which create additional problems for the hypothesis. It is suggested that the various problems can be eliminated or greatly reduced if the Noticing Hypothesis is reformulated as a claim that noticing is necessary for the acquisition of metalinguistic knowledge but not competence.

99–120 van Isselt, Jet van Dam (Universiteit van Amsterdam). Stemmen in de klas: structurele dimensies van sprekersrollen. [Voices in the classroom: speaker roles in lesson situations.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 193–200.

In publications on language acquisition in formal and informal settings it is often assumed that utterances are addressed to one co-present other: the dyadic metaphor for communication which has 'conversation' as its paradigmatic format. Hymes (1972), Ochs (1983), and especially Goffman (1981)–among others–have emphasised that more complex participant *roles* are involved. This paper investigates structural features of the production of teacher and learner turns. The data derive from a first English lesson, an 'action research' project and a longitudinal school diary co-authored by two teenage girls in the Netherlands. Their insider view of what happens in (language) classes corroborates the view that descriptive models of classroom talk underanalyse the notion of what are 'the' data that need to be accounted for. A more sophisticated tool is needed. It is suggested that Polanyi and Scha's Dynamic Discourse Model (Polanyi, 1988)–with modifications–could provide such a tool.

99–121 Vanniarajan, Swathi (San José State U.). An interactive model of vocabulary acquisition. *Applied Language Learning* (Monterey, CA), **8**, 2 (1997), 183–216.

In this article, an attempt has been made to propose what the author terms 'An Interactive Model of Vocabulary Acquisition'. The model is interdisciplinary. More importantly, it goes beyond the traditional studies which equate vocabulary acquisition with learning to match the form and the meaning. Although the model attempts to account for the acquisition of knowledge as well as the mental processes involved in vocabulary acquisition, the emphasis is much more on the characterisation of mental processes than on any other aspects. An important feature of this model is that it is L1 (first language) and L2 (second language) neutral, and can account for both. One of the major claims made in this article is that acquisition of phonetic form, morphology, syntax, semantics, pragmatics, and world knowledge converge in the acquisition of vocabulary, and that the depth of knowledge one has about a word depends on one's experience with the word which determines the richness of its connections with other words. The article also contains a section on the pedagogical implications of the model.

Reading

99–122 Akamatsu, Nobuhiko (Joetsu U. of Ed., Japan). L1 and L2 reading: the orthographic effects of Japanese on reading in English. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 1 (1998), 9–27.

Transfer has been an important concept in research on second language (L2) learning. L2 reading research, for example, has considered aspects of learners' first language (L1) which appear to influence their L2 reading. Using psycholinguistic perspectives, this article focuses on the influence of L1 on L2 reading, specifically addressing the orthographic effects of L1 Japanese on reading in L2 English. Background on the Japanese writing system and the systems of education in Japanese and English in Japan is followed by an overview of key research on L1 orthographic effects on L2 word recognition, which leads into a discussion of how Japanese affects reading in English. In the conclusion, practical pedagogical questions are raised, and the need for more research in this area is addressed.

99–123 Barry, Sue and Lazarte, Alejandro A. (Auburn U., USA). Evidence for mental models: how do prior knowledge, syntactic complexity, and reading topic affect inference generation in a recall task for non-native readers of Spanish? *The Modern Language Journal* (Madison, WI), **82**, 2 (1998), 176–93.

The study reported here tested how domain-related knowledge, syntactic complexity and reading topic influence inference generation in the written recalls of English-speaking participants after reading Spanish historical texts. Three types of inferences were examined: *within-text* inferences, *elaborative* inferences, and *incorrect* inferences. The total number of inferences generated indicated the richness of the mental model, and the type of inferences generated provided evidence for the nature and accuracy of the model. Two groups of students, a high-knowledge and a low-knowledge group, read three Spanish passages, each on a different topic and at a different level of syntactic complexity as defined by the number of embedded clauses per sentence. Results suggest that high-knowledge readers generate a richer and more accurate mental model than low-knowledge readers. In addition, the level of complexity and the reading topics indicate a complex pattern of influence on the generation of inferences.

99–124 Bernstein, Wolf Z. (Tel Aviv U., Israel). Die Lesegrammatik als Grundlage des Leseverstehens im Unterricht 'Deutsch als Fremdsprache'. [The use of grammar in reading as a basis for understanding in the teaching of German as a foreign language.] *Zielsprache Deutsch* (Munich, Germany), **29**, 2 (1998), 79–86.

