

learning strategies so that they can select appropriate learning strategies for various learning tasks.

<http://www.multilingual-matters.net>

## Reading & writing

doi:10.1017/S0261444807004600

**07-562 AL-JARF, REIMA SADO** (King Saud U, Saudi Arabia; reima2000\_sa@yahoo.com), **Processing of advertisements by EFL college students.** *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 132–140.

The study investigated EFL students' ability to comprehend and analyze advertisements and identify their stylistic features. Results of a test with sixty six EFL college students showed lexical and structural features that are easy to identify and those that are difficult to identify. Responses also reflected the difficulty level of the lexical and syntactic features. Correcting faulty punctuation marks was more difficult than correcting faulty capitalization. Lexical features were easier to identify than syntactic features. Faulty responses showed areas with which the subjects had comprehension difficulties. Causes of ad comprehension problems and recommendations for instruction are given.

<http://www.readingmatrix.com/journal.html>

**07-563 ALKIRE, SCOTT** (San Jose State U, California, USA; scott.alkire@sjsu.edu) & **ANDREW ALKIRE, Teaching literature in the Muslim world: A bicultural approach.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.4 (2007), 13 pp.

Although most universities in the Muslim world publicly recognize and support the teaching of Western literature, the exploration of some Western literary themes (for example, self-determination, sexual liberation and gender equality) is viewed negatively by authority figures as well as by some professors and students. To reconcile this concern with Lewis's view that the mutual study of literature between Westerners and Muslims is essential (1993), it is proposed that the judicious selecting and teaching of bicultural literature (Western writers on the Muslim world and vice versa) can introduce Muslims to Western literature and its themes with a minimum of cultural conflict.

<http://writing.berkeley.edu/tesl-ej>

**07-564 BELCHER, DIANE** (Georgia State U, USA; dbelcher1@gsu.edu), **Seeking acceptance in an English-only research world.** *Journal of Second Language Writing* (Elsevier) 16.1 (2007), 1–22.  
doi:10.1016/j.jslw.2006.12.001

Many have noted the increasing concentration of gatekeeping power in the hands of mainstream English-

only journals and made compelling cases for the need to bring more off-networked, multilingual voices into the global research conversation. Despite the hurdles that often face under-resourced off-network scholars, a number of them do find their way into the pages of mainstream Anglophone journals. How do some off-network scholars manage to successfully negotiate the mainstream journal gatekeeping that keeps others, both off-networked and networked, outside the gates, and what roles do journal manuscript (ms.) reviewers play in this negotiation? A sample of submission history documents for accepted and rejected manuscripts submitted to an applied linguistics journal was compiled and analyzed in an effort to shed light on these questions. Findings suggest that, among other things, authorial persistence, that is, willingness to continue revising and resubmitting when faced with extensive critical commentary from reviewers, can result in publication. Implications, especially for journal gatekeepers and those who support or are themselves off-network academic authors seeking acceptance in an English-only research world, are discussed.

<http://www.elsevier.com/>

**07-565 BELL, JOYCE** (Curtin U, Australia; Joyce.Bell@curtin.edu.au), **Reading practices: Postgraduate Thai student perceptions.** *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 51–68.

The importance of reading for academic study cannot be overemphasized. At the postgraduate level, students are faced with complex text interpretation processes. Yet, while concerns have been expressed regarding the English as a second language literacy (Fitzgerald 1995), few international students have been asked for their views on their learning, specifically their reading approaches. This paper, part of a longitudinal study, using metacognitive and framing theories, explores aspects of framing and metacognition used by a cohort of Thai postgraduate students when reading at an Australian university. Through the use of individual interviews and pair think aloud protocols it was found that there were significant changes in the students' reading practices between first and third semesters. However, it was shown, too, that incongruent background knowledge could lead to misinterpretations. The participants' reflections provided some explanation for the differences in their cognitive and metacognitive strategy use.

<http://www.readingmatrix.com/journal.html>

**07-566 BNDAKA, ELENI** (ebintaka@sch.gr), **Using newspaper articles to develop students' reading skills in senior high school.** *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 166–175.

The aim of this paper is to present a reading lesson which was initially designed for the students of Peiramatiko

Senior High School (Experimental Senior High School) of Patras, Greece and more specifically for class A of Senior High School. The main aim of the lesson was to develop the students' reading skills using a newspaper article and help them to gain confidence when faced with authentic texts. The planning of the lesson is based on the belief that students should be exposed as much as possible to authentic reading texts so that they are given the chance to encounter real language and not only the made up language of coursebooks.

<http://www.readingmatrix.com/journal.html>

**07-567 COIRO, JULIE & ELIZABETH DOBLER, Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet.** *Reading Research Quarterly* (International Reading Association) 42.2 (2007), 214–257. doi:10.1598/RRQ.42.2.2

The purpose of this qualitative study was to explore the nature of reading comprehension processes while reading on the Internet. Eleven sixth-grade students with the highest combination of standardized reading scores, reading report card grades, and Internet reading experiences were selected from a population of 150 sixth graders in three different middle schools in the central and northeastern United States. These 11 skilled readers met individually with a researcher and completed two separate tasks that involved reading within multi-layered websites or using the *Yahooligans!* search engine. Students answered specific questions about their strategy use in a follow-up interview after each reading session. Qualitative analysis evolved through four distinct phases, each of which involved reviewing data from think-aloud protocols, field observations, and semi-structured interviews to provide insights on the nature of online reading comprehension. Findings suggested that successful Internet reading experiences appeared to simultaneously require both similar and more complex applications of (1) prior knowledge sources, (2) inferential reasoning strategies, and (3) self-regulated reading processes. The authors suggest that reading Internet text prompts a process of self-directed text construction that may explain the additional complexities of online reading comprehension. Implications for literacy theory and future research are discussed.

<http://www.reading.org>

**07-568 COLE, SIMON** (Daito Bunka U, Japan), **Consciousness-raising and task-based learning in writing.** *The Language Teacher* (Japan Association for Language Teaching) 31.1 (2007), 3–8.

