

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

even some controversy about the best way to approach issues of accuracy and error correction in composition in English as a Second Language. This article evaluates Truscott's arguments by discussing points of agreement and disagreement with his claims and by examining the research evidence he uses to support his conclusions. The paper concludes that Truscott's thesis that 'grammar correction has no place in writing courses and should be abandoned' (1996, p. 328) is premature and overly strong, and discusses areas for further research.

**00-173 Frankenberg-Garcia, Ana.** Providing student writers with pre-text feedback. *ELT Journal* (Oxford, UK), **53**, 2 (1999), 100-106.

There have been numerous studies on the effects of writing feedback in recent years, but so far they have found little evidence of improvement in the overall quality of student writing. This paper argues that there are limitations to what text-based feedback can do, and argues that the best moment for responding to student writing is before any draft is completed, i.e., by providing writers with pre-text feedback as well. It analyses ways in which this can be put into practice in the composition classroom, and then reports on how a group of 20 undergraduate intermediate-level Portuguese writers of English reacted to the type of feedback proposed.

**00-174 Green, Christopher F.** (Hong Kong Poly. U.). Competing criteria in the comprehensibility of interlanguage texts: order of information versus discourse miscues. *RELC Journal* (Singapore), **29**, 2 (1998), 72-89.

This paper sets out to test two competing criteria in judgements of the comprehensibility of second language written discourse: the sequencing of information, and the incorporation of appropriate discourse cueing devices. Data were derived from Chinese participants writing argumentative discourse in English. In terms of information sequencing, research suggests that Chinese writers of English exhibit a marked tendency to delay the announcement of discourse topic and, in so doing, violate the requirement in English writing for the early statement of topic. The relationship between information sequencing and text comprehensibility is made more opaque by the frequent failure of learners to incorporate in their writing appropriate cueing devices (logical connection, reference, tense and aspect and so forth) to guide the reader through the argument. In order to investigate the relative importance of order of information versus miscues on perceptions of text comprehensibility, a number of short (student-generated) texts were each manipulated into four versions: original text, miscues intact/order of information rendered linear, miscues corrected/original order of information, miscues corrected/order of information rendered linear. The versions were then rated for clarity by 50 English native-speaker university teachers of content subjects. The findings indicate that the overall effect of miscues is perceived to be a more important contributing factor to text comprehensibility than the ordering of information.

**00-175 Otlowski, Marcus** (Kochi U. of Tech., Japan). The writing process and CALL: hypermedia software for developing awareness of structure in writing. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 4 (1998), 419-25.

This article argues that the writing process approach utilising hypermedia software can help non-native speakers to develop an awareness of English language composition structures. It is suggested that a writing program centred around the writing process, with its outlining, drafting and editing stages, warrants the use of computers. The computer would not merely be an attraction, but would serve as a fundamental composition tool with which to shorten or eliminate the more time-consuming stages of the writing process. The author discusses the pedagogical basis for the writing process, as well as the benefits computers and specialised software can bring to the language classroom.

**00-176 Ramanathan, Vai and Atkinson, Dwight** (U. of Alabama, USA). Individualism, academic writing, and ESL writers. *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 1 (1999), 45-75.

Recent research has pointed to the cultural values implicit in first language (L1)-oriented composition pedagogy—a form of pedagogy which is increasingly being encountered by university English as a Second Language (ESL) writers. This article examines four principles and practices of L1-oriented composition which appear to tacitly incorporate a U.S. mainstream ideology of individualism: voice, peer review, critical thinking, and textual ownership. The authors discuss ways in which these principles and practices may not comport well with the cultural approaches taken by many ESL students, depending substantially on past studies to support their discussion. In concluding, they argue that the ideology of individualism described in this article also underlies recent critiques of cross-cultural writing research; and they end by restating the primary rationale of cross-cultural writing research—that sociocultural knowledge regarding students contributes vitally to knowing who they really are.

**00-177 Reichelt, Melinda** (U. of Toledo, USA). Toward a more comprehensive view of L2 writing: foreign language writing in the U.S.. *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 2 (1999), 181-204.

The author suggests that, in order to be accurate and inclusive, a theory of second-language (L2) writing must take into account information about foreign language (FL) (i.e., non-English) writing. This article reviews over 200 published works concerning FL writing and research pedagogy in the United States and proposes directions for inquiry in FL writing, focusing especially on the need for discussion of the purpose of writing in the FL course. The article also outlines ways in which ESL writing specialists can benefit from

becoming familiar with FL writing research and pedagogy.

