

learners' familiarity with individual lexical items and the sequences in which they tend to appear.

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Reading & writing

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07–259 ABASI, ALI R., NAHAL AKBARI & BARBARA GRAVES (U Ottawa, Canada), **Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school.** *Journal of Second Language Writing* (Elsevier) 15.2 (2006), 102–117. doi:10.1016/j.jslw.2006.05.001

Recent research on academic writing has established the intersection of writing and identity. However, it is not clear whether writers themselves are aware of this link. In this study, we investigated five ESL graduate students' awareness of the identities that they constructed through the appropriation of others' words and ideas in their texts. Moving beyond prevalent moral explanations, we further sought alternative reasons for students' inappropriate textual borrowing practices, often categorized as plagiarism. Our findings suggest that, depending on their enculturation into disciplinary discourses, students exhibit different levels of awareness of the available and privileged identity options in the social contexts of writing. We argue that student textual plagiarism can best be viewed as an issue of authorial identity construction. The findings indicate that the roots of students' production of institutionally unacceptable texts lie in their epistemological orientation as well as their authoritative view of source texts. We finally reflect on the implications of the findings for academic writing instruction. Drawing on the notion of students-as-ethnographers, we suggest that writing instruction can raise students' awareness of the link between writing and self-representation as well as the epistemology underpinning academic authorship, as two important dimensions of successful writing.

<http://www.elsevier.com>

07–260 BRANTMEIER, CINDY (Washington U, St Louis, USA), **Toward a multicomponent model of interest and L2 reading: Sources of interest, perceived situational interest, and comprehension.** *Reading in a Foreign Language* (U Hawaii, USA) 18.2 (2006), 89–115.

Using 104 advanced second language (L2) readers, this investigation seeks to construct a multi-component model of interest and L2 reading. Sources of interest (SI) refer to variables that induce feelings of interest in a text. Perceived interest (PI) refers to the feeling of interest itself (Schraw, Bruning, & Svoboda, 1995). A factor analysis revealed the following five SI in order

of variance: (1) cohesion (31%), (2) prior knowledge (13%), (3) engagement (12%), (4) ease of recollection (10%), and (5) emotiveness (6%). PI accounted for 68% of the total sample variation. Of the five factors on the SI questionnaire, three were uniquely related to PI: cohesion, engagement, and ease of recollection. PI was related to sentence completion items and multiple choice items, but not recall. Five factors from the SI questionnaire were regressed on comprehension scores after first removing the variance explained by perceived interest. Ease of recollection positively related to all three comprehension tasks. Findings provide a construct of interest for L2 reading and serve as an attempt to develop an instrument to assess different sources of interest in L2 reading. A preliminary understanding of these dimensions of interest as predictors of L2 reading comprehension is presented.

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

07–261 BREMNER, STEPHEN (City U Hong Kong, China), **Politeness, power, and activity systems: Written requests and multiple audiences in an institutional setting.** *Written Communication* (Sage) 23.4 (2006), 397–423. doi:10.1177/0741088306293707

This article, using data from a year-long study of writing processes in an institutional context, looks at the demands made on writers in workplace environments as they make requests of their colleagues. Building on Brown & Levinson's politeness theory, the study takes a view of context as being a key factor in framing requests, in addition subscribing to the notion of context as an ongoing dynamic, or mutually constitutive activity system. Although the variables of relative power and degree of imposition are important factors in the choices writers make, a further consideration is the need to balance their own relational needs with the expectations of the institution as they create texts for multiple audiences. In addition, the linguistic choices writers make in such contexts as they position themselves in relation to their peers and those further up the hierarchy may also serve to define and reinforce their identity within the institution.

<http://wcx.sagepub.com>

07–262 CARGILL, MARGARET (U Adelaide, Australia) & **PATRICK O'CONNOR, Developing Chinese scientists' skills for publishing in English: Evaluating collaborating-colleague workshops based on genre analysis.** *Journal of English for Academic Purposes* (Elsevier) 5.3 (2006), 207–221. doi:10.1016/j.jeap.2006.07.002

Getting papers published in the (largely English-language) international literature is important for individual researchers, their institutions, and the academic community, and the resulting pressure is being felt increasingly in China as a result of top-down policy initiatives. For many researchers, reaching this goal

involves two intersecting aspects: developing very specific skills in English as an additional language, often from an initial intermediate proficiency level; and learning to meet the discipline-specific expectations of English-speaking journal referees and editors. This paper describes and evaluates workshops, designed to improve the publication skills of researchers in the agricultural and environmental sciences, which seek explicitly to address both aspects. Key features include a collaborative presentation team consisting of an EAP practitioner and practising scientists who are experienced referees, and methodology based on research findings from genre analysis and EAP. The paper analyses evaluative data from four workshops in China during 2001–2003. Findings include high satisfaction levels of participants, strong endorsement of the value of the collaborating-colleague presentation team, and significantly increased confidence to write a paper in English for international submission. The only participant characteristic associated with best benefit was a completed higher degree. Implications are presented for future practice.

