

to areas of interest in research and assessment are first offered, and reference is made to the concept of discontinuous learning which establishes the erratic nature of progress in reading knowledge and skills. Some models of first language reading comprehension are next reviewed, and various research questions for second language reading assessments listed. The author then considers the strong influence of the top-down model of reading comprehension, and recommends a greater emphasis on bottom-up processing. The validity of multiple-choice tests is questioned and increased use of open-ended essay questions is suggested. Research in behavioural anchoring is then briefly explained as providing information on what test scores mean in terms of what learners can do; an example of an anchor study into TOEFL (Test of English as a Foreign Language) scores is provided. Finally, computer-adaptive testing is examined as a method of 'custom-tailoring' tests for particular learners, and an explanation of item response theory is given.

**98-622 Randall, Mick** (Chichester Inst. of Ed., UK). Orthographic knowledge, phonological awareness and the teaching of English: an analysis of word dictation errors in English of Malaysian secondary school pupils. *RELC Journal* (Singapore), **28**, 2 (1997), 1–21.

The exploratory study reported here is part of a project to investigate the effects on second language reading in English of processes used in learning to read the first language. The data derive from a case study of the written errors in English on a single word dictation test produced in one first year secondary class from a Malaysian secondary school. The analysis attempts to see if the errors produced can be understood in terms of reading acquisition processes in use for teaching reading in Bahasa Malaysia – the official language – or interference problems caused by the differing phonological systems of local languages spoken by the children, or in terms of systematic differences between the variety of English spoken in Malaysia and Singapore (EMS) and Received Pronunciation. In particular, the paper looks at the effects of final consonant cluster written errors in situations where the final consonant is either a morphological suffix or is part of the root word. The pedagogical implications of the findings are then discussed.

**98-623 Thang Siew Ming** (Nat. U. of Malaysia). Induced content schema vs. induced linguistic schema – which is more beneficial for Malaysian ESL readers? *RELC Journal* (Singapore), **28**, 2 (1997), 107–27.

In view of the importance of reading for English as a Second Language (ESL) students, particularly in higher education, programmes in Malaysian universities have paid much attention to helping students acquire reading comprehension skills. Recent research has shown that one of the variables affecting learners' reading comprehension is background knowledge, formalised

in this context as schema theory, according to which, besides readers' prior linguistic knowledge (linguistic schema) and level of proficiency in the second language, content schema and formal schema are equally important. The experimental study reported here examined the effects of induced schemata – in the form of pre-reading activities – on the comprehension of expository texts. Participants were 67 Malaysian first-year undergraduates, divided into two groups of average- and low-proficiency readers based on their reading scores in the English Language Placement Test. The findings of the study point to the importance of vocabulary instruction for reading comprehension, especially for low-proficiency readers, and to the pedagogical potential of vocabulary-based pre-reading activities. However, placing greater emphasis on vocabulary-based instruction does not mean discarding activities that induce content schemata; and it is suggested that classroom practitioners attempt to incorporate both vocabulary- and content-based pre-reading activities, but placing greater emphasis on the former with lower-proficiency students, and on the latter with those of higher proficiency.

## Writing

**98-624 Amores, María J.** (West Virginia U.). A new perspective on peer-editing. *Foreign Language Annals* (New York), **30**, 4 (1997), 513–22.

This article describes the peer-editing behaviours of eight undergraduate students in a third-year Spanish composition and grammar review course. Data collected over four months through interview, participant observation, artifact inventories and questionnaires revealed a strong tendency among informants to define the peer-editing process in social and emotional terms, but did not support some of the previously held views regarding the effectiveness of the process. The author's findings challenge common beliefs about the effects that audience awareness and response may have on students' writing and students' attitudes towards writing, and suggest implications for the classroom.

**98-625 Cumming, Alister** (Ontario Inst. for Studies in Ed., U. of Toronto). Theoretical perspectives on writing. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 61–78.

This paper seeks to provide an up-to-date review of the theory and research on second language writing. In the first part of the paper the author considers the diversity and complexity of recent enquiry into the field. Three different areas of research enquiry are addressed: understanding the demands and norms of writing; understanding students, their composing, and their texts; and understanding and informing classroom instruction. In the second part of the paper the author discusses various types of theoretical concepts or proposed models of second language writing. It is pointed

out that a guiding principle in model building has been to try to make explicit the factors that contribute directly to students' learning second language writing. It is concluded that these models and the descriptive research that informs them confirm the complexities involved in the skill of writing in a second language. The author regards the enquiry into such models as a distinctive sign of promise for future developments in these directions.

