embedded subject, indicating that they mapped the narrower setting of reflexives in English onto a wider parameter setting of *ziji* in Chinese.

00–160   Young, Richard (U. of Wisconsin-Madison, USA). Sociolinguistic approaches to SLA. *Annual Review of Applied Linguistics* (Cambridge, UK), **19** (1999), 105–32.

Two important areas of sociolinguistic research in second language acquisition (SLA) are examined: language variation and face-to-face communication. The former takes the notion of context as a given, and correlates contextual features with variation in a particular linguistic form. Variationist methods have been used in the study of interlanguage, with a number of studies suggesting that systematic variation is essential to the development of interlanguage. The latter considers context to be emergent and dynamic. Research into cross-cultural communication has made use of the hermeneutic and qualitative methodology dominant in this type of research, with the result that such communication is increasingly seen as a joint accomplishment and the social identities of those involved as dynamic rather than static. These methodologies are important tools in illuminating patterns of language use and the language attitudes of bilinguals. Three sociolinguistic theories are reviewed: discourse domains, co-construction and interactional competence. The weakness of the first lies in its focus on the individual; the others, in contrast, view sociolinguistic phenomena as co-constructed by all participants. In explaining how learners become participants in the social world, interactional competence is considered the most applicable to explaining cross-cultural communication. Finally, a short annotated bibliography is provided.

Reading

00–161   Barfield, Andy (U. of Tsukuba, Japan). In others' words: how learners construct reading difficulties. *Literacy Across Cultures (LAC)* (Fukui, Japan), **3**, 1 (1999), 3–10, 21.

This preliminary study uses data from self-reports in an attempt to answer fundamental questions about students' perceptions of their difficulties in reading. The areas addressed are difficulties in reading graded readers, making the transition from graded to authentic texts, and identifying areas of difficulty in academic and expository texts. Participants were enrolled on a university-level reading programme. Classes focused on a range of strategies depending on the text and aimed to move from graded readers to newspaper articles and teenage content texts and finally to academic texts. Students were encouraged to keep learning journals to reflect on their reading processes and to enable the teacher to advise and guide them–these form the basis of this study. According to students' journals, graded readers posed problems mainly with comprehension, encouraging fast reading and guessing meaning from context. Vocabulary caused

most difficulties when students moved on to newspaper articles and teenage publications. Similar problems were identified by students with academic text, though problems were divided between subject-specific and general academic language. The article concludes that students need to practise a range of reading skills and vocabulary acquisition strategies, while a methodology such as the one outlined here can encourage student reflection and independence.

00–162   Bimmel, Peter and Oostdam, Ron (U. of Amsterdam, The Netherlands). Strategietraining en leesvaardigheid. Theorie en praktijk in balans. [Strategy training and reading comprehension. Theory and practice in balance.] *Levende Talen* (Amsterdam, The Netherlands), **543** (1999), 556–64.

In earlier publications, a first experimental study was reported in which the effect of teaching reading strategies was measured in terms of effective strategy use, reading comprehension in the first language (L1) and reading comprehension in a foreign language, in this case English. None of the training programmes appeared to have had any effect. In the second study reported here, the experimental design was improved in a number of ways, including the fact that it concentrated on more complex strategies, and that the training sessions were spread over a much longer period of time. The results of this second study suggest improved strategy use and higher scores for reading comprehension in L1, i.e., Dutch. Spontaneous transfer of these effects to reading comprehension in the foreign language could not be observed, however; it remains unclear whether such transfer could be achieved by explicit instruction. The authors argue that this latter point deserves further research, in view of the fact that at present language teachers devote a large amount of time to teaching essentially the same strategies.

00–163   Gholamain, Mitra and Geva, Esther (U. of Toronto, Canada). Orthographic and cognitive factors in the concurrent development of basic reading skills in English and Persian. *Language Learning* (Malden, MA, USA), **49**, 2 (1999), 183–217.

According to the 'script-dependent' hypothesis, accurate word recognition skills develop more slowly in languages with an irregular orthography, such as English, than in regular orthographies, such as Persian. According to the 'central processing hypothesis', basic reading skills in all languages are influenced primarily by underlying cognitive factors. These hypotheses were examined by studying the linguistic, cognitive and basic reading skills of 70 children in Grades 1–5 learning to read concurrently in English (their first language) and Persian (a second language). The findings supported both hypotheses. A consideration of these frameworks as complementary is seen as contributing to a cross-linguistic theory of reading skills development in bilingual children.