This paper is concerned with the use of grammar in reading for increasing the level of reading comprehension in

https://doi.org/10.1017/S0261444800013604 Published online by Cambridge University Press

German as a foreign language, and the methods applied and theoretical background inherent in this approach. The author takes ten specific examples of problematic words or constructions for learners of German–e.g., word order in dependent clauses, the auxiliary verbs, adjective endings–and describes in detail how 'reading grammar' can be used to improve comprehension. He also discusses the grammar textbooks presently available in the light of their use with such a method, and how they can be supplemented. He ends with the caveat that grammar should never be seen as the aim in reading, but is there simply to shorten and intensify the reading process.

99–125 Brown, Carol M. (Pennsylvania State U., USA). L2 reading: an update on relevant L1 research. *Foreign Language Annals* (New York), **31**, 2 (1998), 191–202.

First language (L1) reading research, from the psycholinguistic view of reading proposed by Goodman (1967) to schema theory and the interactive reading view (Rumelhart, 1977), has had a major impact on second language (L2) reading research. There was a substantial time-lag, however, before these L1 theories were adapted and proposed for L2 reading. The purpose of this article, therefore, is to introduce the L2 researcher to the relevant and current L1 text comprehension issues and theories to help close this gap. Such issues involve: (1) levels of representation, especially the situation model; (2) the role of memory in comprehension; (3) content of knowledge structures and inferencing; and (4) the explanation-based theory of text comprehension. The author suggests that L2 reading research and instruction have much to gain by addressing and investigating these issues.

99–126 Koda, Keiko (Carnegie Mellon U., USA). The role of phonemic awareness in second language reading. *Second Language Research* (London), **14**, 2 (1998), 194–215.

This study investigates the effects of disparate first language (L1) alphabetic experience on second language (L2) phonemic awareness and decoding among ESL (English as a Second Language) readers with alphabetic and non-alphabetic L1 orthographic backgrounds. It was hypothesised that amount of L1 alphabetic experience is causally related to the development of L2 phonemic awareness and decoding skills. The specific objectives were threefold: to compare varying aspects of phonemic awareness among Chinese and Korean ESL adult learners; to explore the relationship between L2 phonemic awareness and decoding skills; and to examine the extent to which L2 text comprehension is facilitated by phonemic awareness and decoding skills. Data demonstrated that the two groups differed neither in their phonemic awareness nor in decoding; phonemic awareness was differentially related to decoding performance between the groups; and strong interconnections existed between reading comprehension, decoding and phonemic awareness among Korean, but not Chinese, participants. Viewed collectively, these findings seem to suggest that, while differential L1 orthographic experience is not directly associated with L2 phonemic awareness, variations in prior processing experience may engender the use of diverse phonological processing procedures and, thus, account for qualitative differences in L2 processing behaviours.

99–127 Muljani, D. (Ohio U., USA), **Koda, Keiko and Moates, Danny R.**. The development of word recognition in a second language. *Applied Psycholinguistics* (Cambridge, UK), **19**, 1 (1998), 99–113.

Understanding the development of word recognition skills is considered of critical importance in second language (L2) reading research. The study reported here asked whether differences among first languages (L1s) affected word recognition in L2 reading. The university students participating in the study had either Indonesian (an alphabetic language) or Chinese (a logographic language) as an L1, and were learning English (an alphabetic language) as an L2. Under the connectionist rubric, it was predicted that an alphabetic L1 would facilitate word recognition in an alphabetic L2, especially if the L1 and L2 have similar spelling patterns. Facilitation is relative to a logographic L1. The model also predicted a better recognition for high-frequency words in the L2 relative to low-frequency words. The results of a lexical decision task largely confirmed these hypotheses.

99–128 Mustafa, Zahra (U. of Science and Technology, Jordan). Reading for science and technology in a foreign language: students' evaluation of formal instruction on reading strategies. *Reading in a Foreign Language* (Plymouth, UK), **11**, 2 (1998), 225–238.

Research has suggested that explicit teaching of reading strategies in a second language (L2) improves the learners' reading proficiency in the L2. The study reported here investigated science students' evaluation of the impact of learning and using five reading strategies in the L2 on performing academic tasks required in the L2 for subject courses. The instruction was carried out through a mandatory English course, and the reading strategies considered were: identifying topic sentences, understanding paragraph cohesion and paragraph development, dealing with unknown words, and locating information in texts quickly. The results indicated that the students considered receiving formal instruction on these strategies to be helpful in performing the academic tasks required in English in their fields of specialisation. At the same time, they found this learning experience interesting and enjoyable.

