

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

## Reading

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

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

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

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

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

## Writing

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

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

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

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

**99-476 Scholler, D.** (Freie Universität Berlin, Germany). *Se débrouiller à l'écrit: ein Trainingsprogramm zur Verbesserung der Textproduktion*. [Getting by in writing: a training programme for improving text production.] *Fremdsprachenunterricht* (Berlin, Germany), **1** (1998), 22–31.

This article presents a graded series of classroom exercises [appended in full] for German students of French preparing the *Abitur*, designed to develop their skills in recognising and deploying the means by which written texts achieve coherence. The author considers this to be a neglected area of language pedagogy, attributable to the emphasis in the 1970s on spoken communicative competence, and also to theoretical uncertainties over the term 'coherence'. Building on the work of Charolles (his four rules of text coherence) and Bieber, the author develops a teaching unit based on the use of *connectors* – here given a wide definition, but divided into *logical connectors* and *connectors of orientation* (with further subdivisions). The exercises themselves range from identifying the connectors in a quasi-authentic text, through binary-choice and gap-filling exercises, to a free text-production exercise in which students play the part of a detective presenting a report of an investigation.

**99-477 Tickoo, Asha** (Hong Kong Baptist U.). Monitoring the structure of meaning in beginners' ESL prose. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **16**, 1 (1998), 1–18.

The prose of beginners' English as a Second Language (ESL) is characteristically both over-segmented and inappropriately segmented with respect to information structure, posing a unique type of challenge to readers attempting to process such texts. This article examines whether this unconventional form of information segmentation results in violation of certain information-packaging constraints that ordinarily ensure that readers can easily identify the macrostructure of the text [references given]. Comparison of 20 descriptive essays written by ESL beginners with the prose of skilled writers suggests that four constraints on information packaging are needed to facilitate the identification of macrostructure. Evidence is presented of the absence of these constraints in beginners' prose, and it is demonstrated that revising a sample essay to incorporate these constraints results in easier recognition of its macrostructure. These findings suggest that the fragmentation problem in beginners' ESL prose may be overcome if learners are made aware of the notion of macrostructure and taught to conform to the four organisational constraints that ensure its accessibility.

**99-478 Villamil, Olga S. and de Guerrero, Maria C. M.** (Inter American U. of Puerto Rico, USA). Assessing the impact of peer revision on L2 writing. *Applied Linguistics* (Oxford, UK), **19**, 4 (1998), 491–514.

The study reported here sought to investigate the impact of peer revision on writers' final drafts in two rhetorical modes, narration and persuasion, among 14 Spanish-speaking ESL (English as a Second Language) college students. The two questions addressed were how revisions made in peer sessions were incorporated by writers in their final versions; and how trouble-sources were revised according to different language aspects (content, organisation, vocabulary, grammar and mechanics). An analysis of audiotaped interactions, first drafts and final drafts revealed that 74% of revisions made in the peer sessions were incorporated. These revisions suggest a pattern of behaviour conducive to self-regulation among writers. Results also show that students focused equally on grammar and content when revising in the narrative mode and predominantly on grammar in the persuasive mode; organisation was the least attended aspect in either. Only 7% of false repairs were found overall. The study suggests that peer assistance can help L2 (second language) intermediate learners realise their potential for effective revision to the extent their linguistic abilities permit. The authors believe that peer revision should be seen as an important complementary source of feedback in the ESL classroom.

## Language testing

**99-479 Bae, Jungok and Bachman, Lyle F.** (U. of California, LA, USA). A latent variable approach to listening and reading: testing factorial invariance across two groups of children in the Korean/English Two-Way Immersion Programme. *Language Testing* (London, UK), **15**, 3 (1998), 380–414.

The study reported here investigated the factorial distinctness of two receptive language skills, reading and listening, and the equivalence of factor structure across two groups using simultaneous multigroup co-variance structure analyses. Participants were two groups of students (Korean-American and non-Korean-American) from grades two, three and four, enrolled in the Korean/English Two-Way Immersion Programme in the Los Angeles Unified School District, all learning Korean as a primary/foreign language. The analyses were based on data from tests of listening and reading in Korean. The results indicate the following: (1) the two receptive skills are factorially separable; (2) a two-factor model with listening and reading factors applies across the two groups of learners; (3) the correlation between the listening and reading factors was high and the same across the two groups; (4) the variation in levels of listening and reading proficiency differed across the groups; (5) with the exception of one listening test task, the degree to which the listening and reading tasks measured listening and reading ability was the same across the two groups; and (6) the test task type that had the highest factor loadings for both groups was one which presented test takers with a set of passages (listening or reading), each of which was followed by