**98-626 Currie, Pat** (Carleton U., Canada). Staying out of trouble: apparent plagiarism and academic survival. *Journal of Second Language Writing* (Norwood, NJ), **7**, 1 (1998), 1-18.

Textual borrowing by second language (L2) students in academic settings has traditionally been viewed as an intentional violation of Western norms and practices. As has been learned from recent discussions in L2 writing and sociolinguistics, however, the issue is not that simple, but fraught with complexities. In order to understand the degree of complexity, it is worthwhile to examine one instance of such borrowing. This paper explores the apparent plagiarism of one L2 student writer in a university course. It considers her behaviour in relation to the context of her course, the demands of her task, her developing English language skills, and her general learning processes.

**98-627 Gosden, Hugh** (Tokyo Inst. of Tech.). An aspect of holistic modelling in academic writing: propositional clusters as a heuristic for thematic control. *Journal of Second Language Writing* (Norwood, NJ), **7**, 1 (1998), 19-41.

It is a major challenge for teachers of English for Academic Purposes (EAP) to devise meaningful exercises and techniques which can function as research tools for EAP practitioners and as heuristic procedures for second language (L2) writers. If exercises are to be authentic in helping students accomplish their real concerns, they need to be holistic in their modelling of the academic writing process. That is, they need to integrate attention to textual, cognitive, and social aspects of the texts students are required to produce in order to enter into the academic/discourse community. As a contribution to this effort, the study reported here presents one potentially valuable procedure, Propositional Clusters, which aims to help L2 writers handle one crucial aspect of text organisation, namely thematic control. The use of Propositional Clusters is demonstrated with reference to Japanese graduate students drafting their first research papers in English.

**98-628 Hawes, Thomas** (British Council, Penang) and **Thomas, Sarah**. Problems of thematisation in student writing. *RELC Journal* (Singapore), **28**, 2 (1997), 35-55.

This paper examines thematisation in student writing, taking as a corpus 100 English essays by Malaysian students ranging from lower intermediate to advanced

level. The proportions of the various Theme types employed are researched, as well as thematic progression strategies; and the use of these in student writing is compared with that in the British newspapers *The Sun* and *The Times*, which are hypothesised to exhibit many characteristics of Bernstein's Restricted and Elaborated Codes, respectively, and can be considered two distinct standard sub-genres. Student thematisation is also analysed in terms of rhetorical structure. Varying the complexity of thematic structure, for instance, can produce minimalistic, informal text or an academic formal style. The relative proportions of Constant and Derived Progression may bring the text closer to exhortatory or to analytical exposition, respectively. Using more or less Discourse Participant Themes can create an impression of outspokenness or impartiality, and Marked Themes may be a measure of evaluative content in general. Lastly, problem areas in student thematisation are considered, compared among the different levels, and pedagogical implications are discussed.

**98-629 Ho, Mian Lian** (Nanyang Tech. U., Singapore). This is chickenfits: the effect of pronunciation on writing. *RELC Journal* (Singapore), **28**, 2 (1997), 22-34.

In many English language teaching programmes for second or foreign language learners, the teaching of pronunciation is often incidental or accorded low priority. However, the study reported here suggests that the teaching of pronunciation is important to the acquisition of improved writing skills. The study identifies the specific features of pronunciation that exert a strong influence on the written communication of students in a tertiary institution in Singapore. These features include conflation of certain vowels and consonants, non-distinction between voiced and voiceless consonants, different placement of stress on syllables of words, use of glottal stops and the deletion of consonants, particularly those in final position of consonant clusters. Some pedagogical implications are discussed.

**98-630 Kroll, Barbara** (California State U., Northridge). Assessing writing abilities. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 219-40.

The assessment of writing abilities has been a particularly rich area of exploration in applied linguistics in both first and second language contexts. This paper seeks to provide a review of the literature on the assessment of writing produced by students in academic contexts. The author considers some of the progress and complexities involved in fine-tuning assessment procedures. After a consideration of what constitutes testing in writing, the author discusses the influence of a number of critical variables in the teaching context: the writer/test-taker; the writing task; the written product; the reader; the scoring procedure; and the interaction of these variables. Holistic and analytic rating scales are then addressed. A comparison is made of the scope of writing assessment in single campus and

large-scale assessment. The final section is dedicated to a discussion of portfolio assessment: it is pointed out that issues of scoring are more complex in such assessment than in timed writing samples.