99–129 Tomlinson, Brian (Nat. U. of Singapore). And now for something not completely different: an

https://doi.org/10.1017/S0261444800013604 Published online by Cambridge University Press

approach to language through literature. *Reading in a Foreign Language* (Plymouth, UK), **11**, 2 (1998), 177–89.

This article claims that second language (L2) learners are often given an experience of literature which is completely different from that intended by the authors and from that which they experience in their first language. They are often asked to study texts rather than to respond to the literature in them, which often leads to a reinforcement of their tendency to read studially in the L2 and to aim for total comprehension. This in turn can lead to an emphasis on low-level linguistic de-coding and to unidimensional representation of the texts they are asked to read. It is argued that what should be done instead is to encourage learners to establish experiential reading as their norm and sufficient comprehension as their goal, and to help them to achieve a multi-dimensional representation of literature which can facilitate language acquisition, stimulate a willingness to read and develop the confidence and competence required for successful extensive reading. After arguing the case for helping L2 readers to achieve aesthetic responses to literature, the article outlines and demonstrates four approaches which it is suggested can be used to ensure that reading literature is an enjoyable and rewarding experience.

99–130 Turner, Karen (Inst. of Ed., U. of London). Reading: meeting the demands of the National Curriculum. *Language Learning Journal* (Rugby, UK), **17** (1998), 8–13.

The National Curriculum in England and Wales has reintroduced reading as a compulsory element for all foreign language (FL) learners, but contains little explicit information on what to teach and how to teach it. This article initially identifies the key components from statutory orders which can be used as core elements of a coherent programme for the teaching of reading. It then presents a brief overview of processes involved in first language (L1) reading, with implications for second language reading. It is argued that FL readers need to build up systemic and schematic knowledge in order to read fluently. They need to consolidate and extend the skills and strategies they already possess in their L1. In addition to being a skill in its own right, reading is seen as a source of input for language learning, as a support and feeder for other language skills. Finally, a model is presented for the development of FL reading for Key Stages 3 and 4 (upper secondary level).

99–131 Tweissi, Adel I. (Mu'tah U., Jordan). The effects of the amount and type of simplification on foreign language reading comprehension. *Reading in a Foreign Language* (Plymouth, UK), **11**, 2 (1998), 191–206.

In its written and spoken forms, language simplification has been found to facilitate comprehension by language learners. This study investigated whether variations in linguistic simplification, in terms of amount and/or type, entail differences in the level of message comprehensibility. Participants were 200 Omani male and female college students learning English: they were divided into five equal groups instructed to read five different versions of a reading text, and asked to answer a 25-item multiple-choice achievement test. The results indicated that (a) simplification (in general) has a positive effect on reading comprehension; (b) type of simplification, rather than its amount, is what counts for the positive effect: (c) too much simplification–in amount, type, or both–may not necessarily lead to a better influence on reading comprehension; and (d) lexically simplified texts may produce readers who will score higher than readers of other types of texts: authentic, syntactically simplified, fully simplified, etc. Indications for foreign language materials writers, teachers and future research are included.

Writing

99–132 Alharbi, Lafi M. (Kuwait U.). An investigation of the correlation between language proficiency, cultural awareness and rhetorical performance of ESL learners. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 91–106.

This paper debates the nature and the source of 'influence' on non-native writing. It investigates in particular the influential factor among language proficiency and cultural awareness on the rhetorical performance of English as a Second Language (ESL) learners. Participants were Kuwait University students majoring in English language and literature (n = 86). Data were collected in three ways. The students' linguistic and pragmatic competencies were assessed using, respectively, a diagnostic English language proficiency test (Michigan Test of English Language Proficiency) and a diagnostic cultural awareness test (a contextualised 50-question cultural test). The students were also asked to write application letters in response to a job-advertisement; the letters were then examined to determine their level of compliance with English rhetorical conventions. (These conventions were examined in terms of form and content structures according to a scheme set up and described by the author in an earlier (1997) paper.) The investigation of the correlation between the ESL learners' cultural awareness and rhetorical performance revealed that: (a) the learners' level of proficiency does not necessarily correspond to their level of acquaintance with the target culture; (b) there is insufficient statistical evidence to support the claim that the learners' cultural awareness influences their linguistic proficiency; and (c) the learners' cultural awareness contributes more to their rhetorical performance than to their linguistic proficiency.

99–133 Allison, Desmond (Nat. U. of Singapore), **Cooley, Linda, Lewkowicz, Jo and Nunan, David**. Dissertation writing in action: the

https://doi.org/10.1017/S0261444800013604 Published online by Cambridge University Press