

comprehension in at least one of the two measures used. It is claimed that results support the notion that reading strategy training can be effective in enhancing second language reading.

**98-444 Young, Dolly Jesusita** (U. of Tennessee) and **Oxford, Rebecca**. A gender-related analysis of strategies used to process written input in the native language and a foreign language. *Applied Language Learning* (Monterey, CA), **8**, 1 (1997), 43-73.

The study reported here examined the strategies used by native-English-speaking foreign language (FL) learners to read two Spanish texts and one English text. The primary purpose was to investigate differences in FL reading strategies between males and females. Two further questions were also posed: whether there were significant gender differences in (a) reading recall scores and (b) self-reported levels of understanding and topic familiarity. Forty-nine learners (26 females and 23 males) from a large southern university participated. After reading each passage, they conducted a think-aloud to report the strategies they used. Think-aloud protocols were coded according to two strategy types: local and global. Participants were then asked to retell the story. Results suggest that learners, whatever their level of language learning, processed the Spanish passage using primarily local strategies and the English passage using primarily global strategies. Males and females generally used similar strategies to process these passages, although there were specific strategies that were particular to males and females for each text type. There was also no significant difference in recall scores based on gender, although there were significant differences in recall scores based on the text type. Notably, though significant gender differences in self-reported levels of understanding and topic familiarity did not occur, there were significant differences among these variables according to text type. The authors discuss the results in relation to previous gender-based research in strategy use, and suggest implications for future work.

## Writing

**98-445 Akyel, Ayşe and Kariş, Sibel** (Boğaziçi U., Istanbul). Composing in first and second languages: possible effects of EFL writing instruction. *Odense Working Papers in Language and Communication* (Odense University, Denmark), **14** (1997), 69-105.

The study reported here investigated the relationship between first (L1) and second language (L2) writing processes and the possible effects of English as a Foreign Language (EFL) writing instruction on these processes. Specifically, the following research questions were addressed: (a) whether there are similarities and/or differences between the Turkish and English writing processes of Turkish EFL students; (b) whether the EFL

writing instruction has an impact on their writing processes in the two languages and on the resulting compositions; and (c) whether such instruction affects their attitudes towards writing in the two languages. Eight students participated in the study; data came from analyses of think-aloud protocols, written compositions, questionnaires, and semi-structured interviews. Findings indicated that the students' writing processes in Turkish and English showed more similarities than differences. Moreover, the EFL writing instruction seemed to have a positive effect both on the students' writing processes and on their attitudes to writing in the two languages.

**98-446 Albrechtsen, Dorte** (The Royal Danish School of Ed. Studies). A discourse analysis of narrative essays written in English by Danish students. *Odense Working Papers in Language and Communication* (Odense University, Denmark), **14** (1997), 1-40.

The aim of the study reported here was to develop a method of analysis that would capture discourse features characterising good and poor narrative essays respectively. The essays were written in English by Danish students (age 16 to 19); and a modified version of the narrative analysis developed by Labov and Waletzky was used. This analysis resulted in a number of measures for each text. A factor analysis was applied to these measures, yielding three factors that together explained 67.9% of the total variance. In relation to the two dominant factors, subsequent analyses of variance and T-tests showed significant differences between skill but not grade level. The findings are related to Bereiter's and Scardamalia's concepts of knowledge telling and knowledge transforming. Finally, tentative teaching implications are presented.

**98-447 Boosalis, Chris** (Arizona State U.). Demystifying business writing for ESL students. *Journal of Language for International Business* (Glendale, AZ), **9**, 1 (1998), 28-42.

This paper presents a procedure intended to make the process of writing business letters concrete to foment development and success in second-language writing classrooms. As many of the rules for writing different types of business correspondence are hidden because of their cultural context, the central focus of this work concerns how to simplify the writing process for English as a Second Language (ESL) students. Various types of business letters, in particular adjustment grant letters, are treated as cultural artifacts of discourse to be explored and examined critically. Attention focuses on how to demystify business writing so that international students can enjoy real learning and real success in ESL classrooms.

**98-448 Caudery, Tim** (Aarhus U.). Should we always ask students to redraft their writing? *Odense Working Papers in Language and Communication* (Odense University, Denmark), **14** (1997), 41-67.