This article looks at the excessive use by Japanese students of linking words at the beginning of sentences. It explains the development of materials that incorporate corpus evidence designed to increase

student awareness of the frequency and textual position of linking words in formal and informal contexts. The process leads students through enquiry methods and students discover solutions through problem solving activities. The origin of the problem (L1 interference) is described as well as the subjects and their error habits. Results are evaluated quantitatively from student data and qualitatively from teacher and student responses.

<http://jalt-publications.org/tlt>

**07-569 COMMEYRAS, MICHELLE & HELLEN N. INYEGA, An Integrative review of teaching reading in Kenyan primary schools.** *Reading Research Quarterly* (International Reading Association) 42.2 (2007), 258–281. doi:10.1598/RRQ.42.2.3

This integrative review on the teaching of reading in Kenyan primary schools provides a foundation for the growing movement there to improve reading education. In gathering sources for this review, we took an inclusive historical stance. Thus, we did not dismiss research reports that lacked traditional indicators of quality such as being published in peer-reviewed journals. We used multiple methods to find relevant research and associated documents, including two trips to Kenya. The review is organized by six topics: (a) language of instruction, (b) reading instruction, (c) reading materials, (d) reading culture, (e) assessment, and (f) teacher development. The review concludes with six proposals for policymakers, educational researchers, and teacher educators for the development of reading instruction based on what we learned in reviewing the literature. The first proposals are intended specifically to address the teaching of reading in Kenya, but they may be relevant to other sub-Saharan nations. The final proposal encourages others to conduct similar reviews to make possible a handbook of reading in Africa.

<http://www.reading.org>

**07-570 COMPTON-LILLY, CATHERINE** (U Wisconsin–Madison, USA), **The complexities of reading capital in two Puerto Rican families.** *Reading Research Quarterly* (International Reading Association) 42.1 (2007), 72–98. doi:10.1598/RRQ.42.1.3

Two case studies of adult GED (General Education Diploma) students and their kindergarten-aged children are presented. The construct of 'capital', as described by Pierre Bourdieu (1986), is applied specifically to the children's and adults' reading practices. These case studies are analyzed in terms of various forms of official 'reading capital' and locally valued reading and schooling practices. The results suggest that children and families possess rich resources that are often ignored, devalued, or denied in schools. The findings

of this study challenge the applicability of Bourdieu's description of capital to local communities.

<http://www.reading.org>

**07-571 DUFFY, JOHN** (U Notre Dame, Notre Dame, USA), **Recalling the letter: The uses of oral testimony in historical studies of literacy.** *Written Communication* (Sage) 24.1 (2007), 84–107. doi:10.1177/0741088306296468

This article examines the uses of oral testimony in writing about literacy in historical context, especially about the literacy traditions of populations 'hidden from history'—immigrants, refugees, and undocumented persons—who are entering U.S. schools and workplaces, and whose literacy histories may be unknown or lost. Drawing on testimonies collected from Laotian Hmong refugees, the author offers the following propositions: first, that oral testimonies provide information about literacy that may be unavailable in documentary records; second, that oral testimonies may reveal deeply held values and attitudes about literacy that cannot be derived from the documentary evidence; third, that oral testimonies disclose the full range of human experience, rational and emotional, and that this may lead to new understandings of literacy; and finally, that oral histories invite collaboration between researcher and informant in writing new histories of literacy—though not always in ways commonly assumed.

<http://wex.sagepub.com>

**07-572 DYEHOUSE, JEREMIAH** (U Rhode Island, USA), **Knowledge consolidation analysis: Toward a methodology for studying the role of argument in technology development.** *Written Communication* (Sage) 24.2 (2007), 111–139. doi:10.1177/0741088306298736

Researchers studying technology development often examine how rhetorical activity contributes to technologies' design, implementation, and stabilization. This article offers a possible methodology for studying one role of rhetorical activity in technology development: knowledge consolidation analysis. Applying this method to an exemplar case, the author describes how explanations of Project Essay Grade (PEG), the first initiative to computerize student essay assessment, made knowledge available about this technology project. More specifically, technologist Ellis Page and his co-authors reworked a key explanatory argument, a justification of PEG's functioning, during the course of several decades, refining and clarifying its key contrasts and strengthening its presentation for generalist educators in particular. Analysis suggests that late presentations of the argument reveal that knowledge was successfully consolidated about a technical procedure Page and his co-authors called 'rating simulation'. The

conclusion discusses the key advantages and limitations of the method.

<http://wex.sagepub.com>

**07-573 GODLEY, AMANDA J., BRIAN D. CARPENTER** (U Pittsburgh, USA) & **CYNTHIA A. WERNER**, **'I'll speak in proper slang': Language ideologies in a daily editing activity.** *Reading Research Quarterly* (International Reading Association) 42.1 (2007), 100–131. doi:10.1598/RRQ.42.1.4

The purpose of this study was to examine the language ideologies—the assumptions about the nature of language, language variation, and language learning—reflected in a widespread daily editing activity often known as Daily Oral Language or Daily Language Practice. Through a year-long ethnographic study of grammar instruction in three urban, predominantly African American 10th-grade English classes, two university researchers and the classroom teacher collaboratively analyzed the language ideologies reflected through the teacher's implementation of Daily Language Practice. Using methods of the ethnography of communication and classroom discourse analysis, they coded for the content and sources of recurring language ideologies and their links to state standards and assessments. Findings show that Daily Language Practice represented the English language as monolithic, language form as disconnected from meaning, and written Standard English as the only correct dialect of English. However, some students in the study concurrently expressed alternate language ideologies through their participation in Daily Language Practice, ideologies that foregrounded language variation and its dependence on context and audience. Findings suggest that daily editing activities provide limited opportunities for students to learn about language in ways that build off their existing linguistic resources and that could enhance their literacy learning.