<http://www.elsevier.com>

07–263 EDGE, JULIAN, Reading to take notes and to summarize: A classroom procedure

(reprint of author's 1983 article). *Reading in a Foreign Language* (U Hawaii, USA), 1.2, 93–98.

A communicative classroom procedure is described (arising out of work done at Istanbul and Boğaziçi Universities), designed to give students initial practice in the skill of extracting points from a written text in order to make notes on, and to summarise that text. Using various modes of classroom interaction, the procedure gives the students practice in the recognition, production and evaluation of paragraph summaries in note form. As well as describing the procedure, the article presents a piece of material that has been used with several groups of undergraduate and adult students.

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

07–264 EDGE, JULIAN (Manchester U, UK; julian.edge@manchester.ac.uk), **From paragraphs to patterns: Ablocutionary value in autobiography.** *Reading in a Foreign Language* (U Hawaii, USA) 18.2 (2006), 124–127.

With reference to Edge (1983) ('Reading to take notes and to summarize: A classroom procedure' reprinted in *Reading in a Foreign Language*, 1.2 (2006), 93–98), the author recalls the wider context of the original piece, the research background, and how it related to his own professional development. He relates the article's contents retrospectively to developments in discourse study and action research, of which he was unaware at the time of writing, as well as to task-based learning and learner-training. Making professional literature accessible to teacher trainees remained important to him, while the ideas of Hoey (1983) led him to the concept of ablocutionary value: the semantic or

pragmatic meaning taken from a text, whether intended by the writer or not. His continuing work in non-judgemental discourse prompts him to suggest that the article could still form the basis of a small action research experiment, to be carried out with a colleague in a Cooperative Development framework.

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

07–265 GOETRY, VINCENT, LESLY WADE-WOOLLEY, RÉGINE KOLINSKY & PHILIPPE MOUSTY (Queen's U, Belgium; vgoetry@ulb.ac.be), **The role of stress processing abilities in the development of bilingual reading.** *Journal of Research in Reading* (Blackwell) 29.3 (2006), 349–362.

doi:10.1111/j.1467-9817.2006.00313.x

French and Dutch differ regarding the manifestations and lexical functions of the stress pattern of words. The present study examined group differences in stress processing abilities between French-native and Dutch-native listeners, thus extending previous cross-linguistic comparisons involving Spanish-native and French-native adults. The results show that Dutch-native first-graders significantly outperformed French monolinguals, and that French-native listeners schooled in Dutch produced intermediary performances, suggesting that stress-processing abilities are a learnable set of skills. The present study also examined the contribution of stress processing abilities to reading development in Dutch, a stress-based language, compared to that in French, a syllable-based language. Although the expected correlation between stress processing abilities and reading was not observed in the Dutch monolinguals, such correlation was observed in the French-native bilinguals schooled in Dutch and not in the Dutch-native bilinguals schooled in French. This suggests that stress processing abilities influence reading development in a second, stress-based, language. Moreover, the monolinguals and bilinguals schooled in Dutch showed significant associations between lexical development and stress processing abilities. Ways in which prosody might be involved in lexical and reading development are explored and discussed.

http://www.blackwellpublishing.com/jnl_default.asp

07–266 HUANG, SHU-CHEN (National Chiao Tung U, Hsinchu, China; sjh241@yahoo.com.tw), **Reading English for academic purposes – What situational factors may motivate learners to read?** *System* (Elsevier) 34.3 (2006), 371–383. doi:10.1016/j.system.2006.04.006

This study, situated in a context of English as a Foreign Language (EFL) where non-English major college learners are usually required to read content-area textbooks in English, tried to determine what motivates students to engage in English for Academic Purposes (EAP) reading activities. Three student informants were invited to reflect on their own EAP reading experiences and discuss pedagogical situations

in which they were more willing to read. Then a questionnaire containing 18 statements describing various situations was constructed based on interviews with the student informants and data were collected from 212 college business majors. Descriptive statistics showed that learners were most willing to read under three circumstances: when (1) teachers were available to answer questions, (2) key points were highlighted clearly in textbooks, and (3) reading skills were taught. Factor analysis results presented three distinct clusters of variables, namely EFL teacher facilitation, reading requirements, and text facilitation. The three clusters of factors explained a total of 59% variance. Through learners' indications of why they preferred specific content areas in EAP reading, background schema was also found to be an important factor influencing situational EAP reading motivation.