**00-178 Roca de Larios, Julio, Murphy, Liz and Manchon, Rosa** (Universidad de Murcia, Spain). The use of restructuring strategies in EFL writing: a study of Spanish learners of English as a Foreign Language. *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 1 (1999), 13-44.

This article presents two small-scale studies which analyse how Spanish learners of English use Restructuring, an important formulation strategy in second language (L2) composing. Restructuring is the search for an alternative syntactic plan once the writer predicts, anticipates or realises that the original one is not going to be satisfactory for a variety of linguistic, ideational or textual reasons. Data for Study 1 were obtained from think-aloud protocols of five intermediate EFL participants on two tasks. Results indicate that Restructuring has different functions in L2 composing processes: it can compensate for the lack of linguistic resources typical of L2 learners, but it can also serve stylistic, ideational, textual and procedural goals. In Study 2 the protocols of students at two proficiency levels were analysed in order to find the effects of L2 proficiency on the different uses of Restructuring uncovered in Study 1. Results show that, while both groups used Restructuring in L2 writing, the intermediate group restructured for compensatory purposes significantly more than the advanced group, whose main goals were of an ideational and textual nature. It is concluded that L2 proficiency seems to play a role in determining the focus of concerns of Restructuring in L2 composing.

**00-179 Ruiz-Funes, Marcela** (East Carolina U., USA). The process of reading-to-write used by a skilled Spanish-as-a-foreign-language student: a case study. *Foreign Language Annals* (New York, USA), **32**, 1 (1999), 45-62.

The purpose of this study was to explore how one skilled Spanish-as-a-foreign-language student in a third-year level class performed reading-to-write tasks. Case study research methodology was used to investigate the processes of reading-to-write within an academic foreign language (FL) setting. The participating student was a skilled advanced-level Spanish FL student from a composition class in a large southeastern university. She did one reading-to-write task as part of her class assignment which was analysed in the study. Data were collected using stimulated-recall interviews; the participant kept reading and writing logs to help her stimulate recall of the processes she used. Results led to the design of a preliminary identification of the reading-to-write process which is deemed to have important consequences for future research and implications for teaching.

**00-180 Tang, Gloria M. and Tithecott, Joan** (U. of British Columbia, Vancouver, Canada). Peer

response in ESL writing. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 2 (1999), 20-38.

This article explores the value of peer response groups in English as a Second Language (ESL) writing classes. It reports on some of the findings of a study (Tithecott, 1997) conducted in a small university college in Western Canada with 12 international students from Asia to investigate: (a) the perceptions of students with regard to peer response and whether these changed over time; (b) the kinds of activities students engaged in during peer response sessions; and (c) whether and how students changed their writing as a result of participating in response sessions. Research methodology included examining and analysing student journal entries, audio-tapes of peer response sessions, and the drafts and final versions of student writing. Results show that Asian ESL students tended to be positive about peer response and became somewhat more positive as the semester progressed. Although they appreciated the benefits of peer response, they had some concerns about peer feedback. Some students revised their writing using peer comments. During the peer response sessions students engaged in a variety of social, cognitive and linguistic activities as they worked to accomplish the assigned task.

**00-181 Truscott, John** (Nat. Tsing Hua U., Hsinchu, Taiwan). The case for 'The case against grammar correction in L2 writing classes': a response to Ferris. *Journal of Second Language Writing* (Norwood, NJ, USA), **8**, 2 (1999), 111-22.

This paper responds to the criticisms of Ferris (1999) [see abstract 00-172], who rejects the present author's case against grammar correction in second language (L2) writing classes (Truscott 1996) [see abstract 97-39] and attempts to build her own case for the practice. The present paper argues that these criticisms are both unfounded and highly selective, leaving large portions of Truscott's original case unchallenged and, in some cases, even strengthening them. Truscott argues that, if the case for correction has any appeal, it rests on a strong bias—that critics must prove beyond any doubt that correction is never a good idea, while supporters need only show that uncertainty remains.

**00-182 Yang, Jie-Chi and Akahori, Kanji** (Tokyo Inst. of Tech., Japan). An evaluation of Japanese CALL systems on the WWW comparing a freely input approach with multiple selection. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 5 (1998), 59-79.

