

ond or foreign language. The key criterion is accessibility: dissertations and conference papers listed here are available through ERIC, and articles appear in readily available journals such as *Reading in a Foreign Language*. The bibliography offers a classification that may be of value to the teacher or researcher in reading as a foreign language, and that may assist course development. Both authors and editors are actively seeking contributions from readers, who may like to suggest further categories or entries to be included in the bibliography. The bibliography will be published in two parts: this issue includes the categories only, and an invitation to readers to contribute to the full bibliography. The complete version, including reader responses, will be published in the next issue.

00-505 Nation, Paul and Wang Ming-tzu, Karen (Victoria U. of Wellington, New Zealand). Graded readers and vocabulary. *Reading in a Foreign Language* (Plymouth, UK), **12**, 2 (1999), 355-80.

This study looks at the potential for vocabulary learning using a corpus of forty-two graded readers from one series of graded readers (seven at each of the six levels in the series). It was found that, in order to have 95% coverage of the running words at a level in the series, it was necessary to already know the vocabulary of the current level in the scheme. Most of the words in the scheme would be met often, particularly if learners systematically read several readers at each of the various levels in the scheme. Words which were introduced in the early levels of the scheme occur often in books written for the later levels of the scheme. Learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous meeting. Graded reader schemes need to go up to the 5,000 word level in order to make the transition from graded readers to unsimplified texts easier.

00-506 Pinto, Abuêndia Padilha (Universidade Federal de Pernambuco, Brazil). Fatores afetivos e cognitivos: influência no ensino/aprendizagem de línguas. [Cognitive and affective factors: their influence on language learning and teaching.] *The ESPecialist* (São Paulo, Brazil), **20**, 2 (1999), 91-113.

The purpose of this paper is to identify the influence of features both affective (attitude and motivation) and cognitive (linguistic aptitude and cognitive skills) in the processing of information, and the way these different features might affect learning to read in a foreign language. Diaries, questionnaires and interviews were the main data-gathering measures used to investigate the personal factors, the conscious cognitive processes arising from the reading tasks, and the performance of graduate and undergraduate students. In the initial tasks some of the students had difficulty understanding and interpreting certain passages of the texts. In order to address some of their problems with reading, an English for Specific Purposes course was devised based on tasks

involving reasoning designed to meet the learners' real needs. The results revealed changes in the reading style of the majority of the students. The development of cognitive processes such as inference, deduction and self-assessment, led to an improvement in the linguistic knowledge and strategy use of most of the students and contributed to the achievement of independence in reading.

00-507 Ward, Jeremy (Suranaree U. of Technology, Nakhon Ratchasima, Thailand). How large a vocabulary do EAP engineering students need? *Reading in a Foreign Language* (Plymouth, UK), **12**, 2 (1999), 309-23.

It is commonly suggested that learners need a vocabulary of at least 3000 word families in order to begin reading efficiently, and that this vocabulary should be based initially on a general word list and then supplemented by an academic and/or technical word list. The study reported here shows, first, that English for Academic Purposes (EAP) engineering students with a vocabulary of only 2000 word families may have sufficient lexical knowledge to read texts; second, that there may be no need for them to start with a distinct, 'general' vocabulary; and third, that using texts based on a specialist vocabulary may not overburden learners with difficult technical vocabulary. This in turn suggests that EAP reading for engineers can be undertaken at an earlier stage than it commonly is.

Writing

00-508 Muncie, James (Hiroshima U., Japan; Email: muncie@ipc.hiroshima-u.ac.jp). Using written teacher feedback in EFL composition classes. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 47-53.

In recent years the process approach to writing has become the mainstream orthodoxy in English as a Foreign Language (EFL) composition classes. This article describes some theoretical concerns about providing written teacher feedback on mid-drafts of compositions in process writing. The fact that teachers occupy the roles of 'expert' and 'evaluator' means that the learners have a much reduced level of choice in deciding whether or not to use that feedback. The subsequent lack of critical involvement with the feedback by the student means that there is less chance of it becoming internalised and having effect beyond the immediate piece of work. Instead, the author advocates peer feedback on mid-drafts, and teacher feedback on final drafts. Students are required to produce a summary entitled 'How I can improve future compositions' using points from teachers and peers, which the students then use for reference in writing future work. Having tried this with university students in Japan on an academic writing course, the author recommends it as useful in promoting learner autonomy, while ensuring that the

feedback has an effect beyond the immediate composition, thus helping to improve long-term writing ability.