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07-267 HUANG, SHU-CHEN, YUH-SHOW CHENG

& CHIOU-LAN CHERN (National Chiao Tung U, Hsinchu, Taiwan; sjh241@yahoo.com.tw),

Pre-reading materials from subject matter texts – Learner choices and the underlying learner characteristics.

Journal of English for Academic Purposes (Elsevier) 5.3 (2006), 193–206. doi:10.1016/j.jeap.2006.06.001

In this study, attempts were made to design pre-reading materials for EAP reading using resources available from the subject matter texts. These materials were considered more facilitative in motivating learners to read and helping them to understand rather than to decode the texts. EFL college participants read three articles with three types of pre-reading materials – Vocabulary List, Self-Appraisal, and Case Study. Vocabulary Lists served as a more traditional method to be compared with the other two alternative approaches. Self-Appraisal and Case Study were designed for perceptual and inquiry arousal, respectively. After completion of three reading lessons with three different types of pre-reading materials, participants were asked to choose their most and least preferred ones and indicate their reasons. First, two-way contingency table analyses were conducted to examine the preference pattern. Second, comparisons were made among choice groups to see if students with different choices differed significantly in motivational orientation and EFL proficiency as measured in pre-tests. The results showed that students disliking Case Study had lower general academic motivation and EFL reading comprehension than those disliking Self-Appraisal. It is suggested that learner characteristics be considered so that more appropriate facilitation for EAP reading can be provided.

<http://www.elsevier.com>

07-268 HUI-TZU MIN (National Cheng Kung U, Tainan, Taiwan), **The effects of trained peer review on EFL students' revision types and**

writing quality. *Journal of Second Language Writing* (Elsevier) 15.2 (2006), 118–141. doi:10.1016/j.jslw.2006.01.003

This preliminary classroom study aims to examine the impact of trained responders' feedback on EFL college students' revisions, both in terms of revision types and quality. After a four-hour in-class demonstration and a one-hour after-class reviewer-teacher conference with each student ($n = 18$), the instructor/researcher collected students' first drafts and revisions, as well as reviewers' written feedback, and compared them with those produced prior to training. Results show that students incorporated a significantly higher number of reviewers' comments into revisions post peer review training. The number of peer-triggered revisions comprised 90% of the total revisions, and the number of revisions with enhanced quality was significantly higher than that before peer review training. The researcher concludes that with extensive training inside and outside of class, trained peer review feedback can positively impact EFL students' revision types and quality of texts directly.

<http://www.elsevier.com>

07-269 IKEDA, MAKIKO (Himeji Dokkyo U, Japan; maikoike@wonder.ocn.ne.jp) **& TAKEUCHI, OSAMU, Clarifying the differences in learning EFL reading strategies: An analysis of portfolios.**

System (Elsevier) 34.3 (2006), 384–398. doi:10.1016/j.system.2006.04.007

The aim of this study is to reveal the differences in the process of learning reading strategies by EFL learners whose English proficiency levels differ. For this purpose, portfolios made by 10 Japanese female college students learning English (five in the higher proficiency group and the other five in the lower) were analyzed. The results found six prominent differences between the two groups. The first difference is the amount of description recorded in each portfolio. The second, third, and fourth differences concern the understanding of the purpose and the merit of each strategy use, of the conditions in which each strategy is used effectively, and of the combined use of strategies. Also, the timing for and the method for evaluating efficacy of strategy use are different between the two groups. After the full descriptions of these six differences with samples from portfolios, some pedagogical and research implications for strategy instruction are made.