This paper describes the comparison of two Web-based systems with different methods of input and different methods of feedback. The Japanese writing CALL (Computer-Assisted Language Learning) system, which was developed by the authors (called the T system), enables learners to key-in Japanese sentences freely, detects learners' errors and displays appropriate feed-

back messages to guide learners to correct their errors by themselves. Another system (called the M system) enables learners to input their answer from a multiple selection, and displays only the correct answer as feedback, regardless of the learner's response. Twenty-two Japanese language learners were involved in a comparison experiment to examine the usefulness of the T system. The results show that the T system is preferred to the M system in the input method and the feedback method. The results indicate that the 'freely input' method and the 'feedback corresponding to the learner's typed sentence' is better than the 'multiple selection' method and 'feedback that only displays the correct answer', respectively.

## Language testing

**00-183 Barnes, Ann, Hunt, Marilyn and Powell, Bob** (U. of Warwick, UK). Dictionary use in the teaching and examining of MFLs at GCSE. *Language Learning Journal* (Rugby, UK), **19** (1999), 19-27.

This article considers the recent introduction of bilingual dictionaries into examinations in modern foreign languages (MFLs) in England and Wales for the General Certificate of Secondary Education (GCSE) and the implications for both teachers and learners. It discusses the context and describes in detail teachers' perceptions of this development through the analysis of data obtained from two small-scale questionnaire surveys. Responses from MFLs teachers in 100 secondary schools suggest that, on the whole, they are positive about the use of dictionaries, particularly when one considers the major shift of policy in recent years: they appear to welcome the introduction of dictionaries and to have considered the surrounding issues very carefully. The article concludes, however, that there is a need for more research into the use, effects and integration of dictionaries in the MFLs curriculum at this level, particularly the impact on pupils' performance in examinations.

**00-184 Brown, James D. and Hudson, Thom** (U. of Hawai'i, USA). The alternatives in language assessment. *TESOL Quarterly* (Alexandria, VA, USA), **32**, 4 (1998), 653-75.

This article posits that language testing differs from testing in other content areas because language teachers have more choices to make. The authors set out to help language teachers to decide what types of language tests to use in their particular institutions and classrooms for their specific purposes. The various kinds of language assessments are classified into three broad categories: (a) selected-response assessments (including true-false, matching, and multiple-choice); (b) constructed-response assessments (including fill-in, short-answer, and performance); and (c) personal-response assessments (including conference, portfolio, and self- or

peer-assessments). A clear definition is provided for each assessment type, and the advantages and disadvantages of each are explored. The article concludes with a discussion of how teachers can make rational choices among the various assessment options by thinking about: (a) the consequences of the washback effect of assessment procedures on language teaching and learning; (b) the significance of feedback based on the assessment results; and (c) the importance of using multiple sources of information in making decisions based on assessment information.

**00-185 Buckby, Mike**. The use of the target language at GCSE. *Language Learning Journal* (Rugby, UK), **19** (1999), 4-11.

The project reported in this article aimed to evaluate whether GCSE (General Certificate of Secondary Education) examinations in England and Wales with a greatly increased role for the target language maintain the standards of previous examinations. To this end, an experimental examination based on items from past GCSE examinations was devised and administered to 151 Year 11 students (aged 15-16). The article reports the examination and the results in some detail. Results suggested that (a) the demands of target language examinations are in line with past demands, and (b) a hierarchy of question types is needed to enable candidates to demonstrate their competencies.

**00-186 Chalhoub-Deville, Micheline and Deville, Craig** (U. of Iowa, USA). Computer adaptive testing in second language contexts. *Annual Review of Applied Linguistics* (Cambridge, UK), **19** (1999), 273-99.

This article lists the advantages and drawbacks of Computer Adaptive (CAT) and Computer-Based Testing (CBT), and also outlines various projects wherein this technology is being developed. Despite advances in computer technology and measurement theory, computer-based testing still basically focuses on selected response, discrete point tasks rather than performance-based items. Immediate feedback can be provided with regard to a learner's total score, and the use of Item Selection Algorithms allows each testee to take a different path through the test, as the items selected for completion depend on how successful he/she has been in dealing with previous exercises. In effect, CBT comprises 'branching programs' which tailor the item repertoire/structure to the performance profile of the candidate, as it develops. A potential problem, however, is the omission of essays and interviews, for example, which may restrict CAT to testing linguistic knowledge rather than communicative skills. The authors outline important CAT design issues (such as ensuring the provision of a large enough item pool, the need to document comparability of scores between computer adaptive tests and their P&P 'pencil and paper' counterparts, and determining the appropriate entry/exit points in the test), and also refer to innovations such as COMPASS (a written ability test) and the comput-