00-509 Porte, Graeme (Universidad de Granada, Spain; *Email*: gporte@platon.ugr.es). Where to draw the red line: error toleration of native and non-native EFL faculty. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 426–34.

The central purpose of the study reported here was to investigate professors' reactions to the academic writing of non-native students. The object was to ascertain any statistically significant differences between the error-gravity perceptions of native-speaker and non-native speaker faculty, and what such findings might reveal about the respective error tolerance of these professors. Fourteen native and sixteen non-native university professors were asked to respond to student errors based on a random selection of 54 anonymous ungraded compositions written by students at Granada University. General comparison of the error grading between the two groups of participants revealed small differences in the error toleration of native and non-native faculty. While differences do exist in the perceived gravity of specific errors, it would appear that teachers in this study generally agreed in their judgments. Nevertheless, there was evidence that errors are not being perceived as seriously as one would have expected and the implications of this finding are discussed.

00-510 Ruiz-Funes, Marcela (East Carolina U., Greenville, NC, USA). Writing, reading, and reading-to-write in a foreign language: a critical review. *Foreign Language Annals* (New York, USA), **32**, 4 (1999), 514–26.

The development of reading and writing skills in a foreign language (FL) has a central role in the FL curriculum. The importance of these abilities is even stronger in upper-level courses where reading and writing are assigned in combination, as in the case of reading-to-write tasks. In these tasks students are asked to read articles or literary selections and to react and respond to them in an insightful and critical manner. The complexity involved in these skills as well as the web of processes that readers/writers orchestrate have been unveiled by researchers in both first and second/foreign languages seeking an understanding of the cognition of reading-to-write acts. In this article a review is presented of the most influential work carried out on the process of reading-to-write in the last two decades. Reference is also made to the impact that research on writing process and reading process has had on the FL profession.

00-511 Victori, M. (Universitat Autònoma de Barcelona, Spain). An analysis of writing knowledge in EFL composing: a case study of two effective and two less effective writers. *System* (Oxford, UK), **27**, 4 (1999), 537–55.

The study reported here seeks to throw some light on a relatively untouched area, by analysing how differences

in the beliefs or metacognitive knowledge (MK) held about writing relate to differences in English as a Foreign Language (EFL) writing skills. Data were collected from four undergraduate Spanish students—two good and two poor writers—enrolled in EFL classes at the University of Barcelona. They were first required to take an English test and write an argumentative essay to assess their language and writing proficiency; and were subsequently interviewed and required to think aloud as they wrote another such essay. The study revealed a number of areas where the knowledge of the two pairs clearly differed. On the whole, these differences pointed to a more appropriate and comprehensive view of the writing process, which they were able to apply more flexibly. In contrast, the less successful writers' MK was limited and inadequate. The case studies also revealed the clear relationship that exists between the writers' MK and the strategies they deployed, underscoring the major role played by metacognitive knowledge in providing a rationale for the learners' approach to writing, as well as giving researchers a more thorough understanding of the learners' writing process.

Language testing

00-512 Bachman, Lyle F. (U. of California, LA, USA; *Email*: bachman@humnet.ucla.edu). Modern language testing at the turn of the century: assuring that what we count counts. *Language Testing* (London, UK), **17**, 1 (2000), 1–42.

In the past twenty years, language testing research and practice have witnessed the refinement of a rich variety of approaches and tools for research and development, along with a broadening of philosophical perspectives and the kinds of research questions that are being investigated. While this research has deepened our understanding of the factors and processes that affect performance on language tests, as well as of the consequences and ethics of test use, it has also revealed lacunae in our knowledge, and pointed to new areas for research. This article reviews developments in language testing research and practice over the past twenty years, and suggests some future directions in the areas of professionalising the field and validation research. It is argued that concerns for ethical conduct must be grounded in valid test use, so that professionalisation and validation research are inseparable. Thus, the way forward lies in a strong programme of validation which includes considerations of ethical test use, both as a paradigm for research and as a practical procedure for quality control in the design, development and use of language tests.

00-513 Gruba, Paul (U. of Melbourne, Australia). Key barriers in the development of computer-based testing. *Prospect* (Macquarie U., Sydney, Australia), **14**, 3 (1999), 46–53.