<http://www.elsevier.com>

07-270 JUZWIK, MARY M. (Michigan State U, East Lansing, USA, mmjuzwik@msu.edu), **SVJETLANA CURCIC, KIMBERLY WOLBERS, KATHLEEN D. MOXLEY, LISA M. DIMLING & REBECCA K. SHANKLAND, Writing into the 21st century: An overview of research**

on writing, 1999 to 2004. *Written Communication* (Sage) 23.4 (2006), 452–476.
doi:10.1177/0741088306291619

This study charts the current trends and foci of research on writing between 1999 and 2004. In examining a cross-section of writing research, the authors focus on four issues: (a) the general problems being investigated by contemporary writing researchers, and their relative dominance; (b) population age groups in recent writing research; (c) the relationship between population age groups and problems under investigation; (d) methodologies are used in research on writing. Based on a body of refereed journal articles ($n = 1,502$) reporting studies about writing and composition instruction that were located using three databases, the authors characterize various lines of inquiry undertaken. Social context and writing practices, bi- or multilingualism and writing, and writing instruction are the most actively studied problems, whereas writing and technologies, writing assessment and evaluation, and relationships among literacy modalities are the least studied. Undergraduate, adult, and other post-secondary populations are the most prominently studied population age group, whereas pre-school-aged children and middle and high school students are least studied. Research on instruction within the pre-school through 12th grade (P-12) age group is prominent, whereas research on genre, assessment, and bi- or multilingualism is scarce within this population. The majority of articles employ interpretive methods. This indicator of current writing research should be useful to researchers, policymakers, and funding agencies, as well as to writing teachers and teacher educators.

<http://wcx.sagepub.com>

07-271 MA, JEE HYUN (U Hawaii, USA; jeehyun@hawaii.edu), **Just taking notes is not enough.** *Reading in a Foreign Language* (U Hawaii, USA) 18.2 (2006), 128–130.

With reference to Edge (1983) ('Reading to take notes and to summarize: A classroom procedure' reprinted in *Reading in a Foreign Language*, 1.2 (2006), 93–98), the author states that notetaking is still an indispensable skill in the present day. She finds that the model proposed by this classic article remains generally valid, with some small classroom-managerial variations, and emphasises the need for students to develop their own notetaking strategies. The teacher's responsibility to help learners become better notetakers is still well-served by the article, despite its having been published over twenty years ago.

<http://www.nfrc.hawaii.edu>

07-272 ORSOLINI, MARGHERITA (Università degli Studi di Roma 'La Sapienza'; margherita.orsolini@uniroma1.it), **RACHELE FANARI, VALERIA TOSI, BARBARA DE NIGRIS & ROBERTO CARRIERI, From phonological recoding to lexical**

reading: A longitudinal study on reading development in Italian. *Language and Cognitive Processes* (Routledge/Taylor & Francis) 21.5 (2006), 576–607.

doi:10.1080/01690960500139355

In this longitudinal study we analyse the early phases of reading development in Italian and explore the transition from phonological to lexical reading. A group of 28 Italian children was tested in four phases. Language and cognitive skills were first assessed in the preschool. Reading performance was then tested in three different sessions, in grade 1 and 2, using off-line naming tasks. To identify lexical reading we included in our test Italian words that have atypical stress assignment and can be pronounced with fluent prosody only by using lexical look up. Our findings show that phonological reading develops from aloud conversion of small orthographic units (e.g., single graphemes) to aloud conversion of whole strings. Such development underlies a systematic expansion of lexical reading. Children who deployed lexical reading for a low percentage of words at the end of grade 2 were likely to rely on grapheme by grapheme conversion still at the end of grade 1. Phonological, lexical, visual attention, and orthographic memory skills contribute to the systematic development of lexical reading.

<http://www.tandf.co.uk/journals>

07-273 PRETORIOUS, ELIZABETH (U South Africa, South Africa; pretorej@unisa.ac.za), **The comprehension of logical relations in expository texts by students who study through the medium of ESL.** *System* (Elsevier) 34.3 (2006), 432–450.

doi:10.1016/j.system.2006.02.003

Success at university depends to a large extent on students' ability to read expository texts effectively in order to access and understand information, and study it for exam purposes. An important component of the comprehension process is the reader's ability to connect current information with information mentioned previously. One aspect of this text connecting process involves logical connectives. These are text devices that explicitly signal how chunks of information in a text are related to one another in a specific logical semantic relationship. This paper reports on findings from a study that investigated ESL students' ability to connect information linked by ILLUSTRATIVE, CAUSAL and ADVERSATIVE logical connectives during the reading of expository texts. The comprehension of logical relations was examined in relation to the students' academic performance and their language proficiency in English, the language of learning and teaching. The findings showed a robust relationship between the ability to comprehend logical relations in expository text on the one hand, and academic performance and ESL proficiency levels on the other hand. In particular, the academically poor performers found causal and adversative relations challenging. In

discussing the results, the implications of these findings for reading comprehension in general and for academic support programmes for ESL students at tertiary level in particular are considered.