Redrafting of texts in the light of feedback from teacher or peers has always been a central feature in process approaches to learning second language (L2) writing skills. It is argued here that the reasons for this practice rest on assumptions which are unproven through empirical research. A case study is reported, involving 23 university students who could all be assumed to be reasonably proficient writers in their first language (Danish), but who had a wide range of levels of knowledge of the L2 (English). An examination of first and second drafts they had written suggests that, contrary to widespread belief, redrafting in and of itself is unlikely to improve L2 texts in the eyes of a critical reader. The author concludes that, although many students already know the strategy of redrafting, they are often handicapped in using it by having insufficient knowledge of the L2 language code. It is suggested that, while teachers may well wish to ask students to redraft in the light of feedback on occasion, this should not be an approach automatically used all the time.

**98-449 Kirkpatrick, Andy** (Curtin U. of Tech., Perth, Australia). Traditional Chinese text structures and their influence on the writing in Chinese and English of contemporary mainland Chinese students. *Journal of Second Language Writing* (Norwood, NJ), **6**, 3 (1997), 223-44.

It has been argued that traditional Chinese text structures, in particular the four-part *qi-cheng-zhuan-he* and the *ba gu wen* (eight-legged essay) structures continue to influence the written English of Chinese students. This article describes the origins of these two traditional Chinese text structures and gives examples. In considering their influence upon the contemporary writing of mainland Chinese students, it is argued that, as these structures do not influence the writing in Chinese of these students, they are unlikely to exert a great influence upon their writing in English. A survey of contemporary Chinese textbooks on composition suggests that the prescriptive advice given in these texts reflects contemporary 'Anglo-American' rhetorical style more than traditional Chinese style.

**98-450 Lee, Icy** (Hong Kong Poly. U.). ESL learners' performance in error correction in writing: some implications for teaching. *System* (Oxford), **25**, 4 (1997), 465-77.

This paper describes an investigation into English as a Second Language (ESL) students' performance in error correction in writing and discusses the pedagogical implications arising. An error correction task was designed to examine three common assumptions behind ESL teachers' error correction practices: (1) that overt correction is helpful; (2) that students can cope

with error feedback in the form of a correction code; and (3) that all errors deserve equal attention. The findings show that students' major difficulty in error correction lies in their failure to detect errors rather than lack of knowledge. It was also found that students have limited understanding of grammatical terms commonly used in a correction code, and that they correct surface errors better than meaning errors. It is suggested that learners' performance in error correction in writing can provide teachers with valuable information to guide their error correction policy. Three pedagogical implications are discussed: (1) error feedback may be more desirable than overt correction; (2) error feedback by means of a correction code must be handled with care; and (3) some errors may deserve more attention than others.

**98-451 Matsuda, Paul Kei** (Purdue U.). Situating ESL writing in a cross-disciplinary context. *Written Communication* (Thousand Oaks, CA), **15**, 1 (1998), 99-121.

Although the writing needs of English as a Second Language (ESL) students in U.S. higher education have been increasing as the number of ESL students continues to rise, it is suggested here that institutional practices which are responsive to the unique needs of ESL writers have yet to be developed. The relative lack of attention to ESL issues in writing programmes may be related to how the field of ESL writing has been defined in relation to its related disciplines: Teaching English as a Second Language (TESL) and composition studies. This study attempts to construct a view of the field that meets the needs of ESL writers. For this purpose, three models of ESL writing in relation to TESL and composition studies are presented, and their implications are discussed.

**98-452 Moore, Tim** (Monash U.). From text to note: cultural variation in summarisation practices. *Prospect* (Macquarie U., Sydney), **12**, 3 (1997), 54-63.

A writing skill that is usually given some coverage on programmes of English for Academic Purposes (EAP) is that of summary writing. This paper considers two related issues: the first is how this skill is typically handled in EAP writing textbooks, and the second is how summarisation practices might differ between students from different cultural backgrounds. Included in this latter section is a report of a small-scale study which compared summaries written by a group of international and local students in response to a short lecture. Central to the discussion of both issues is the role of attribution, a textual device which functions to create a distance between author and summariser. The paper concludes with some recommendations for the teaching of summarisation on EAP programmes, in particular that the teaching of attribution should be a priority.

