Valerie (Center for Applied Linguistics, Washington, DC, USA; *Emails: dorry@cal.org; valerie@cal.org*). Comparing examinee attitudes toward computer-assisted and other oral proficiency assessments. *Language Learning and Technology* (<http://llt.msu.edu/>), **5**, 2 (2001), 60–83.

This article reports the results of a study of examinee attitudinal reactions to taking different formats of oral proficiency assessments across three languages: Spanish, Arabic, and Chinese. All 55 students in the study were administered both the tape-mediated Simulated Oral Proficiency Interview (SOPI) and a new Computerized Oral Proficiency Instrument (COPI). In addition, the 24 students participating in the Spanish study were administered the face-to-face American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). Participants were graduate and undergraduate students taking language courses at their universities. The order of test administration was based on self- and teacher-assessed proficiency levels and experience in learning the target language. After each test, the learners completed a Likert questionnaire on six aspects of their attitudes towards and perceptions of that test. Finally, they were requested to compare the two technology-mediated tests directly on those six