<http://www.elsevier.com>

07-274 ROGERS, REBECCA & MELISSA MOSLEY, Racial literacy in a second-grade classroom: Critical race theory, whiteness studies, and literacy research. *Reading Research Quarterly* (International Reading Association) 41.4 (2006), 462–495.

doi:10.1598/RRQ.41.4.3

There is a pervasive silence in literacy research around matters of race, especially with both young people and white people. In this article we illustrate that young white children can and do talk about race, racism, and anti-racism within the context of the literacy curriculum. Using a reconstructed framework for analyzing ‘white talk’, one that relies on literature in whiteness studies and critical race theory and draws on critical discourse analytic frameworks, we illustrate what talk around race sounds like for white second-grade students and their teachers. This research makes several contributions to the literature. We provide a detailed method for coding interactional data using critical discourse analysis and a lens from critical race theory and whiteness studies. We also illustrate the instability of racial-identity formation and the implications for teachers and students when race is addressed in primary classrooms. Ultimately, we argue that racial-literacy development, like other literate process in the classroom, must be guided.

<http://www.reading.org>

07-275 ROSS, NIGEL (Institute for Interpreters and Translators, Milan, Italy), **Writing in the Information Age.** *English Today* (Cambridge University Press) 22.3 (2006), 47–50.

doi:10.1017/S0266078406003063

In recent years, the ‘Information Age’ has often been compared to the period when printing first developed (cf. Dewar 1998). During both the printing revolution (15th century) and the electronic revolution (later 20th century onwards), technological developments have been at the forefront of a transformation in the spread and availability of information. The introduction then widespread use of print six centuries ago led to changes not only in society’s management of information but also in language itself. Comparably, present-day information technology has made for easy and rapid access to enormous amounts of information, with hotly debated consequences regarding copyright, censorship, and the communication of information.

http://journals.cambridge.org/jid_ENG

07-276 SCHWANENFLUGEL, PAULA J., ELIZABETH B. MEISINGER, JOSEPH M. WISENBAKER, M. R. KUHN, GREGORY P. STRAUSS & ROBIN D. MORRIS, Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly* (International Reading Association) 41.4 (2006), 496–522.

doi:10.1598/RRQ.41.4.4

The goals of this study were to (a) develop an empirically based model regarding the development of fluent and automatic reading in the early elementary school years and (b) determine whether fluent text-reading skills provided benefits for reading comprehension beyond those accounted for by fluent word decoding. First-, second- and third-grade children completed a series of reading tasks targeting word and non-word processing, text reading, spelling knowledge, autonomous reading, and reading comprehension. Structural equation modelling was carried out to evaluate how these skills operated together to produce fluent text reading and good comprehension. Evidence supported a simple reading fluency model for the early elementary school years suggesting that fluent word and text reading operate together with autonomous reading to produce good comprehension.

<http://www.reading.org>

07-277 STARFIELD, SUE & LOUISE J. RAVELLI (U New South Wales, Sydney, Australia), **‘The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist’: Self and structure in New Humanities research theses.** *Journal of English for Academic Purposes* (Elsevier) 5.3 (2006), 222–243.

doi:10.1016/j.jeap.2006.07.004

To what extent have postmodernism and research modalities which fundamentally question the notion of the objective researcher impacted on the production of Ph.D. theses in the humanities and social sciences? This paper examines the visual and verbal representations of the writerly self through the title pages, tables of contents and introductory chapters of a corpus of 20 recent Ph.D. theses in History and Sociology from an Australian university. While affirming the dominance of the topic-based thesis macrostructure in the social sciences and humanities, it subjects the TOPIC-BASED thesis category to greater scrutiny, presenting a case for the emergence of a NEW HUMANITIES Ph.D., marked by its construction of a REFLEXIVE SELF, unable to write with the CLASSIC DETACHMENT of positivism. The paper briefly considers the implications for disciplinarity and postgraduate pedagogy.