Reading ■

This small-scale study of a low-level teenage learner of English as a Foreign Language (EFL) explores the effectiveness of using picture books to teach EFL through reading to low proficiency learners. First, a rationale for using picture books with this type of learner is provided based on the characteristics of picture books. It is also suggested that picture books constitute authentic materials but require no adaptation, and that the readability of the text is appropriate to the level of the learners. A model of reading instruction is selected where teacher roles, learning objectives and levels of study are clearly identified. As the programme was implemented, the effects of instruction on the learner were observed. Although she had difficulty reading a level 1 book and was initially hesitant, the learner responded well to an interactive methodology and praise. Her journal entries demonstrate that she became aware of her learning strategies while pictures facilitated her understanding. It is suggested that a model such as this enables low proficiency learners to manage their reading and gain confidence, increasing learner independence. Finally, strategies for encouraging such learners to acquire reading skills are made.

The relationships that hold between texts and their accompanying non-verbal or visual elements (VEs) have attracted attention in English language teaching research. The present paper reports on an investigation carried out to assess the impact of visual-verbal relationships on one aspect of the reading process, i.e., reading purposes. In a comparative study involving 63 native (L1) and 48 non-native (FL) adult English speakers, data were gathered via a process-based questionnaire. It was found that, first, the presence of VEs in texts influenced readers' purposes for reading the main accompanying verbal texts: the FL group sought in VEs the main and detailed information about the verbal texts, while the L1 group sought mainly summary and additional information. Second, the purposes sought in VEs seemed to be influenced by readers' language background. Third, the nature of the purposes looked for in VEs by each group of readers may explain the fact that the FL group perceived the visual/verbal relationships in terms of purposes as global whereas the L1 group perceived them as local. Finally, while previous research suggests that reading purposes vary with the type of texts, the present findings suggest that the presence of VEs in texts offers readers the opportunity to generate some reading sub-purposes whose relationship with the purposes of reading the verbal texts depends largely on readers' language background.

Integrating strategic reading in L2 instruction. *Reading in a Foreign Language* (Plymouth, UK), **12**, 1 (1998), 251–69.

One of the primary goals of second language (L2) reading instruction should be to help students develop as expert, or more strategic, readers. This article explores steps that teachers can take to integrate strategic reading instruction into their L2 classrooms. It is suggested that four steps are important in this planning process. The first step involves the choice of a text at an appropriate level of difficulty for the students. The second step requires the selection of strategies for instruction, a choice that is dependent on a variety of factors including student characteristics, the demands of the text, and the goals of reading instruction. The third step in planning necessitates the structuring of lessons and the writing of scripts (i.e., think-aloud protocols) to guide the presentation of strategies. The last step involves the adaptation of instruction in response to student needs and their reactions to in-class modelling, practice, and discussions.

This paper highlights the functions of reading aloud and gives various reasons to justify its practice in the foreign language classroom. The author suggests a dual approach to developing reading skills: 'reading for language/reading aloud' coupled with 'reading for meaning/silent reading'. He seeks to demonstrate how these two processes (which may actually inter-relate to each other) might be implemented for practising both reading aloud and silent reading. He claims that alternative strategies are needed for improving the teaching of reading including the teaching of reading aloud which he sees as frequently ill-treated or ignored in English as a Foreign Language (EFL) classrooms. The paper is mainly concerned with English language teaching in the Arab world, but its findings are considered relevant to foreign language teaching in other countries as well.

Whereas most discussions of foreign language (FL) anxiety have centred on the difficulties caused by anxiety with respect to oral performance, this article discusses the possibility of anxiety in response to foreign or second language reading. It introduces the construct of FL reading anxiety, offers a scale for its measurement, and reports on a preliminary study in 30 intact first-semester classes of Spanish, Russian and Japanese. The study found that, contrary to previous teacher intuitions, reading in an FL can be anxiety-provoking to some students. Whereas general FL anxiety has been found to be independent of target language, levels of reading

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anxiety were found to vary by target language and seem to be related to the specific writing systems. In addition, students' reading anxiety levels increased with their perceptions of the difficulty of reading in their FL, and their grades decreased in conjunction with their levels of reading anxiety and general FL anxiety.

