

01-256 Yeni-Komshian, Grace H. (U. of Maryland, USA; *Email: gyeni@hesp.umd.edu*), **Flege, James E. and Liu, Serena.** Pronunciation proficiency in the first and second languages of Korean-English bilinguals. *Bilingualism: Language and Cognition* (Cambridge, UK), **3**, 2 (2000), 131-49.

This study examined pronunciation proficiency in both the first (Korean) and second (English) languages of bilinguals. The participants were adult immigrants whose age of arrival in the USA ranged from 1-23 years. English and Korean sentences were rated by native listeners to obtain measures of pronunciation proficiency. English pronunciation of participants with ages of arrival of 1-5 years was close to monolinguals; heavier accents were noted as ages of arrival increased from 6 to 23 years. Korean pronunciation of participants with ages of arrival of 1-7 years was distinctly accented, while those with ages of arrival of 12-23 years were rated the same as monolinguals. Participants with ages of arrival of 1-9 years pronounced English better than Korean, whereas the reverse was true for ages of arrival of 12-23 years. Overall, the results were more consistent with the view that deviations from native pronunciation result from interactions between the languages of bilinguals rather than with the view of a maturationally defined critical period for language learning.

Reading and writing

01-257 Atari, Omar F. and Triki, Mounir A.. The formal features of oral and literate strategies of communication: their implications for EFL writing revision. *IRAL* (Berlin, Germany), **38**, 1 (2000), 95-107.

The compositions of Arab students of English as a Foreign Language (EFL) exhibit the symptoms of a failure to perceive the differences between oral/literate strategies of communication. Existing pedagogical practices lacking a sound theory of EFL writing corrective feedback are seen as partly responsible for the problem. This article suggests that a more systematic focus on the formal features of oral versus literate strategies might sensitise students to an appropriate utilisation of such strategies. It is suggested that this could be achieved by introducing these strategies in terms of the following parameters: (1) the process of enunciation, (2) the syntactic level, (3) the use of tense, aspect and modality, (4) the choice of lexical items, and (5) the logical layout. Virtually all texts are more or less mixed and carry varying degrees of oral or literate strategies. However, successful mixing is seen as a conscious manipulation of these features whereas unsuccessful mixing denotes the students' confusion. Some implications for classroom EFL revision are suggested:

'brainstorming', to enable the teacher to focus on one discursive feature; 'peer evaluation' among students leading to reformulations of their own first drafts; and a 'contrastive analysis exercise', whereby the students compare and contrast the first drafts corrected by them in the light of 'brainstorming' and 'peer evaluation' with reformulations suggested by their teacher as a final cycle of revision.

01-258 Biesenbach-Lucas, Sigrun (The American U., USA; *Emails: sblucas@american.edu, SEA2SKYE@aol.com*), **Meloni, Christine and Weasenforth, Donald.** Use of cohesive features in ESL students' e-mail and word-processed texts: a comparative study. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 221-37.

As the computer is rapidly finding its way into classrooms around the world at all levels of education, teachers are trying to find effective ways to integrate this technology into their curriculum. While the effectiveness of using word processing in the teaching of writing is acknowledged, there is still no general consensus on how to use, or even whether to use, asynchronous electronic mail, leaving a number of questions unanswered. For example, when given comparable academic tasks, do students produce similar texts in the two media or do they write differently according to the medium used? This article reports on a discourse analysis of comparable word-processed and e-mail writing assignments focusing on twelve cohesive features and on text length, which was carried out in order to determine whether the medium has an effect on the language that the students produce. The participating students were enrolled in a higher-intermediate English as a Foreign Language course at a U.S. university. The results indicate that two of the cohesive features, as well as text length, differentiated e-mail and word-processed writing. It was also found that, while they tended to write shorter texts in both media, Arab students tended to use more of some of the cohesive features than Asian students.

01-259 Chandrasegaran, Antonia (Nat. Inst. of Ed./Nanyang Technological U.). An analysis of obliqueness in student writing. *RELIC Journal* (Singapore), **31**, 1 (2000), 23-44.