<http://www.elsevier.com>

07-278 TARDY, CHRISTINE M. (DePaul U, Chicago, USA), **Researching first and second language**

genre learning: A comparative review and a look ahead. *Journal of Second Language Writing* (Elsevier) 15.2 (2006), 79–101.
doi:10.1016/j.jslw.2006.04.003

With genre now viewed as a fundamental element of writing, both second language writing and mainstream composition studies have seen an increased focus on the question of how writers learn genres. The purpose of this paper is to review key findings from 60 empirical studies that have investigated this question. To this point, research has typically studied genre learning as it occurs either through professional or disciplinary practice or through classroom instruction; almost no studies have looked at the same writers as they traverse these multiple domains. I therefore categorize studies as taking place in either ‘practice-based’ or ‘instructional’ settings and identify trends in the research findings from each setting. After examining one study which takes place in multiple settings, I tease out some of the commonalities and distinctions between learning in practice-based and instructional contexts and between first language and second language genre learning. On the basis of this comparative review of research, I suggest future directions for the interdisciplinary study of genre learning.

<http://www.elsevier.com>

07–279 WEBER, ROSE-MARIE (State U New York, USA; rweber@albany.edu), **Function words in the prosody of fluent reading.** *Journal of Research in Reading* (Blackwell) 29.3 (2006), 258–269.
doi:10.1111/j.1467-9817.2006.00307.x

This paper exposes how function words and their prosodic features play a part in learning and teaching to read in the early years. It sketches the place that function words have in the grammar of English and describes their phonological features, especially their weak stress and its role in the prosodic quality of sentences. It considers the ways that function words and their prosodic features have a place in promoting fluent reading, taking into account accurate recognition of function words and well-paced phrasing.

http://www.blackwellpublishing.com/jnl_default.asp

07–280 WOOD, CLARE (Coventry U, UK; c.wood@coventry.ac.uk), **Metrical stress sensitivity in young children and its relationship to phonological awareness and reading.** *Journal of Research in Reading* (Blackwell) 29.3 (2006), 270–287.
doi:10.1111/j.1467-9817.2006.00308.x

This paper reports two studies of young English-speaking children’s ability to cope with changes to the metrical stress pattern of spoken words and the relationship between this ability, phonological awareness and early reading development. Initially, 39 children aged 4 and 5 years were assessed on their ability to

identify mispronounced words, including words that had their metrical stress pattern reversed. The children were significantly worse at identifying words that had their metrical stress pattern reversed than words that were mispronounced in other ways. The second study was a cross-sectional comparison of thirty-one 5-, 6- and 7-year-old children’s performance on the metrical stress reversal condition of the mispronunciation task. Measures of the children’s written language skills and phonological awareness were also taken. The 7-year-old children outperformed the 5-year-olds on the metrical stress task. Performance on this measure was associated with most of the measures of phonological awareness and literacy, and was associated with rhyme awareness and spelling ability after age had been taken into account. Moreover, metrical stress sensitivity could account for variance in spelling ability after phonological awareness had been taken into account, and after vocabulary had been taken into account. This suggests that stress sensitivity may influence spelling development in a way that is independent of its contribution to phonological representations.

http://www.blackwellpublishing.com/jnl_default.asp

07–281 ZIEGLER, JOHANNES C. & USHA GOSWAMI (U Cambridge, UK; ucg10@cam.ac.uk), **Becoming literate in different languages: Similar problems, different solutions.** *Developmental Science* (Blackwell) 9.5 (2006), 429–436.
doi:10.1111/j.1467-7687.2006.00509.x

The teaching of reading in different languages should be informed by an effective evidence base. Although most children will eventually become competent, indeed skilled, readers of their languages, the pre-reading (e.g. phonological awareness) and language skills that they bring to school may differ in systematic ways for different language environments. A thorough understanding of potential differences is required if literacy teaching is to be optimized in different languages. Here we propose a theoretical framework based on a psycholinguistic grain size approach to guide the collection of evidence in different countries. We argue that the development of reading depends on children’s phonological awareness in all languages studied to date. However, we propose that because languages vary in the consistency with which phonology is represented in orthography, there are developmental differences in the grain size of lexical representations, and accompanying differences in developmental reading strategies across orthographies.

http://www.blackwellpublishing.com/jnl_default.asp

Language testing

doi:10.1017/S0261444807244283

07–282 IN’NAMI, Yo (U Tsukuba, Japan; s025053@ipe.tsukuba.ac.jp), **The effects of test**