<http://www.reading.org>

**07-574 GUÉNETTE, DANIELLE** (U du Québec, Canada; [guenette.daniele@uqam.ca](mailto:guenette.daniele@uqam.ca)), **Is feedback pedagogically correct? Research design issues in studies of feedback on writing.** *Journal of Second Language Writing* (Elsevier) 16.1 (2007), 40–53. doi:10.1016/j.jslw.2007.01.001

The debate continues between those who believe in giving corrective feedback to students to improve their written accuracy and those who do not. Indeed, the results of the many experimental studies on written corrective feedback carried out over the last 20 years have been so contradictory that second language teachers looking to support their pedagogical choice to correct, or not correct, the grammar of their students' written production are left in the midst of controversy. In this article, I examine these studies

from a different perspective. Rather than interpret the conflicting results as a demonstration of the effectiveness or ineffectiveness of corrective feedback on form, I suggest that findings can be attributed to the research design and methodology, as well as to the presence of external variables that were beyond the control and vigilance of the researchers.

<http://www.elsevier.com>

**07-575 GUTIÉRREZ-PALMA, NICOLÁS** (U de Jaén, Spain; [ngpalma@ujaen.es](mailto:ngpalma@ujaen.es)) & **ALFONSO PALMA REVES** (U Granada, Spain), **Stress sensitivity and reading performance in Spanish: A study with children.**

*Journal of Research in Reading* (Blackwell) 30.2 (2007), 157–168.

doi:10.1111/j.1467-9817.2007.00339.x

This paper investigates the relationship between ability to detect changes in prosody and reading performance in Spanish. Participants were children aged 7–8 years. Their tasks consisted of reading words, reading non-words, stressing non-words and reproducing sequences of two, three or four non-words by pressing the corresponding keys on the computer keyboard. Non-word sequences were constructed with minimal non-word pairs differing in a single phoneme (/kúpi/ – /kúti/) or in the stress pattern (/mípa/ – /mipá/). Results showed that performance on phoneme contrast sequences (e.g. /kúpi/ – /kúti/) predicted word reading. In contrast, performance on stress contrast sequences (e.g. /mípa/ – /mipá/) predicted non-word reading, but only when two-non-word sequences were analysed. This suggests that stress sensitivity may be one of the factors related to reading fluency as most errors at reading non-words consisted of false starts and pauses between syllables. Results also showed that stress sensitivity (scored in two non-word sequences) predicted stress assignment, and that knowledge of stress rules predicted both word and non-word reading. This suggests that stress sensitivity may help in learning stress rules, and that knowledge of stress rules is relevant for reading.

<http://www.blackwellpublishing.com/journal.asp>

**07-576 HU, GUANGWEI** (Nanyang Technical U, Singapore; [guangwei.hu@nie.edu.sg](mailto:guangwei.hu@nie.edu.sg)), **Developing an EAP writing course for Chinese ESL students.**

*RELC Journal* (Sage) 38.1 (2007), 67–86.

doi:10.1177/0033688206076160

Academic writing competence comprises attitudes, knowledge, skills, and strategies that enable one to produce writing in accordance with the expectations of the academic discourse community. This paper introduces an English for Academic Purposes (EAP) writing course developed to help students from China acquire an adequate level of academic writing competence in English so that they can successfully handle the academic writing tasks that they will need to undertake in their undergraduate studies. It describes:

(1) the curricular objectives that the writing course aims to accomplish; (2) the pedagogy that is adopted in the course; (3) the course materials that are used; (4) the ways in which the students' progress in academic writing is assessed; and (5) the gains in writing proficiency that the students have experienced, as well as the feedback that they have given on the course. It is believed that sharing curriculum development efforts provides a valuable opportunity for EAP practitioners, course developers, and materials writers to engage in healthy exchanges of effective curricular practices and constructive criticisms. Exchanges of this nature can contribute to the development of EAP curriculums that better cater for the academic writing needs of second language students in institutions of higher education.

<http://rel.sagepub.com>

**07-577 HUNT, GEORGE** (U Edinburgh, UK; [george.hunt@ed.ac.uk](mailto:george.hunt@ed.ac.uk)), **Failure to thrive? The community literacy strand of the Additive Bilingual Project at an Eastern Cape community school, South Africa.**

*Journal of Research in Reading* (Blackwell) 30.1 (2007), 80–96.

doi:10.1111/j.1467-9817.2006.00327.x

This paper discusses an attempt to establish community literacy procedures in an Eastern Cape community school. The school hosts the Additive Bilingual Education (ABLE) project, a cooperation between UK and South African universities and the school trust. The community literacy strand of the project encourages family members to contribute oral texts in Xhosa to the school (for example, ntsomi or traditional stories, biographies and procedural texts such as recipes). These are then turned into print and electronic text through shared writing, and act as reading resources through paired reading, a cross-age peer-tutoring procedure. This is an attempt to deal with the shortage of reading material in Xhosa, while at the same time enhancing community involvement in the school by producing 'culturally relevant' materials. In discussing the problems I encountered in attempting to establish these procedures, I seek to link factors operating at the micro level of school practicalities and community attitudes with those operating at the macro level of national policy and international cooperation.

<http://www.blackwellpublishing.com/journal.asp>

**07-578 JIANG, XIANGYING & WILLIAM GRABE** (Northern Arizona U, USA), **Graphic organizers in reading instruction: Research findings and issues.** *Reading in a Foreign Language* (U Hawaii, HI, USA) 19.1 (2007), 34–55.

As an instructional tool, graphic organizers (GOs) have been highly recommended and used in contemporary classrooms. Over the past decade, a number of concerns have been raised about claims for the effectiveness of GOs. These concerns involve the inconsistent research results on student improvements, the limitation in

generalizability from research studies, and the need for research studies with second language (L2) students and with more extended instructional exposure time. This paper argues that GOs, which directly represent the discourse structures of a text, provide stronger evidence for the effectiveness of the technique, and these versions of GOs should be adopted in comprehension instruction. The authors propose a number of generic forms of graphic representations that apply to regularly recurring text structures, and recommend further research on the impact of GOs with learners of English as a second or foreign language as well as research that involves more extended instructional time.

<http://www.nflrc.hawaii.edu/rfl>

**07-579 JIN BANG, HEE & CECILIA GUANFANG ZHAO** (New York U, USA; heejin.bang@nyu.edu), **Reading strategies used by advanced Korean and Chinese ESL graduate students: A case study.**

*The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 30–50.