**98-453 Reichelt, Melinda** (U. of Toledo). Writing instruction at the German Gynasium: a 13th-grade English class writes the Abitur. *Journal of Second Language Writing* (Norwood, NJ), **6**, 3 (1997), 265-91.

The field of contrastive rhetoric has until fairly recently focused for the most part on the features of texts written by writers composing in English as a Second Language in English-speaking environments. Current research into contrastive rhetoric, however, points to interest in broader concerns, including inquiry into the educational contexts around the world in which writing and writing instruction take place. This article reports on an investigation of the context of writing at a secondary school (Gymnasium) in Germany. In addition to reporting contextual information related to the Gymnasium and the Abitur, an exit exam required by all Gymnasiums in Germany, this article reports the responses to the English section of the Abitur of 13th-grade students who elected English as one of their Abitur subjects. Students' responses are reported concerning their perception of the purpose of this exam; their means of preparing for it; their expectations of it before taking it and their reactions to it afterwards; their descriptions of their writing process during the exam; and their perceptions of the differences between writing in a first and in a second language.

**98-454 Storch, Neomy and Tapper, Joanna** (U. of Melbourne). Student annotations: what NNS and NS university students say about their own writing. *Journal of Second Language Writing* (Norwood, NJ), **6**, 3 (1997), 245-64.

Although teacher feedback has long been considered an integral part of developing students' writing, seeking student perceptions of their own writing is equally important. This article suggests that the articulation of such perceptions assists students to be independent learners and also guides teacher feedback. One way to gain insight into student perceptions is to invite them to make annotations on their own work before submission. Although this is not a new pedagogic technique, there is a lack of research on many aspects of student annotation behaviour, particularly of second language (L2) writers. In the project reported here, student annotations were analysed for the areas of writing about which students annotate and for the distribution of positive annotations and expressions of concern. Annotations were made by non-native (NNS) and native (NS) speakers on their own research papers. There were some differences between the two groups of students in the categories and sub-categories of their annotations. The value for both students and writing instructors of encouraging L2 writers to annotate their work is discussed, and areas for further research are noted.

## Bilingual education/ bilingualism

**98-455 Beech, John R. and Keys, Alison** (U. of Leicester). Reading, vocabulary and language preference in 7- to 8-year-old bilingual Asian children. *British Journal of Educational Psychology* (Leicester), **67**, 4 (1997), 405-14.

Children who have a second language at home and report more usage of this language in various contexts ought reciprocally to be less proficient in English as frequency of exposure to English is reduced. Similarly there should be a two-way directional influence between oral vocabulary and reading development. The study reported here compared a group of 40 bilingual Asian children with an age-matched mixed race (but with only one Asian child) monolingual group of 24 children (mean age 8 for both groups, and low socioeconomic status). Group allocation was based on a specially devised Language Preference Questionnaire (LPQ) examining different contexts of language use (e.g. during numerical analysis). Standardised tests of non-verbal intelligence, vocabulary, basic reading, reading comprehension and the LPQ were given. Controlling for non-verbal intelligence, results showed a marked difference in receptive oral vocabulary and a weaker difference in reading ability between the two groups. The LPQ showed that bilingual children who reported thinking in their parental language had poorer English vocabulary development than bilingual children who preferred to think in English. The findings are discussed in terms of either an effect of frequency of exposure to language or in terms of differences in phonological development between the two groups. The contrasting differences in the effects of bilingualism on vocabulary and reading suggest that in this particular socioeconomic setting parents of both groups do not have substantial impact on reading, but they do have an influence on the development of English oral vocabulary.

**98-456 Caldas, Stephen J.** (U. of Southwestern Louisiana) **and Caron-Caldas, Suzanne.** Cultural influences on French/English language dominance of three Louisiana children. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 139-55.

In the study reported here the authors used qualitative and quantitative research methods to help identify the cultural factors that influence the usage of household French by three French/English bilingual children in Louisiana. Using 24 months of weekly tape-recordings of spontaneous dinnertime conversation, a ratio of French to English utterances was calculated, and correlated with linguistically significant events documented in field notes. The findings indicate that increased French communication is closely associated with proximate immersion in French-speaking situations outside of the home, as well as with school French immersion.