by native speakers of Slavic languages. A parameterised distinction between English and Slavic aspect accounts for the subtle differences between English and Slavic telic and atelic sentences. Based on a syntax-theoretical treatment of aspect, the article investigates the process of SLA of aspect in Slavic speakers at three levels of proficiency in English: low intermediate, high intermediate and advanced. Second language (L2) learners are found to be capable of resetting the aspectual parameter value to the English setting, thus successfully acquiring a property of language almost never taught in language classrooms. The article also studies the acquisition of a cluster of constructions, which syntactic research relates to the English value of the aspectual parameter, and which have been found to appear together in the speech of English children: double objects, verb-particles and resultatives. Results indicate that each of these constructions forms part of this aspect-related cluster and that knowledge of aspect and knowledge of the cluster co-occur. The results of the experimental study bring new evidence to bear on the theoretical choice between direct access to the L2 value or starting out the process of acquisition with the L1 value of a parameter, supporting the latter view.

00–338 Van Aacken, Satoko (U. of New England, Armidale, Australia; *Email:* svanaac@metz.une.edu.au). What motivates L2 learners in acquisition of kanji using CALL: a case study. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 2 (1999), 113–136.

Unlike alphabetic languages, knowledge of about 1,000 basic kanji characters is imperative to comprehend written Japanese such as that used in newspapers. Exposure to authentic materials is often recommended from the early stages of learning. This puts pressure on the learning of kanji. How can learners acquire kanji more quickly in order to take advantage of available sources of information? Learning kanji is perhaps not difficult but is extremely time-consuming, especially when learners study it in a foreign language environment. The case study reported here, undertaken in 1997 among first-year university students of Japanese in Australia, examines language learning motivation and strategies in relation to the learning of kanji using Computer-Assisted Language Learning (CALL). The findings indicate that: (a) instrumental motivation was a dominant factor; and (b) metacognitive strategies along with a positive attitude toward the CALL kanji program are also influential factors in mastering kanji effectively, especially at beginner level.

Reading

00–339 Berger, Marie Josée (Ontario Inst. for Studies in Ed., Toronto U., Canada). Vers un modèle d'intervention précoce en lecture en actualisation linguistique. [A model for early intervention in reading in language readiness classes.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 4 (1999), 515–31.

The students in Ontario's French language schools come from a variety of cultural and linguistic backgrounds. Some have to learn French, others to improve their French in terms of communication, learning skills, and cultural expression. Learning how to read is a challenge for such students, particularly for those in language readiness classes who speak little or no French. To help these students, a model for early intervention in reading is recommended. The model, discussed in this article, reflects the challenges facing students in a minority linguistic community in learning how to read and in developing language skills. The approach proposed is multidimensional, combining reading and writing.

00–340 Bertrand, Denis (Université de la Sorbonne Nouvelle, Paris III, France). Lecture et croyance: pour une sémiotique de la lecture littéraire. [Reading and belief: towards a semiotics of the reading of literature.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 275–89.

After sketching the broad outlines of recent developments in research in semiotics, and in particular the renewed interest in the relationships between semiotics and rhetoric and the narrative, emotive and figurative aspects of literary texts, the author sets out to examine the different forms of belief and acceptance induced in readers by different kinds of literature. Four kinds of these 'illocutionary contracts' are identified, including : full, naive acceptance of the world of the literary text as real; a detached, ironic approach, in which the various literary conventions are mentioned and even flouted; critical reading, in which figurative and symbolic meanings are attributed to certain elements in the text; and a crisis of belief, where the epistemological foundations which are held to allow reader and writer to share beliefs are deconstructed or denied. These categories are illustrated with examples drawn from a literary corpus, and it is argued that for each of them there is a corresponding approach to reading in French as a foreign language: reading at length and for pleasure; reading as a way of learning literary genres and conventions; reading as interpretation and analysis; and poetic reading, where the nature of language itself is scrutinised.

00–341 Bourdet, Jean-François (Université du Maine, France). Lire la littérature en français langue étrangère: lecture, apprentissage, référence. [Reading literature in French as a foreign language: reading, learning, reference.] *Etudes de Linguistique Appliquée* (Paris, France), **115** (1999), 329–48.