When required to use knowledge in a given source to answer a question, many student writers reproduce content information from the source without restructuring it to address the focal demand of the question. The result is an oblique answer. This paper analyses obliqueness as a writing problem from the perspectives of cognitive process writing theory and Halliday's functional grammar, using from the latter the concepts of Theme/Rheme. A cognitivist study of oblique answers suggests that the lack of fit between answer and

question arises from limitations in the mental processes of task interpretation and rhetorical goal setting. The student writer interprets the task posed by the teacher's question as an information recount task and consequently the writing is driven by goals that are essentially content- and sentence-based. A Theme/Rheme analysis of oblique answers reveals that inappropriate choice of information for Theme position in sentences contributes towards the gap between an oblique answer and the question. It is claimed that analysing obliqueness in students' texts from a cognitive as well as a thematisation perspective uncovers insights about students' composing processes that have implications for the academic writing classroom.

01-260 Cresswell, Andy (U. of Bologna, Italy; *Email: cresswel@sslmit.unibo.it*). Self-monitoring in student writing: developing learner responsibility. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 235-44.

In giving learners control over the initiation of feedback, student self-monitoring is a valuable way of increasing the element of autonomy in the learning of writing. However, there are also potential problems in this technique: firstly, because students may not have developed the ability to articulate their concerns; secondly, because they may choose to focus overwhelmingly on language, at the expense of the careful reviewing of content and organisation that makes compositions effective. This article describes a three-stage programme of procedures that was applied to tackle these problems, which involved (a) raising awareness of process and product, (b) demonstrating annotations, and (c) evaluating annotations. The programme was effective in developing responsible self-monitoring, in that students prepared in this way were found to be capable of articulating their concerns in composing and paying attention to content and organisation, while also using the self-monitoring technique to learn language.

01-261 Grant, Leslie (Central Michigan U., USA; *Email: leslie.grant@cmich.edu*) and **Ginther, April**. Using computer-tagged linguistic features to describe L2 writing differences. *Journal of Second Language Writing* (Norwood, NJ, USA), **9**, 2 (2000), 123-45.

The study reported here examined the extent to which a computerised tagging program was able to capture proficiency level differences of second language (L2) learners' essays. A sample of 90 Test of Written English (TWE) essays, written at three levels of proficiency as defined by TWE ratings, were tagged for features of essay length, lexical specificity (type/token ratio and average word length), lexical features (e.g., conjuncts, hedges), grammatical structures (e.g., nouns, nominalisations, modals), and clause level features (e.g., subordination, passives). The results indicate that computerised tagging can be used to reveal detailed differences among proficiency levels, but that additional coding

into the program or tagging by hand is necessary to gain a more complete picture of differences in L2 students' writing.

01-262 Greene, David (Kochi U. of Technology, Japan; *Email: greene@info.kochi-tech.ac.jp*). A design model for beginner-level computer-mediated EFL writing. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 239-52.

This article chronicles the search for an effective Computer Assisted Language Learning (CALL) writing course design model for beginner-level English as a Foreign Language (EFL) students at a Japanese technical university. The search is described from course inception in 1997 through to 2000, three successive years of trial and change in course implementation. The historical overview lays the theoretical foundation, discusses the practical realities, and provides a rationale for the decision-making steps in the design and application of a CALL writing course model. The designers, who are also the instructors, attempt to apply theoretical and research-based tenets for computer-mediated second language writing courses to their design model. These tenets are catalogued under three general headings: stakeholders, technological considerations, and writing outcomes. In their attempts to apply theoretical recommendations, the designers found that such theory often collides with practical constraints. The constraints, sometimes of a sociocultural nature and sometimes of a methodological nature, are described and discussed. The course design model which emerges to a certain degree compromises theory and research in order to accommodate practice, but, as the article concludes, it is workable and it works.

01-263 Lehnen, Katrin, Dausendschön-Gay, Ulrich and Krafft, Ulrich (Université de Bielefeld, Germany; *Email: katrin.lehnen@uni-bielefeld.de*). Comment concevoir l'acquisition d'une compétence rédactionnelle pour des textes de spécialité? [Understanding the acquisition of specialised writing competencies.] *Aile* (Paris, France), **12** (2000), 123-45.

The paper sets out to describe some aspects of how competence is acquired in writing texts for special purposes. The authors analyse tape- and video-recordings of collaborative writing processes; they compare dyads of untrained first year university students with dyads of advanced and experienced semi-professional writers during their text production in the domain of sociolinguistics. The notions of writing strategy and of discourse community (including the concept of writing norms and conventions) are applied to analysing some determining factors of the writing process.

01-264 Parks, Susan (Université Laval, Quebec, Canada; *Email: susan.parks@lli.ulaval.ca*).

Professional writing and the role of incidental collaboration: evidence from a medical setting. *Journal of Second Language Writing* (Norwood, NJ, USA), 9, 2 (2000), 101–22.