**98-631 Kubota, Ryuko** (U. of North Carolina). An investigation of L1-L2 transfer in writing among Japanese university students: implications for contrastive rhetoric. *Journal of Second Language Writing* (Norwood, NJ), **7**, 1 (1998), 69–100.

Many studies of contrastive rhetoric have confirmed that Japanese writers prefer an inductive style which is negatively transferred to ESL (English as a Second Language) writing, whereas one study found similarities in rhetorical patterns used by good Japanese and English first language (L1) writers. This study investigated whether individual Japanese students use the same discourse pattern in L1 and ESL writing, and how each individual's use of similar/dissimilar patterns affects the quality of ESL essays. University students in Japan wrote one essay in Japanese and another in English; 22 wrote on an expository topic, and 24 on a persuasive topic. Each participant was later interviewed about their writing and views on rhetorical styles. Both Japanese and ESL essays were evaluated in terms of organisation, and ESL essays were also rated in terms of language use. The location of the main idea and the macro-level rhetorical pattern were coded for each essay. Results showed that about half the writers used similar patterns in L1 and L2; there was also a positive correlation between Japanese and ESL organisation scores, but no negative transfer of culturally unique rhetorical patterns. The data suggest that L1 writing ability, English proficiency and composing experience in English affect the quality of ESL essays.

**98-632 Landolfi, Liliana** (Istituto Universitario Orientale, Napoli). Children writing in a foreign language. Dream or reality? *Rassegna Italiana di Linguistica Applicata* (Rome), **1** (1998), 99–118.

The new Ministerial Programmes for *Scuola Elementare* in Italy have included foreign language teaching in the primary-level curriculum. However, while stressing the importance of teaching the oral aspect of a foreign language, they say very little about other language skills, and hardly mention the need to deal with writing. The author of this paper questions whether this means that language teachers should ignore writing; whether this skill is less important than speaking; and whether there are no approaches for teaching writing to young learners. The paper seeks to offer some answers: it explores the relevant literature, and presents some practical applications which are intended to help those language teachers who consider the problem to be relevant to their own teaching situation.

**98-633 Polio, Charlene, Fleck, Catherine and Leder, Nevin** (Michigan State U.). "If I only had more time": ESL learners' changes in linguistic accuracy on essay revisions. *Journal of Second Language Writing* (Norwood, NJ), **7**, 1 (1998), 43–68.

This study examines whether or not English as a Second Language (ESL) students edit for sentence-level errors during revision and whether or not additional editing instruction helps reduce such errors in revised essays. An examination of 64 ESL students' 30-minute drafts and 60-minute revisions, both at the beginning and at the end of a semester, revealed that students' linguistic accuracy improved both over the semester and from draft to revised essay. However, an experimental group who received additional editing instruction and feedback did not perform any better than the control group on measures of linguistic accuracy. It is concluded that, while the improvement in accuracy on the revised essays is statistically significant and theoretically interesting to researchers in the areas of second language acquisition and writing pedagogy, it may be too small to have practical implications in the context of writing assessment.

**98-634 Raimes, Ann** (City U. of New York). Teaching writing. *Annual Review of Applied Linguistics* (New York), **18**, (1998), 142–67.

This paper provides an up-to-date survey of research in teaching writing in a number of key areas. The first part of the paper reviews research in the categories of students' work and culture, instructional settings, and the shape of the curriculum. It is suggested that the cross-institutional and cross-cultural perspective is not always reflected in the practices of instructional programmes and that studies of curriculum are as subject to ideological assumptions as studies of institutional structures. The second section describes work in academic writing and English for Academic Purposes, critical pedagogy, content, and genres. Researchers have argued for a poststructural pedagogy that critically examines established settings and norms, who determines them, and for what purposes. There is no consensus about content nor about the desirability of explicit instruction of genres. The final section reviews the literature on instructional issues: generating ideas in journals, connecting writing and other language skills, collaborating in peer groups, responding to writing, revising and editing, and teaching practices. It is concluded that recent writing research shifts the view of writing from a decontextualised skill to complex intellectual engagement and from static forms of academic literacy to multiplicity.

**98-635 Vedder, Ineke** (Universiteit van Amsterdam). Argumenterend schrijven in T2 en T1. [Writing argumentative essays in L2 and L1.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 111–18.