Unskilled foreign language readers are often intimidated and discouraged by the prestige of the literary texts they are faced with, especially as they are unable to place

them in the historical context in which they were originally written and read. This article discusses the particular characteristics and difficulties of the foreign language reader and argues in favour of an intertextual approach to reading in a foreign language, which involves reading a number of texts in parallel and comparing them with one another. It is argued that such an approach shows that the texts are meaningful variations on a common theme or discourse structure, and that this realisation helps the reader to overcome the difficulties resulting from an over-respectful attitude to a given work. In this way, the foreign reader obtains much more room for manœuvre in constructing his or her interpretations, room in which there is a place for the learning process.

00-342 Bourdet, Jean-François (Université du Maine, France). Orientations méthodologiques. [Approaches to methodology.] Etudes de Linguistique Appliquée (Paris, France), **115** (1999), 363–77.

This article consists of an overview of the principal techniques for teaching the reading of literary texts in French as a foreign language. These include, first, writing exercises and activities (pastiche, autobiography, parody, short stories, etc.), since the personal expression they encourage is seen as an excellent preparation for reading texts involving the individual's personal identity and ideology, as well as sensitising learners to literary genres, conventions and discourse structures. Overviewed next are reading exercises which train learners to recognise discourse markers at various levels, especially those which enable them to identify their own position with respect to the work and its author, various kinds of narrative being especially useful for this purpose. Thirdly, translation is considered, partly because it necessitates the closest possible scrutiny of the text, but also because it reveals to individual learners the extent and importance of their background knowledge, literary and sociocultural. A fourth set of techniques is intertextual: reading a number of different texts in parallel helps learners to identify common underlying discourse structures. Finally, courses of lectures and classes on the history of literature also have a role to play, since they can provide understanding of chronological and intellectual contexts.

00-343 Ghahremani-Ghajar, Sue-San (U. of Mazandaran, Iran) and Masny, Diana. Making sense in a second orthography. ITL Review of Applied Linguistics (Leuven, Belgium), **125-126** (1999), 229–51.

The importance of efficiently processing letters and gaining orthographic automaticity has been stressed in first language (L1) reading research. While this level has been well defined in L1 reading, however, it has received little attention in English as a Foreign Language (EFL) reading, especially when the writing system in the L1 differs from that in the L2 (second language). The study reported here investigates the influence of L1 literacy and knowledge of a writing system (Farsi) on reading and processing Roman letters in English. Sixty students

were selected from an Iranian university. Results showed that the students process strings of letters in Farsi and Roman script in the same way and produce upward M-shaped patterns. The findings are discussed in the light of the research for Arabic and other scripts. The implications for classroom practices in facilitating foreign language learners' reading ability are also explored.

00-344 Nassaji, Hossein and Geva, Esther (U. of Toronto, Canada). The contribution of phonological and orthographic processing skills to adult ESL reading: evidence from native speakers of Farsi. Applied Psycholinguistics (Cambridge, UK), **20**, 2 (1999), 241–67.

The study reported here investigated the role of phonological and orthographic processing skills in adult second language reading. Participants were 60 English as Second Language (ESL) graduate students; all were native speakers of Farsi. Three types of ESL reading measures were used as criterion variables: reading comprehension, silent reading rate, and the ability to recognise individual words. Data were analysed using correlational and hierarchical multiple regression. Efficiency in phonological and orthographic processing contributed significantly to individual differences on the reading measures. In particular, efficiency in orthographic processing contributed to the reading measures independently of syntactic and semantic measures. The study is taken to suggest the usefulness of considering individual differences in ESL reading with respect to individual differences in lower level processes–particularly the efficiency with which readers process phonological and orthographic information.

00-345 Wade-Woolley, Lesly (Queen's U., Kingston, Canada; Email: wadewool@educ.queensu.ca). First language influences on second language word reading: all roads lead to Rome. Language Learning (Malden, MA, USA), **49**, 3 (1999), 447–71.

Research (Koda, 1994) has identified three conditions which distinguish second (L2) from first language (L1) reading: (a) the influence of prior literacy, (b) limited linguistic knowledge, and (c) crosslinguistic effects. This article investigates the latter dimension of L2 reading, and reports an experiment investigating similarities and differences in basic processing involved in the word reading of L2 readers of English. The investigation specifically targeted phonological and orthographic processes in the context of language transfer from L1 to L2 during reading tasks. Groups of young adults who were native speakers of either Russian or Japanese and low-intermediate English as Second Language (ESL) learners were matched on a measure of English word reading and then compared on a number of cognitive and linguistic reading-related tasks. Despite differences in processing strengths, neither group demonstrated an advantage in nonword reading. The results are seen as having implications for theories of reading disability built around the notion of deficits in phonological processing.