Research in second language acquisition and reading in particular indicate that certain literacy skills transfer across languages. This study examines the reading strategies used by advanced Korean and Chinese ESL learners. Particular attention is devoted to how word recognition and processing skills developed in learners' native languages (L1) may influence the type of strategies used in determining meanings of unfamiliar words when reading in English (L2). Given that Korean is an alphabetic language and Chinese is an ideographic language, we hypothesize that Korean ESL learners would generally use phonological processing strategies, while Chinese ESL learners would generally use visual-orthographic processing strategies. Six graduate-level students, three from each language background, were asked to read two different texts. Through oral recall, structured interviews, and questionnaire of reading strategies, we examine the kinds of strategies used and the level of comprehension achieved by the participants. Findings confirm the hypothesis that Korean ESL learners tend to rely on phonological, while Chinese ESL learners tend to rely on visualorthographic strategies when reading English texts. The learners' English language proficiency, however, may be a more important factor contributing to the level of L2 reading comprehension achieved rather than the strategies used.

<http://www.readingmatrix.com/journal.html>

**07-580 KESHAVARZ, MOHAMMAD HOSSEIN, MAHMOUD REZA ATAÍ** (Tarbiat Moallem U, Iran) & **HOSSEIN AHMADI, Content schemata, linguistic simplification, and EFL readers' comprehension and recall.** *Reading in a Foreign Language* (U Hawaii, HI, USA) 19.1 (2007), 19–33.

This study investigated the effects of linguistic simplification and content schemata on reading comprehension and recall. The participants, 240 Iranian

male students of English as a foreign language (EFL), were divided into 4 homogeneous groups, each consisting of 60 participants (30 with high proficiency and 30 with low proficiency). To elicit data, the study used 2 types of texts: content-familiar and content-unfamiliar. Each type appeared in 4 versions: original, syntactically simplified, lexically simplified, and syntactically-lexically simplified. Each participant group was tested on 1 of the linguistic versions of the content-familiar and content-unfamiliar texts. Data analyses showed a significant effect of the content and EFL proficiency, but not of the linguistic simplification, on reading comprehension and recall. The effect of the linguistic simplification on reading comprehension and recall is interpreted in the light of the interaction of content and linguistic simplification.

<http://www.nflrc.hawaii.edu/rfl>

**07-581 KIRKGÖZ, YASEMIN** (Çukurova U, Turkey; ykirkgoz@cu.edu.tr), **Designing a corpus based English reading course for academic purposes.**

*The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 281–298.

This paper illustrates compiling a corpus of academic texts from the disciplines of economics and business administration, as the basis for designing a lexical component of the English for Academic Purposes (EAP) reading course and developing teaching materials for students intending to follow their university courses. The course is based on data-driven learning, and it is structured around a task-based approach with a particular emphasis on constructivism, which aims at getting students actively involved in the learning process. The development of the course and its classroom application are described. Students' perceptions of this innovative experience are discussed in relation to the benefits of this approach, both academically and in providing orientation for study in students' respective English-medium department.

<http://www.readingmatrix.com/journal.html>

**07-582 KOLIĆ-VEHOVEC, SVJETLANA & IGOR BAJŠANSKI** (U Rijeka, Croatia; skolic@ffri.hr), **Comprehension monitoring and reading comprehension in bilingual students.** *Journal of Research in Reading* (Blackwell) 30.2 (2007), 198–211.

doi:10.1111/j.1467-9817.2006.00319.x

This study explored comprehension monitoring, use of reading strategies and reading comprehension of bilingual students at different levels of perceived proficiency in Italian. The participants were bilingual fifth to eighth-grade elementary school students from four Italian schools in Rijeka, Croatia. Students' reading comprehension was assessed. Their comprehension monitoring skill was measured on the Metacomprehension test and through use of a cloze task. The Strategic Reading Questionnaire (SRQ) was

used as a self-report measure of strategic reading. A questionnaire investigating Italian language use and perceived proficiency in the Italian language was also administered. Perceived proficiency in Italian was not clearly determined by early or late preschool age of second language acquisition. Bilingual students with high perceived proficiency in Italian (high PP group) had better meta-cognitive reading skills than those with low perceived proficiency in Italian (low PP group). Comprehension monitoring was the most important predictor of reading comprehension in all students.

<http://www.blackwellpublishing.com/journal.asp>

**07-583 LI, YONGYAN, Apprentice scholarly writing in a community of practice: An intraview of an NNES graduate student writing a research article.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 55–79.

Little is known about what an apprentice scholar in a non-Anglophone context undergoes when writing a research article for publication in English-medium journals. This study highlights ‘a rich notion of agency’ by examining a nonnative-English-speaking graduate student’s engagement with his community of practice (Lave & Wenger 1991; Wenger 1998) as he wrote the first draft of an article in chemistry. The primary data were the student’s process logs, his developing text, and his Bulletin Board System message exchanges and post-hoc interviews. The study illustrates the apprentice scholar’s engagement with the local research community, the laboratory data, his own experience/practice of writing research articles (RAs), and the global specialist research community. His engagement with the global specialist research community includes a critical orientation. The article also points out the value of providing EAP pedagogical support for the critical perspectives that students like Yuan adopt, and it calls for the training of EAP-qualified professionals in non-Anglophone contexts.

<http://www.tesol.org>

**07-584 MARIANNE** (Victoria U Wellington, New Zealand; [m.marianne@vuw.ac.nz](mailto:m.marianne@vuw.ac.nz)), **A comparative analysis of racism in the original and modified texts of *The Cay*.** *Reading in a Foreign Language* (U Hawaii, HI, USA) 19.1 (2007), 56–68.

Ten high-school students of English as a second language (ESL) intensively studied the modified version of *The Cay* (retold by Strange 1997). During their study the teacher asked questions designed to elicit students’ comprehension and understanding of racism and prejudice as the main themes of *The Cay*. Analysis of classroom discourse data indicated that none of the students independently identified these themes. This article shows the results of a comparative analysis of extracts from the original version of *The Cay* (Taylor 1994) with the modified *The Cay* (Strange 1997) in order to provide an explanation for ESL

students’ inability to identify the themes of racism and prejudice in *The Cay*. An example from classroom discourse data is used to illustrate students’ difficulty in answering the teacher’s theme-related questions. This article also outlines several pedagogical implications and suggestions for using modified fiction texts in ESL classrooms.