This paper reports on some of the results of a study of the acquisition of argumentative discourse by Dutch





intermediate learners of Italian, carried out among a group of university students at the Department of Italian of the University of Amsterdam. It focuses on the comparison of the argumentation structure in the first (L1) and second language (L2) and the lexical, syntactic and pragma-rhetorical means required for the production of argumentative discourse. Three issues are discussed: (1) the accessibility and frequency of the obligatory and optional argumentative categories and subcategories in L2 and L1; (2) the main differences between L2 and L1 concerning the use of the so-called argumentative indicators and other lexical and syntactic markers to emphasise the argumentative purpose of argumentation; and the L1 influence on the acquisition of these linguistic means in L2; and (3) the use in L2 and L1 of pragma-rhetorical devices to arouse the reader's interest and to convince, such as metaphors and rhetorical questions; and the occurrence of pragma-rhetorical L1 transfer.

**98-636 Visser, Irene** (Rijksuniversiteit Groningen). Schrijfvaardigheid in de aansluiting vwo-wo. [Writing skills as problems of transition between secondary and academic education in the Netherlands.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 95-100.

The general writing competence of students entering university in the Netherlands is seen as barely sufficient, and writing programmes in secondary education in the Netherlands considered deficient in many respects. Since teachers at secondary schools have so far been free to set their own writing standards, first-year university students generally display a wide range of writing proficiency. The present situation is, therefore, deemed far from satisfactory. This article presents the findings of interviews held at the University of Groningen in autumn 1997 on this subject, comparing these with relevant data from research papers and conference reports. It concludes with suggesting as a solution to these problems of transition between secondary and academic education a faculty-wide, systematic academic writing programme.

## Bilingual education/bilingualism

**98-637 Antonelli, Giselda** (Università di Pescara). Bilinguismo ed educazione bilingue nella repubblica d'Irlanda. [Bilingualism and bilingual education in the Irish republic.] *Rassegna Italiana di Linguistica Applicata* (Rome), **30**, 1 (1998), 17-44.

This paper seeks to review the state of Irish bilingualism and bilingual schooling. Since the establishment of the *Irish Free State*, it has been government policy to make Irish an essential means of communication and education all over the country. The Constitution of modern Ireland (1937) proclaimed Irish as first official and only national language. At present only a very small

number of primary schools use Irish as their teaching medium; and it is increasingly becoming a second language learnt by children at school, but spoken very little in social, political and economic life. The wish to see the Irish language restored and to establish a truly bilingual community remains a wish that is not enacted.

**98-638 Bister-Broosen, Helga** (U. of North Carolina) and **Willemyns, Roland**. French-German bilingual education in Alsace. *International Journal of Bilingual Education and Bilingualism* (Clevedon), **1**, 1 (1998), 3-17.

After a discussion of the past history of the instruction of German in Alsatian schools, this paper focuses on a recent and new development – the introduction of bilingual instruction (half the time in French, the other half in German) in a series of pre-elementary and elementary schools, public as well as private. Since other forms of German instruction continue to exist (a three-hour and a six-hour system), the motivation and incentive for this new – and politically highly unexpected – decision is discussed; the methodology and aims are contrasted with those of the other systems, and the first evaluations are published and analysed. Also, since the continuation of this bilingual instruction system at secondary school level is projected, the authors try to evaluate how this evolution may possibly affect the overall linguistic situation of Alsace and how it meets the aspirations of the advocates of an official bilingual statute for the region.

**98-639 Cenoz, Jasone** (U. du Pays Basque). L'acquisition de la troisième langue: bilinguisme et plurilinguisme au Pays Basque. [The acquisition of a third language: bilingualism and multilingualism in the Basque Country.] *Aile* (Paris), **10** (1997), 159-75.

This article deals with bi- and multilingualism in the context of the Autonomous Basque Community (ABC). From a consideration of possible differences between second (L2) and third language (L3) acquisition and an account of the development of bilingual education in the ABC, the author turns to the recently-introduced language-learning programmes there and the results of the research designed to evaluate them. This research analyses the effect of bilingual (Basque-Spanish) competence on the acquisition of the L3, English, and the cognitive and linguistic consequences of the early introduction of the L3, as well as attitudes towards multilingualism. The article concludes by offering some explanations for the facilitating effect of bilingualism, in terms of cognitive and psycho-social factors, such as interdependence between languages, metalinguistic awareness, and attitudes towards others during linguistic interaction.