

knowledge of beginning L2 learners consists of the computational system, their L1 lexicon including the L1 parametric settings, and Universal Grammar as a potential, although not immediately accessible, source of knowledge. Aspects which may be conserved from the L1 are parametric knowledge on headedness and strength values, knowledge on morphology and on lexical items, and even pragmatic knowledge. It is also argued that a learner in an early state of acquisition matches the properties of L1 lexical items on the phonological matrix ('the word') of the target language. These L1 properties seem to be absent in the beginning, but emerge in a later state due to the step-wise acquisition of the L2 vocabulary.

00-646 Weigl, Wilfried (Viereckmühlstr. 21 94315 Straubing, Germany). An L2 subset parameter value in the grammar of L2 (G2). The verb position in the English of German *Gymnasium* students. *Fremdsprachen Lehren und Lernen (FLuL)* (Tübingen, Germany), **28** (1999), 181–200.

This paper investigates the acquisition of the position of the English verb by students of a (Bavarian) *Gymnasium*. This acquisition requires resetting the verb movement parameter from a 'superset' to a 'subset' value. Holding that the Subset Principle is inoperative in second language (L2), and that G1 (i.e., first language grammar) is strongly effective ('transfer'), this resetting was assumed to be difficult, with the difficulty reflected in the span of time required and in the percentage of learners that fail to achieve it. This assumption was verified by the results of a test: the verb movement property '*Verb in AGR' had been acquired by 70%, the property '*Verb in C' by only 50% of the students, with acquisition of the former growing throughout the course, acquisition of the latter not growing at all. It was concluded that the teaching of the L2 may perhaps be improved through a shaping of the input that makes the learner 'focus on form'.

00-647 Williams, John and Möbius, Peter (U. of Cambridge, UK). Syntactic processing strategies in a second language: processing of wh- questions by Chinese and German learners of English. *Ailè* (Paris, France), **Special Issue**, vol. 2 (1999), 147–56.

This article focuses on whether second language learners acquire native-like processing strategies. A series of on-line reading experiments are reported which explored whether 90 advanced Chinese and German learners of English could acquire native-like strategies for processing English wh-questions. Results suggest that advanced second language learners, like native speakers, use a filler-driven strategy for locating gaps in wh-sentences, and are affected by plausibility constraints, although the Chinese learners were less able to use plausibility than the other participants, possibly because of memory constraints. The importance of working memory capacity and first language transfer are also considered.

Reading

00-648 Arens, Katherine and Swaffar, Janet (U. of Texas at Austin, USA). Reading goals and the *Standards for Foreign Language Learning*. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 104–22.

The *Standards for Foreign Language Learning* (1996) provide a new set of guidelines for the curricular development of second language (L2) or foreign language programmes which will soon be in place across the United States to describe age-appropriate levels of student achievement, and against which teacher preparation and rewards will be measured. This article traces the *Standards* as a template for an integrated L2 reading curriculum (Grades 4 through 16) and argues for the early inclusion of authentic reading materials in the L2 classroom. First, the authors model ways to visualise the cognitive demands that the *Standards* place on students who attempt to fulfill them when learning to read in a foreign language. After that, with reference to a short reading text (included in the Appendix in the German original and in translation), they trace how these demands must be accommodated across a reading curriculum that spans grades K to 16, and they make a case for the *Standards* as a tool which must be used to describe curricular sequences, not only learner achievement at particular age or grade levels.

00-649 Armand, Françoise. Le rôle des capacités métalinguistiques et de la compétence langagière orale dans l'apprentissage de la lecture en français langue première et seconde. [The role of metalinguistic capacities and of oral language skills in learning to read in French as a first and second language.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 3 (2000), 469–95.

Learning to read is a complex process which constitutes one of the major goals of the first years of schooling, particularly for young allophones beginning their studies in a second language (L2). Research among students learning to read in their first language (L1) has shown that this process is fostered by the development of oral language skills and by the emergence of metalinguistic capacities. In the field of second language acquisition, researchers have largely been concerned with the existence of a threshold level of L2 language competence, necessary for the transfer of reading skills developed in the L1. The possible effects of metalinguistic capacities on the acquisition of reading in an L2 have not yet been thoroughly examined. The present study is aimed at analysing the role played by oral language skills and by metalinguistic capacities in the reading performance of young beginner readers in French as a second language, who are in a situation of successive bilingualism, and observing whether differences exist between them and their francophone peers of the same age.