<http://www.nflrc.hawaii.edu/rfl>

**07-585 MARSH, CHARLES** (U Kansas, Lawrence, USA), **Aristotelian causal analysis and creativity in copywriting: Toward a rapprochement between rhetoric and advertising.** *Written Communication* (Sage) 24.2 (2007), 168–187.  
doi:10.1177/0741088306298811

Advertising may be the most pervasive form of modern rhetoric, yet the discipline is virtually absent in rhetorical studies. This article advocates a mutually beneficial rapprochement between the disciplines – both in academe and the workplace. Rhetoric, for example, could help address an enduring lacuna in advertising theory. Persuasive communicators since Aristotle have maintained that rhetoric begins with invention, the generation of compelling ideas. Studies of advertising creativity hold that invention begins with the gathering of facts to fuel an association of disparate ideas at the heart of creativity. However, studies of the fact-gathering heuristic in advertising fail to identify a systematic approach for product analysis. In hopes of advancing a rapprochement between rhetoric and advertising, this article demonstrates that Aristotelian causal analysis, long associated with rhetorical invention, can provide a systematic heuristic for product analysis. Rhetoricians can help advertisers strengthen a crucial element – the invention phase of advertising copywriting.

<http://wcx.sagepub.com>

**07-586 MELLARD, DARYL, MARGARET BECKER PATTERSON & SARA PREWETT, Reading practices among adult education participants.** *Reading Research Quarterly* (International Reading Association) 42.2 (2007), 188–213.  
doi:10.1598/RRQ.42.2.1

This study extends the literature on the relation between reading practices and individual characteristics of participants in adult education who have low literacy skills. Reading practices describe individuals’ reading frequency for different types of written material, such as books, newspapers, magazines, technical materials, and work documents. A survey of 213 participants considered individual characteristics such as age, gender, education level, reading level, learning disability status, and employment status. Univariate, bivariate, and multivariate analyses identified differences in reading practices by age, gender, learning disability status, and reading level. Complex interactions among these learner characteristics were also identified. The authors discuss

the implications of their findings for educators of adults when matching curricular materials to salient learner characteristics, which could enhance the learners' persistence and success.

<http://www.reading.org>

**07-587 MISHRA, RANJITA** (U London, UK) & **RHONA STAINTHORP**, **The relationship between phonological awareness and word reading accuracy in Oriya and English: A study of Oriya-speaking fifth-graders.** *Journal of Research in Reading* (Blackwell) 30.1 (2007), 23–37. doi:10.1111/j.1467-9817.2006.00326.x

This study investigated the relationships between phonological awareness and reading in Oriya and English. Oriya is the official language of Orissa, an eastern state of India. The writing system is an alphasyllabary. Ninety-nine fifth grade children (mean age 9 years 7 months) were assessed on measures of phonological awareness, word reading and pseudo-word reading in both languages. Forty-eight of the children attended Oriya-medium schools where they received literacy instruction in Oriya from grade 1 and learned English from grade 2. Fifty-one children attended English-medium schools where they received literacy instruction in English from grade 1 and in Oriya from grade 2. The results showed that phonological awareness in Oriya contributed significantly to reading Oriya and English words and pseudo-words for the children in the Oriya-medium schools. However, it only contributed to Oriya pseudo-word reading and English word reading for children in the English-medium schools. Phonological awareness in English contributed to English word and pseudo-word reading for both groups. Further analyses investigated the contribution of awareness of large phonological units (syllable, onsets and rimes) and small phonological units (phonemes) to reading in each language. The data suggest that cross-language transfer and facilitation of phonological awareness to word reading is not symmetrical across languages and may depend both on the characteristics of the different orthographies of the languages being learned and whether the first literacy language is also the first spoken language.

<http://www.blackwellpublishing.com/journal>

**07-588 NAQ, SONALI** (The Promise Foundation, India; [sonalinag@t-p-f.org](mailto:sonalinag@t-p-f.org)), **Early reading in Kannada: The pace of acquisition of orthographic knowledge and phonemic awareness.** *Journal of Research in Reading* (Blackwell) 30.1 (2007), 7–22. doi:10.1111/j.1467-9817.2006.00329.x

Acquisition of orthographic knowledge and phonemic sensitivity are processes that are central to early reading development in several languages. The language-specific characteristics of the alphasyllabaries (Bright 1996), however, challenge the constructs of

orthographic knowledge and phonemic sensitivity as discussed in the context of alphabetic scripts. This paper reports a study of 5–10-year-olds in Kannada, an alphasyllabary that represents print in units called akshara. It was hypothesised that in Kannada, when compared with the developmental pace reported in English early reading, (a) *akshara* knowledge acquisition would take longer and (b) phoneme awareness would be slower to emerge. The study found these hypotheses to hold true across grades and in both low-achieving and effective schools. The paper discusses the nature of the cognitive demands in *akshara* reading and the *akshara*-specific characteristics that set a pace of acquisition of orthographic knowledge and phonemic sensitivity that is quite at variance from what has been documented in the alphabetic scripts.

<http://www.blackwellpublishing.com/journal.asp>

**07-589 PRETORIUS, ELIZABETH & DEBORAH MAPHOKO MAMPURU** (U South Africa, South Africa; [pretorej@unisa.ac.za](mailto:pretorej@unisa.ac.za)), **Playing football without a ball: Language, reading and academic performance in a high-poverty school.** *Journal of Research in Reading* (Blackwell) 30.1 (2007), 38–58. doi:10.1111/j.1467-9817.2006.00333.x

Second language (L2) reading research suggests that there is a complex interplay between L2 proficiency, first language (L1) reading and L2 reading. However, not much is known about the effect of L1 proficiency on L1 reading, and of L1 reading on L2 reading, or vice versa, in bilingual settings when readers have few opportunities for extensive reading in their L1. The relationships between L1 (Northern Sotho) and L2 (English) proficiency and L1 and L2 reading were examined in Grade 7 learners attending a high-poverty primary school in South Africa, during the course of a year when a reading intervention programme was implemented. The effect that attention to reading and accessibility of books had on the learners' reading proficiency in both languages was examined, and the factors that predicted academic performance were analysed. When the learners were engaged in more reading, L2 reading contributed more variance to L1 reading than L1 proficiency. Reading in both languages also contributed significantly to academic performance. The study highlights the need for more cross-linguistic reading research in different educational settings.