00–346 Young, Dolly J. (U. of Tennessee, USA; *Email*: djyoung@utk.edu). Linguistic simplification of SL reading material: effective instructional practice? *The Modern Language Journal* (Malden, MA, USA), **83**, 3 (1999), 350–66.

Linguistic simplification of authentic texts is a common practice in second language (SL) reading material but research results on whether it actually increases comprehension are inconsistent. The research reported here examines the kinds of modifications which are made, intuitively or intentionally, when a text is simplified, and whether or not the differences in reading comprehension scores of authentic, as opposed to simplified texts, are indeed significant. Specifically, the study examined the types of simplifications made to four authentic texts and investigated differences in recall scores based on whether students read simplified or authentic versions. Four different recall scoring methods were used to assess reading comprehension. Findings indicated that a high percentage of the modifications made were lexical in nature and that recall scores for the simplified texts were not superior to the authentic ones. Moreover, one scoring method in particular, scoring based on the number and weight of misunderstandings, led to significant insights into the relationship between text processing and reading comprehension.

Writing

00–347 Al Kahtani, Saad (Indiana U. of Pennsylvania, USA; *Email*: alkahtan@pilot.msu.edu). Electronic portfolios in ESL writing: an alternative approach. *Computer Assisted Language Learning* (Lisse, The Netherlands), **12**, 3 (1999), 261–68.

This paper begins from the premise that creating and using electronic portfolios facilitate language teaching and learning in general and ESL (English as a Second Language) writing in particular. The author seeks to demonstrate how teachers can create electronic portfolios using the World Wide Web. The paper highlights the benefits of creating and using electronic portfolios, presents their content, and demonstrates some of the tools that can be used to create such portfolios. Several advantages which electronic portfolios are seen to have over portfolios in the traditional paper and folder format are discussed.

00–348 Angelova, Maria and Riazantseva, Anastasia (State U. of New York, Buffalo, USA). 'If you don't tell me, how can I know?' A case study of four international students learning to write the U.S. way. *Written Communication* (Thousand Oaks, CA, USA), **16**, 4 (1999), 491–525.

The number of English as a Second Language (ESL) students entering U.S. graduate schools has risen steadily in recent years. The study reported here examined the problems that four such international graduate students of various linguistic and cultural backgrounds encountered in the process of adapting to the requirements of discipline-specific written discourses during their first year of studies in the United States. Qualitative data including participant and faculty interviews, observations, analysis of written samples, and reflective journals kept by the participants were collected. The results of the study suggest that international students, who bring different writing experiences with them to U.S. classrooms, need assistance to adjust more easily to the requirements of the new academic environment. This assistance, however, depends on international students and U.S. faculty alike learning to address explicitly how academic writing conventions differ across cultures.

00–349 Berg, E. Cathrine (U. of Pennsylvania, USA; *Email*: bergc@dolphin.upenn.edu). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 3 (1999), 215–41.

Since the late 1980s, peer response to writing has gained increasing attention in the English as Second Language (ESL) field. Whereas affective benefits have been reported in the literature, little is known about the effects of peer response on ESL students' revision and writing outcomes. The study reported here investigates these effects and also considers an often-cited suggestion for successful peer response, that is, training students to effectively participate in the peer response activity. The principal question addressed by the study is whether trained peer response shapes ESL students' revision types and writing quality. Effects of trained peer response were investigated through a comparison of 46 ESL students divided into two groups, one trained in how to participate in peer response to writing and the other not. Revision types were identified based on a taxonomy that discriminates between two types of changes: those that affect text meaning and those that do not (Faigley & Witte, 1981). Writing quality was determined by a holistic rating procedure of first versus revised drafts. Results of the investigation indicate that trained peer response positively affected ESL students' revision types and quality of texts.

00–350 Biggs, John (U. of New South Wales, Australia), **Lai, Patrick, Tang, Catherine and Lavelle, Ellen**. Teaching writing to ESL graduate students: a model and an illustration. *British Journal of Educational Psychology* (Leicester, UK), **69**, 3 (1999), 293–306.

Graduate students, especially those writing in a second language, have specific writing needs; and previous research suggests that there might be a case for more pedagogic intervention. This article describes a study with two aims. The first was to adapt a *knowledge x levels x process* model of writing (Biggs & Moore, 1993) to conceptualise the writing needs of graduate students.