Despite a long-standing interest in the workplace, there is little research that explores how employees working in a second language develop competence in written genres. Drawing on a 22-month qualitative study, which involved francophone nurses employed in an English-medium hospital, the present article reports on how incidental collaboration played a significant role in enabling them to appropriate genre-specific language. Analysis revealed that interventions targeted three levels of text structure – linguistic, rhetorical, and informational. Although most interventions were initiated by the nurses themselves (self-initiated), colleagues also offered help (other-initiated). The pattern of interaction shows that nurses were most likely to interact with colleagues with whom they were linked in an official or semi-official capacity. The way in which more experienced colleagues provided support for new nurses and the nature of the support are discussed in relation to Lave and Wenger's notion of legitimate peripheral participation and activity theory. It is further suggested that the role of the writing instructor within the workplace be reconceived to take into account the socioculturally embedded nature of writing.

01–265 Ramanathan, Vai (U. of California, USA; Email: vramanathan@ucdavis.edu) and **Kaplan, Robert B.** Genres, authors, discourse communities: theory and application for (L1 and) L2 writing instructors. *Journal of Second Language Writing* (Norwood, NJ, USA), 9, 2 (2000), 171–91.

The debate regarding the role of genre instruction in second language (L2) writing has typically put advocates for and against form-focused instruction in what seem like mutually exclusive camps. This article attempts to take the debate to another level, by discussing ways in which disciplinary practices contribute to the simultaneously rigid and fluid nature of genres and the general importance of sensitising (L1 and) L2 writing instructors to genre-stability and genre-change. Heightening genre awareness in L2 writing instructors is proposed as a possible 'in' toward developing their meta-awareness. It is suggested that making them reflect on social practices within their discourse communities that contribute to ways in which genres remain stable and evolve will give them a sharper sense of how they, through their participation in the communities, do/do not effect changes.

01–266 Tsui, Amy B. M. (The U. of Hong Kong, China; Email: bmtsui@hku.hk) and **Ng, Maria.** Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing* (Norwood, NJ, USA), 9, 2 (2000), 147–70.

The bulk of studies on the effectiveness of teacher comments and peer comments have been carried out with tertiary second language (L2) learners, and conflicting findings have been obtained. While some found that peer comments were viewed with scepticism and induced little revision, others found that they did help learners to identify and raise awareness of their strengths and weaknesses in writing. This article reports on a study of the roles of teacher and peer comments in revisions in writing among secondary L2 learners in Hong Kong. Both quantitative and qualitative data were obtained and triangulated. The findings show that some learners incorporated high percentages of both teacher and peer comments, some incorporated higher percentages of teacher comments than peer comments, and others incorporated very low percentages of peer comments. While all learners favoured teacher comments and saw the teacher as a figure of authority that guaranteed quality, only those who incorporated very low percentages of peer comments dismissed them as not useful. From the interviews with the learners, four roles of peer comments which contributed positively to the writing process were identified. Peer comments enhance a sense of audience, raise learners' awareness of their own strengths and weaknesses, encourage collaborative learning, and foster the ownership of text. This suggests that, even for L2 learners who are less mature L2 writers, peer comments do play an important part. The implications of the findings of this study for the writing teacher are also discussed.

01–267 Zhang, Meisuo (Xinzhou Teachers' Coll., China). Cohesive features in the expository writing of undergraduates in two Chinese universities. *RELC Journal* (Singapore), 31, 1 (2000), 61–95.

It has been noted that traditionally in English language teaching methodology the principal unit of language is the sentence, i.e., it is this, rather than the text as a whole, that has received the primary focus of study. This is particularly so in an English as a Foreign Language (EFL) setting. Partly because of this, Chinese students of English find it very difficult to construct an organised and coherent written text in English. The study reported here investigated the use of cohesive features in the expository compositions of 107 Chinese undergraduates majoring in English, using both quantitative and qualitative methods. The essays were assessed by three raters, using Halliday and Hasan's (1976) taxonomy of cohesive devices and their framework for analysis. Students employed in their writing a variety of cohesive devices with some categories of ties used more frequently than others. Lexical devices were the most frequently used, followed by conjunctions and reference devices. In terms of tie distances, the majority of the cohesive ties were either immediate or remote. There was no statistically significant relationship between the number of cohesive ties used and the quality of writing. Certain cohesive features were identified in the expository writing of Chinese undergraduates which included ambiguity in reference, overuse and

misuse of conjunctions, and restricted use of lexical cohesion.