<http://www.blackwellpublishing.com/journal.asp>

**07-590 PULIDO, DIANA** (Michigan State U, USA), **The effects of topic familiarity and passage sight vocabulary on L2 lexical inferencing and retention through reading.** *Applied Linguistics* (Oxford University Press) 28.1 (2007), 66–86. doi:10.1093/applin/aml049

The study examines the impact of topic familiarity and passage sight vocabulary on lexical inferencing and retention. Independent variables include (a) a

topic familiarity questionnaire, and (b) a passage sight vocabulary test. A repeated-measures design was used with a cross-sectional sample of 35 adult L2 learners of Spanish. Ss read narratives (1 more and 1 less familiar) containing nonsense words. They guessed meanings of target words and rated degree of difficulty in guessing. After reading all stories, all participants completed an inference verification task to confirm or correct guesses, and to encourage deeper processing of target words. This was followed by two measures of retention: (a) translation production, and (b) translation recognition. Analyses reveal (a) robust effects of topic familiarity and passage sight vocabulary on lexical inferencing, (b) a significant interaction between topic familiarity and passage sight vocabulary on difficulty in lexical inferencing, and (c) robust effects of passage sight vocabulary on lexical retention and a significant effect of topic familiarity on lexical retention–translation recognition measure. The discussion concerns the significance of findings for lexical inferencing, processing, and retention through strategic reading tasks.

<http://www.eltj.oxfordjournals.org>

**07–591 PURCELL-GATES, VICTORIA** (U British Columbia, Canada), **NEIL K. DUKE & JOSEPH A. MARTINEAU**, **Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching.** *Reading Research Quarterly* (International Reading Association) 42.1 (2007), 8–45. doi:10.1598/RRQ.42.1.1

This study used experimental and correlational designs to explore the roles of (a) authentic, communicatively functional reading and writing (R&W) and (b) the explicit explanation of genre function and features on growth in genre-specific R&W abilities of children in grades 2 and 3. The study used informational and procedural science texts. Sixteen grade 2 classes participated, 10 of which were followed through grade 3 (N = 420), in one of two conditions: (a) authentic reading/writing of science informational and procedural texts or (b) authentic R&W of these genres including explicit explanation of language features typical of each. Growth was modeled across six assessment time points using Hierarchical Linear Modeling. Results showed no effect of explicit teaching on R&W growth for six of seven outcomes. Similarly, correlational analyses showed no relationship between teachers' degree of explicitness and growth for six of seven measures. However, correlational analyses showed a strong relationship between degree of authenticity of R&W activities during science instruction and growth for four of seven outcomes, with an interaction with degree of explicitness for a fifth. Children from homes with lower levels of parental education grew at the same rate as those from homes with higher levels, and findings regarding explicitness and authenticity also did not differ by level of education. These results add to the growing

empirical evidence regarding the efficacy of involving students in R&W for real-life purposes in the classroom and contribute to a growing knowledge base regarding the complexities of language learning in school.

<http://www.reading.org>

**07–592 RAHIMI, MOHAMMAD** (Shiraz U, Iran; mrahimi@gmail.com), **L2 reading comprehension test in the Persian context: Language of presentation as a test method facet.** *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 151–165.

Test method facet has been considered as an important factor affecting the testee's performance on a test. That is, a test used to assess a particular ability would yield different results when different test methods are used to gauge the same trait. The language of presentation is an aspect of test method conceived of as affecting the performance of the testees on a language test. This study investigated whether presenting the items of an English reading comprehension test in the testees' native language (Persian) would affect their performance on the test. To this end, two versions of an English reading comprehension test – one with items in English (ERC) and the other with items in Persian (TRC) – along with a Persian reading comprehension test (PRC) were given to 193 English majors with different L2 proficiency levels—high, intermediate, and low – so that half of the subjects, as a whole and in each proficiency level, took ERC and the other half, TRC. In addition, all the subjects took PRC, too. The results indicated that the test method, on the whole, did not significantly affect the scores. However, the test method was found to affect the performance of low-proficiency subjects. That is, the low-proficiency group taking TRC outperformed the corresponding group taking ERC.

<http://www.readingmatrix.com/journal.html>

**07–593 RAO, ZHENHUI** (Jiangxi Normal U, China; rao5510@yahoo.com), **Training in brainstorming and developing writing skills.** *ELT Journal* (Oxford University Press) 61.2 (2007), 100–106. doi:10.1093/elt/ccm002

This article describes an exploratory study that investigated the effects of training in brainstorming strategy on learners' performance and perceptions about writing. The learners who received instruction in brainstorming were two complete classes of sophomores in a Chinese university. Writing performance, at the beginning and end of the study, was assessed and compared with a third group that did not learn brainstorming strategy but completed the same pre- and post-study task. The article describes the instruction that was provided and the findings of the effects of brainstorming instruction. The data demonstrated that explicit instruction of brainstorming strategy had a measurable influence on writing performance. The attitudinal survey also indicated that the students felt positive about the brainstorming strategy. It is suggested



that EFL teachers in universities or colleges should move from a product-based approach to a process-focused approach in their teaching of writing as the latter may contribute towards activating students' thinking and creating ideas for a writing task.

<http://www.eltj.oxfordjournals.org>

**07-594 RAVID, DORIT & Yael Epel Mashraqui** (Tel Aviv U, Israel; doritr@post.tau.ac.il), **Prosodic reading, reading comprehension and morphological skills in Hebrew-speaking fourth graders.** *Journal of Research in Reading* (Blackwell) 30.2 (2007), 140–156.  
doi:10.1111/j.1467-9817.2007.00340.x

Employing prosody skillfully, one of the cornerstones of fluent reading, is an indicator of text comprehension. Morphological knowledge has been shown to underlie lexical acquisition and to be related to reading development. The relationship between reading comprehension, prosodic reading and morphological knowledge was investigated in 51 Hebrew-speaking fourth-grade students aged 9–10. Participants were tested on comprehension of two stories and on appropriate prosodic reading of one of them. Their prosodic reading was compared with an agreed prosodic map compiled from experts' reading. Participants were also administered a battery of morphological tasks. All three domains, including almost all of their component parts, were strongly correlated. The multiple regression in steps showed that morphology and reading comprehension each contribute to prosodic reading, while morphology and prosody each contribute to reading comprehension. The connection between reading comprehension and prosodic reading is however moderated by good morphological skills.

