

distance (LD) antecedent as well as a local one. Another property of the long-distance reflexives is subject orientation. However, reflexives in English allow both subject NPs (noun phrases) and object NPs as their antecedents. The results of the study suggest that first language (L1) transfer occurs in second language (L2) acquisition of the Chinese reflexive *ziji*. However, not everything can be explained by L1 interference. It is found that: it is much easier for Japanese than for English speakers to acquire the LD binding of *ziji*; binding of *ziji* is asymmetric in finite and non-finite clauses in English speakers' L2 grammars of Chinese; acquiring subject orientation of *ziji* is problematic for both English and Japanese speakers, and no implicational relationship is found between LD binding of *ziji* and subject orientation of *ziji*; and LD binding of *ziji* entails LOC binding of *ziji*, and also generally entails no LD object binding. Implications of these findings are discussed.

## Reading

**99-472 Finkbeiner, Claudia** (Universität Gesamthochschule Kassel, Germany). Sind gute Leser/-innen auch gute Strategen? Was Fremdsprachenlehrer und -lehrerinnen darüber denken. [Are good readers also good strategists? The views of foreign language teachers.] *Fremdsprachen Lehren und Lernen* (Tübingen, Germany), **27** (1998), 180–203.

This article reports an empirical study that set out to examine the subjective theories of foreign language teachers. Subjective theories are regarded as rather complex individual beliefs and cognitions about a particular subject or person (including oneself). The focus here is on teachers' beliefs and cognitions about reading in a foreign language, with a particular focus on three reader profiles: 'good' versus 'bad', 'strategic' versus 'non-strategic', and 'highly interested' versus 'non-interested' reader. The teacher study described here is a sub-study within the framework of a complex research project. The study triangulated data in order to explore the influences and effects of learning strategies and interests on the foreign language reading process.

**99-473 Pucci, Sandra L.** (U. of Wisconsin, USA) and **Ulanoff, Sharon H.** What predicts second language reading success? A study of home and school variables. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 1–18.

While studies have consistently supported the argument that leisure reading plays a role in developing proficiency in reading, it is also important to examine environmental factors in order to explore their relationship to reading ability. This paper examines the relationship of home variables on the second language reading performance of 23 Latino fourth graders in an urban all year-

round school in southern California. Two groups of proficient and non-proficient readers were compared using results from a questionnaire on home and school variables and author/title recognition. Data supported previous findings that home variables are just as important as school factors in predicting reading success. In terms of home variables, little difference was seen between actual time spent reading, being read to aloud, and reading modelled by parents. Results also revealed that the number of books in the home is a factor in determining reading proficiency. At school, findings show that the teacher can have an influence on the number of books read by students, specifically those assigned by the teacher. The authors conclude that availability of books is a crucial factor, indicating a need for schools to take more seriously their responsibility of facilitating access to reading materials for children.

## Writing

**99-474 Lee, Icy** (Douglas Coll., British Columbia, Canada). Peer reviews in a Hong Kong tertiary classroom. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 1 (1997), 58–69.

Peer reviews are becoming increasingly popular in second language (L2) composition pedagogy. This article describes the implementation of peer reviews in a Hong Kong tertiary classroom: the background, classroom procedure, types of student negotiations during peer reviews, comparison of students' drafts before and after peer reviews, and interviews with students. It is suggested that the results, taken together with the students' positive comments, support the need to introduce peer reviews in L2 writing instruction. The article concludes with some suggestions for ways to incorporate their use in the writing classroom.

**99-475 Rava, Susan** (Washington U., St. Louis, USA). The postcard project: a proposal for teaching writing. *The French Review* (Carbondale, IL, USA), **72**, 1 (1998), 58–68.

This article proposes a technique for teaching writing in second language classes which purports to be self-contained yet expandable; authentic yet accessible; and a combination of input and output – in short, a fusion of contrasting poles. The project uses postcards as one vehicle to teach writing because they carry cultural, artistic and historical information. They are seen as offering the opportunity to develop formulaic skills like greetings and dates, and giving a framework which is short but useful in learning language functions like commands and narration in the past. Crucially also, they are seen as providing meaningful practice in producing real message texts. Drawing on the work of Lee, Rivers and Omaggio Hadley, the article provides a sequenced and directed series of interwoven receptive and productive tasks for writing instruction through postcards.