00-650 **Frenck-Mestre, C. and Prince, P.** (CNRS-CREPCO, Université d'Aix-en-Provence, France). La compréhension écrite d'une deuxième langue: lexicale et syntaxe. [Second language reading comprehension: lexis and syntax.] *Les Langues Modernes* (Paris, France), **3** (1999), 58–69.

The authors of this article survey a large number of psycholinguistic experiments in order to find evidence of the role played by a first language (L1) in determining a reader's performance in second language (L2) reading comprehension. They conclude that the weight of experimental evidence shows the acquisition process to consist both of the transfer of knowledge and skills from the L1 and of the development of a lexical and syntactic competence specific to the L2. Although the basic elements of this competence are acquired relatively rapidly, certain aspects develop more slowly, in particular, syntactic ambiguities which are specific to the L2. Examples of such ambiguities are analysed and the various ways in which they may hinder comprehension are discussed. However, slowness in reading is not necessarily the result of problems at the syntactic level, as it can also be due to lower degrees of control in basic reading skills, such as the recognition of phoneme/grapheme relationships.

Writing

00-651 **Badger, Richard** (U. of Stirling, UK; *Email: rgb3@stir.ac.uk*) and **White, Goodith.** A process genre approach to teaching writing. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 153–60.

Over the last 20 years, *process* and *product* approaches have dominated much of the teaching of writing that happens in the English as a Foreign Language classroom. In the last ten years, *genre* approaches have gained adherents. This paper analyses the strengths and weaknesses of the three approaches in terms of their view of writing and how they see the development of writing. It covers both linguistic factors (how the approaches conceptualise writing) and educational factors (how the approaches conceptualise learning to write). The authors argue that the three approaches are complementary, and identify an approach—the 'process genre' approach—which is informed by each of them.

00-652 **Belcher, Diane and Hirvela, Alan** (Ohio State U., USA; *Email: belcher.1@osu.edu*). Literature and L2 composition: revisiting the debate. *Journal of Second Language Writing* (Norwood, NJ, USA), **9**, 1 (2000), 21–39.

The role of literature in the composition classroom has long been controversial. This article examines the arguments both for and against the use of literature by, first, surveying the main stances taken in first language (L1) composition pedagogical theory, which predate and have significantly influenced L2 composition, and then by reviewing L2 compositionists' own perspectives on

literature. The L2 arguments can be seen as resonating, but at the same time, diverging from those of L1 writing theory. Yet, all can be interpreted as responses to by now familiar themes in both L2 and L1 compositions, such as process versus product, academic discourse community initiation versus preparation for life, and hegemony of the established elite versus empowerment of the less privileged. The goal in this review of the long-standing debate is not to encourage polarisation for or against literature, but rather to provide, through the varied perspectives presented, a basis for informed decisions about the possible value of literature in particular contexts in which teachers and their students find themselves.

00-653 **Calvez, Daniel J.** (Clemson U., South Carolina, USA). Advanced undergraduate French composition: problems and solutions. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 93–102.

This article presents the results of a study undertaken to determine the number and nature of the problems encountered by advanced undergraduate students in a French composition course. The data consisted of 600 compositions from several classes of students collected over a period of four years. It was hoped that, after identifying the problems, explanations could be found for the frequency and repetition of students' errors. The primary objective was to use the study findings to modify the approach or content of the course. A secondary and broader objective was to further the development of the methodology used at the beginning and intermediate levels of the study of French. This article explains why the study was undertaken, how it was conducted, what the quantitative results were, and what conclusions were reached. The findings showed that the major source of errors in third-year composition is vocabulary; and the article concludes with a discussion of approaches that might address this.

00-654 **Feng, Cheng, Ogata, Hiroaki and Yano, Yoneo** (Tokushima U., Japan; *Email: is.tokushima-u.ac.jp*). Mark-up-based Writing Error Analysis Model in an on-line classroom. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 1 (2000), 79–97.

This paper describes a new component called Writing Error Analysis Model (WEAM) in the CoCoA system (Ogata et al., 1998) for instructing composition of writing in Japanese as a foreign language (JFL). The WEAM can be used for analysing certain types of morphological errors in learners' writing and selecting the appropriate compositions for learners' revising exercises. In accordance with the classifications of morphological errors that are often made by JFL learners, a Japanese morphological analysis system named *Chasen* is applied in the WEAM for recognising and tabulating the selected 33 different types of morphological errors. The similarity of morphological errors between the error patterns in JFL documents stored in the CoCoA's