<http://www.blackwellpublishing.com/journal.asp>

**07-595 ROSARY, LALIK** (Virginia Polytechnic Institute and State, USA) & **KIMBERLY L. OLIVER**, **Differences and tensions in implementing a pedagogy of critical literacy with adolescent girls.** *Reading Research Quarterly* (International Reading Association) 42.1 (2007), 46–70.  
doi:10.1598/RRQ.42.1.2

This study examined a pedagogy of critical literacy that the authors planned jointly. One worked directly with four girls as they used a variety of textual practices pertaining to messages girls receive about the female body and culminating in an inquiry project that involved the girls in designing and analyzing a survey. The authors examined what happened when a researcher, with a keen interest in social justice, worked to support critical literacy among adolescent girls. Using transcribed audiotapes of each session, field notes, debriefing/planning notes, and student- and teacher-made artifacts as data, the researchers identified six differences that created tensions between the girls and the researcher (one of the authors): (a) differences

in topic preferences, (b) differences in breadth of topic consideration, (c) differences in commitment to resisting heteronormativity, (d) differences in knowledge about inquiry processes and teen language, (e) differences in commitment to transformative processes, and (f) differences in preferences for participation. The analysis suggests that although the researcher was able to assist the girls in learning about inquiry processes, she often struggled between following her agenda and following the girls' leads. Findings of this study are consistent with the poststructural critique that shatters claims of theory.

<http://www.reading.org>

**07-596 SUZUKI, AKIO** (Josai U, Japan), **Differences in reading strategies employed by students constructing graphic organizers and students producing summaries in EFL reading.** *JALT Journal* (Japan Association for Language Teaching) 28.2 (2006), 177–196.

The big difference between summaries and graphic organizers (GOs) as adjunct aids for EFL reading is that GOs can reduce the cognitive burden on readers because of their two-dimensional spatial displays while summaries cannot. In this study, five Japanese high school students were required to construct GOs and another five were required to produce summaries while reading a passage written in English. They were required to report what they were thinking while reading the passage and producing adjunct aids so that their use of reading strategies could be examined. The results gained from think-aloud protocol analysis indicated that the GO group reported more general comprehension strategies than the summary group. The findings are discussed from the perspective that the task of constructing the GOs using visual argument allowed the students to employ more general comprehension strategies.

<http://jalt-publications.org/jj>

**07-597 TAKASE, ATSUKO** (Osaka International U, Japan; atsukot@jttk.zaq.ne.jp), **Japanese high school students' motivation for extensive L2 reading.** *Reading in a Foreign Language* (U Hawaii, HI, USA) 19.1 (2007), 1–18.

To investigate factors that motivate Japanese high school students to read English extensively, the author assessed 219 female high school students who participated in an extensive reading program for one academic year. The results showed that the two most influential factors were students' intrinsic motivation for first language (L1) reading and second language (L2) reading. However, no positive relationship between L1 reading motivation and L2 reading motivation was observed. Follow-up interviews, conducted with 1/3 of the participants, illuminated aspects of the motivation that the quantitative data did not reveal. Several enthusiastic readers of Japanese were not motivated to read in English due to the gaps between their abilities to read in Japanese

and in English. In contrast, the intrinsic motivation of enthusiastic readers of English was limited to L2 reading and did not extend to their L1 reading habits.

<http://www.nflrc.hawaii.edu/rfl>

**07-598 TANAKA, HIROYA & PAUL STAPLETON**

(Hokkaido U, Japan; higoezo@ybb.ne.jp),

**Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading.** *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 115–131.

A lack of reading quantity in EFL (English as a Foreign Language) classrooms has remained one of the most serious problems faced by teachers of English in Japan. Although the extensive reading (ER) approach is regarded as having significant potential in addressing this problem, it is not used in many EFL classrooms. This study investigates the effect of a quasi-extensive reading program on Japanese high school EFL learners' reading comprehension, reading speed, and their perceptions of the program. The participants in the treatment group were 96 high school students who engaged in a reading activity with teacher-made materials for the first five to ten minutes of class for approximately five months. Some of these students also read graded readers outside of class. Progress in reading comprehension and speed was measured against a parallel control group that received no treatment in a pre- and post-test format. Results revealed that the treatment group, especially those who read graded readers, scored significantly higher in reading speed and comprehension than the control group. The findings suggest that Japanese high schools and more broadly, English teachers in input-poor EFL settings should increase reading input within the students' linguistic levels both inside and outside of the classroom.

<http://www.readingmatrix.com/journal.html>

**07-599 WEINSTEIN, SUSAN** (Louisiana State U, Baton Rouge, USA), **Pregnancy, pimps, and 'clichèd love things': Writing through gender and sexuality.** *Written Communication* (Sage) 24.1 (2007), 28–48.

doi:10.1177/0741088306296200

This article examines the poetry, prose, and rap lyrics written by nine low-income, African American and Latino urban youths. The study is based on a three-year research project using ethnographic methods including field observations, informal interviews, and collection of written artifacts. Part of a larger study of these youths' writing practices, this article focuses on the ways that they use writing to negotiate gendered and sexual identities in complicated, sometimes conflicting, ways. The article is grounded in the field of new literacy studies, and the author argues that educators and other youth workers can find, in the writing of youths like those in the study, an entrée into sometimes

uncomfortable yet vitally important conversations about gender and sexuality. Through analysis of the writers' texts and conversations, the author models ways of drawing useful insights from such texts.