00-169   Yan, Jin (Shanghai Jiao Tong U., P.R. China). **A componential analysis of Chinese readers' difficulties in reading English as a Foreign Language.** *CALS Working Papers in TEFL* (Reading U., UK), **2** (1999), 29–58.

Dividing language and the skill of reading into component parts facilitates comparisons between the first (L1) and second language (L2), highlighting problem areas for L2 learners and suggesting directions for teaching methodology and materials development. This study uses a componential approach to assess Chinese learners' difficulties in reading in English. Three categories of component are identified: linguistic skills (including writing, syntax and semantics), reading strategies and knowledge sources (socio-cultural, genre, content). Each category and sub-category is discussed in detail, drawing on the existing body of reading research. It is then suggested that difficulties experienced by Chinese learners of English can lead to a vicious circle. Difficulties in automatic word recognition, because of the way Chinese text is processed, result in slow L2 reading. This leads to less exposure to L2 text, resulting in a more restricted L2 vocabulary. This in turn prohibits the transfer of L1 reading strategies, which again leads to difficulties in automatic word recognition. The article concludes by suggesting ways of achieving a virtuous circle of reading development for Chinese learners by promoting orthographic awareness, word recognition through reading aloud, explicit vocabulary teaching and guessing words from context, and balancing intensive and extensive reading tasks.

Writing

00-170   Allison, Desmond, Varghese, Susheela and Wu, Siew Mei (Nat. U. of Singapore). **Local coherence and its limits: a second look at second sentences.** *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 1 (1999), 77–97.

This article takes up Joy Reid's (1996) proposal that 'second sentences deserve a second look' in academic writing research and pedagogy. Reid's data and commentaries indicate that second sentences, the sentences following topic sentences, make important but generally underrated contributions to the (in)coherence of students' written paragraphs. Her study, in a U.S. university, found that English as a Second Language (ESL) student writers often developed paragraphs which did not meet the expectations of experienced native English speaker (NES) readers. The present article offers a contextualised critique and partial replication of Reid's exploratory study. The research, in Singapore, investigates

second sentence writing by English-knowing bilingual students, and the expectations of experienced English-knowing bilingual academic readers. A comparison of these findings with Reid's yielded differences on the same three prompts as in the original study. The authors conclude that their student writer sample is interestingly distinguishable from Reid's NES and ESL groupings. Special attention is paid to responses, both by students and by academic readers, which did not conform to Reid's expectations for paragraph development in second sentences. The discussion pursues questions about local and global coherence in academic writing, including expectations about topic development, and suggests implications for an investigative writing pedagogy.

00-171   Conrad, Susan (Iowa State U., USA) **and Goldstein, Lynn M.**. **ESL student revision after teacher-written comments: text, contexts, and individuals.** *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 2, 147–79.

This study investigates the relationship between written comments and students' subsequent revisions for one teacher and three students in an advanced ESL (English as a Second Language) composition course. Data include the teacher's comments, the students' drafts before and after the comments, and discussions during conferences which shed light on the students' revision processes. Associations between characteristics of the comments and the success of students' subsequent revisions are first examined. While it initially appears that certain formal characteristics of the comments were associated with successful revision (e.g., declaratives rather than questions), further analysis reveals that only one feature typically related to revision success–the type of revision problem addressed. Students tended to be successful in resolving many types of revision problems (e.g., adding examples, increasing cohesion), but unsuccessful in revising problems related to explanation, explicitness, and analysis. However, there were exceptions to this typical pattern. Each student's revision process is described: factors such as content knowledge, strongly held beliefs, the course context, and the pressure of other commitments provide explanations for students' revision decisions and account for unexpected success or lack of success in their revising. The researchers conclude that the study shows that, in order to understand how students revise in response to written feedback, it is necessary to look not only at the nature of the comments themselves, but also at the types of problems students are being asked to revise and at individual factors affecting the students.

00-172   Ferris, Dana (California State U., Sacramento, USA). **The case for grammar correction in L2 writing classes: a response to Truscott (1996).** *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 1 (1999), 1–11.

John Truscott's 1996 *Language Learning* article, 'The case against grammar correction in L2 writing classes' [*see abstract 97-39*], has led to a great deal of discussion and