Language testing

01-268 Alderson, J. Charles (Lancaster U., UK (formerly on secondment to the British Council, Hungary); *Email: c.alderson@lancaster.ac.uk*), **Percsich, Richard and Szabo, Gabor**. Sequencing as an item type. *Language Testing* (London, UK), **17**, 4 (2000), 423–47.

A text's coherence clearly depends upon the way ideas are related within that text, both in terms of their logical relations, as well as the cohesive devices that show, or create, the links between ideas, across paragraphs and sentences. Thus, it would appear that part of the ability of a competent reader is to recognise the appropriate order of ideas in text, to identify cohesion and coherence in text in order to relate the ideas to each other, and to understand authorial intention with respect to the sequence of ideas. It follows from this that a potentially useful test method which might tap such abilities is to require candidates to inspect text in which the elements are out of order, and to reconstruct the original order. This, it might be supposed, would require candidates to detect the relationship among ideas, to identify cohesive devices and their interrelationships. Such test methods are, indeed, increasingly common in so-called reading tests. However, the present authors know of no reports of research into, or even descriptions of the use of, this promising task type. In this article they report on potential problems in scoring responses to sequencing tests, the development of a computer program to overcome these difficulties, and an exploration of the value of various scoring procedures.

01-269 Al-Hazemi, Hassan. Listening to the Yes/No vocabulary test and its impact on the recognition of words as real or non-real: a case study of Arab learners of English. *IRAL* (Berlin, Germany), **38**, 1 (2000), 89–94.

The Yes/No vocabulary test has been widely used in the past few years to estimate the vocabulary size of second language learners. Very few attempts have been made, however, to use the test with Arab learners of English. The present author has in the past used such a test and shown that native Arabic speakers appear to have an unusually low vocabulary proficiency. There may, however, be other factors contributing to this low level of vocabulary. In this paper the effect of listening to the Yes/No vocabulary test on the identification of words as real or non-real is examined. It was predicted that listening to the words read by the examiner or played on a tape recorder might produce better scores than reading them only on the test sheet. The paper and

pencil version of the Yes/No vocabulary test was administered to 55 senior high school Saudi students. The results obtained were not as predicted. The findings showed no major difference in the overall scores, particularly in the Hits (the yes responses to real words) and False Alarms (the yes responses to imaginary words).

01-270 Brohy, C. (U. of Fribourg, Switzerland) **and Pannatier, M.** L'évaluation dans l'enseignement bilingue: la quadrature du cercle? [Assessment in bilingual education: the squaring of the circle?] *Babylonia* (Comano, Switzerland), **1** (2000), 33–35.

Correction and assessment in a bilingual immersion situation in primary and secondary schools are discussed here. Aspects of research and practice at three levels, micro, 'mezzo' and macro, are considered. In some countries (such as Canada) a slight shift from 'focus on meaning' to 'focus on form' means that teachers lack an inventory of good correction practice. The micro-level relates to correction in the classroom, where students in an immersion situation tend to prefer not to be interrupted for corrective purposes. 'Mezzo'-level is concerned with the role of correction and assessment in tests and examinations, where there is the problem of what is being tested, the learner's use of the second language or knowledge of the subject. (There is no generally shared practice, though usually it is the subject that is assessed rather than the language; however, institutions have difficulty persuading students that this is the case.) Activities at the macro-level involve passing on an assessment to others (e.g., in reports to parents). The authors conclude that serious reflection is required on assessment in bilingual education, which could have beneficial consequences for assessment in general.

01-271 Daniëls, John. Kan een computer samenvatten? Een nieuw type examen? [Can a computer summarise? A new type of examination?] *Levende Talen Magazine* (Amsterdam, The Netherlands), **7** (2000), 10–12.

This article draws on one in *Computer Totaal* by Kees Vuik, who tested the expensive summary-generating program *Sinope*, by *Comsis*. The producers claim that the program can analyse texts in 'syntactically sound' parts, build a semantic tree and then prune it in a sophisticated way, leaving the most important components. However, Vuik found the program failed to deliver satisfactorily, each successive pruned version of the text losing the overall sense of the original; and he suggested an alternative (and cheaper) way of constructing one's own program, which is elaborated in the original article. He adhered to the principle, moreover, that the work of the computer should always be followed by human input, the combination of the two generating good summaries. Building on these ideas, the present