<http://wcx.sagepub.com>

**07-600 WILLIAMS, EDDIE** (U Bangor, UK; eddie.williams@bangor.ac.uk), **Extensive reading in Malawi: Inadequate implementation or inappropriate innovation?** *Journal of Research in Reading* (Blackwell) 30.1 (2007), 59–79.

doi:10.1111/j.1467-9817.2006.00328.x

This article reports on the evaluation of an extensive reading programme in primary schools in Malawi, one of the poorest countries in Africa. The programme involved the delivery of book boxes at Years 4 and 5 to every Malawian primary school. Summative evaluation was achieved through baseline and project-end testing, with observations and interviews employed for illuminative purposes. A time-lapse design was employed, with testing in 1995 of Year 6 students (who had not had the programme in Years 4 and 5), and retesting in 1999 of Year 6 students in the same schools (who had had the programme in Years 4 and 5). Results unexpectedly showed a statistically significant decrease in mean score. The article explores deficiencies in programme implementation, but concludes that implementing educational innovations in Malawi requires sensitivity to the cultural-educational context. Furthermore, there is merit in Malawians radically questioning the appropriacy of innovations.

<http://www.blackwellpublishing.com/journal.asp>

**07-601 YAMASHITA, JUNKO**, **The relationship of reading attitudes between L1 and L2: An investigation of adult EFL learners in Japan.**

*TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 81–105.

This study investigated the transfer of reading attitudes from L1 to L2, drawing on the linguistic threshold hypothesis. Participants were Japanese university-level EFL students. Their L1 and L2 reading attitudes were estimated using a Likert scale, and their L2 proficiency was measured using a test. The study found that the students' L1 and L2 reading attitudes were different. Multiple regression analyses identified significant contributions of L1 reading attitudes in explaining L2 attitudes. The contribution of L2 proficiency was also significant in many cases but very small. Moreover, no evidence was found that the contribution of L1 reading attitude increases at higher levels of L2 proficiency. The study thus demonstrated that reading attitudes transfer from L1 to L2, but as distinct from transfer of reading abilities and strategies, the influence of L2 proficiency is much weaker and the

notion of a linguistic threshold does not apply to the transfer of reading attitudes from L1 to L2.

<http://www.tesol.org>

**07-602 YI, YOUNGJOO** (U Alabama, USA; [yyi@ua.edu](mailto:yyi@ua.edu)), **Engaging literacy: A biliterate student's composing practices beyond school.** *Journal of Second Language Writing* (Elsevier) 16.1 (2007), 23–39.  
doi:10.1016/j.jslw.2007.03.001

Much of the writing research on generation 1.5 students has focused on college students in educational contexts, especially either freshman composition or college ESL writing classes. Relatively little is known about them in K-12 settings, especially high-school students, despite their growing presence in these settings. In addition, there is a lack of understanding of these students' literacy experiences beyond the classroom. This paper discusses a case study that examined one Korean high school student's composing practices outside of school. The findings revealed several significant characteristics in her voluntary composing practices: the diversity and richness of her involvement with multiple literacies; her swift and constant movement among multiple genres, contexts, and languages; the public nature of her composing (sharing her writing with peers); her primary focus on L1 writing activities; and her construction of a writerly identity. In presenting her story, the paper attempts to build understanding of out-of-school writing as experienced by students with immigrant backgrounds.

<http://www.elsevier.com>

**07-603 ZHU, YUNXIA** (U Queensland, New Zealand; [zyunxia@unitec.ac.nz](mailto:zyunxia@unitec.ac.nz)), **Understanding sociocognitive space of written discourse: Implications for teaching business writing to Chinese students.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.3 (2006), 265–285.  
doi:10.1515/IRAL.2006.012

Confronted with various issues in teaching business writing to Chinese students in New Zealand, this paper sees the need for bridging the gap between genre-based research and teaching in an intercultural context. Specifically, it develops an intercultural reflective model in the light of Bhatia's sociocognitive genre study as well as cross-cultural persuasion. As an important part of the model, New Zealand and Chinese experts' intracultural and intercultural reflections on business writing are solicited and compared and the theoretical implications for teaching and learning business writing are discussed. It has been found, through a case study of analysing English and Chinese business faxes, this model can offer an in-depth understanding about discursive competence

across cultures, and provide a link between genre-based theory, teaching practice and professional expertise.

<http://www.degruyter.de>

## Language testing

doi:10.1017/S0261444807004612

**07-604 ABBOTT, MARILYN** (Alberta Education, Canada; [marilyn.abbott@gov.ab.ca](mailto:marilyn.abbott@gov.ab.ca)), **A confirmatory approach to differential item functioning on an ESL reading assessment.** *Language Testing* (Sage) 24.1 (2007), 7–36.  
doi:10.1177/0265532207071510

In this article, I describe a practical application of the Roussos and Stout (1996) multidimensional analysis framework for interpreting group performance differences on an ESL reading proficiency test. Although a variety of statistical methods have been developed for flagging test items that function differentially for equal ability examinees from different ethnic, linguistic, or gender groups, the standard differential item functioning (DIF) detection and review procedures have not been very useful in explaining why DIF occurs in the flagged items (Standards for Educational and Psychological Testing 1999). To address this problem, Douglas, Roussos and Stout (1996) developed a confirmatory approach to DIF, which is used to test DIF hypotheses that are generated from theory and substantive item analyses. In the study described in this paper, DIF and differential bundle functioning (DBF) analyses were conducted to determine whether groups of reading test items, classified according to a bottom-up, top-down reading strategy framework, functioned differentially for equal ability Arabic and Mandarin ESL learners. SIBTEST (Stout & Roussos 1999) analyses revealed significant systematic group differences in two of the bottom-up and two of the top-down reading strategy categories. These results demonstrate the utility of employing a theoretical framework for interpreting group differences on a reading test.

<http://ltj.sagepub.com>

**07-605 BARBER, RICHARD** (Dubai Women's College, UAE), **A practical model for creating efficient in-house placement tests.** *The Language Teacher* (Japan Association for Language Teaching) 31.2 (2007), 3–7.

Conversation schools usually separate their classes according to ability levels so that a learner's potential for learning matches the instructional demand and complexity of content of the class. Accurate and efficient placement testing helps to facilitate this process. However, off-the-shelf placement tests rarely match the syllabus of a particular conversation school. This article provides a practical model for constructing a valid and