BIBLIOGRAPHY

Alderson, J.C. (2000). *Assessing reading.* Cambridge: Cambridge University Press.

Anderson, N.J. (1991). Individual differences in strategy use in second language reading and testing. *Modern Language Journal,* 75(4), 460-472.

Ashcraft, M.H. (1994). *Cognition.* New Jersey: Pearson Hall Inc.

Barnett, M.A. (1986). Syntactic and lexical/semantic skill in foreign language reading: Importance and interaction. *Modern Language Journal,* 70(4), 343-349.

Barnett, M.A. (1988). Reading through context: How real and perceived strategy use affects L2 comprehension. *Modern Language Journal,* 72 (2), 150-159.

Barnett, M.A. (1989). *More than Meets the Eye: Foreign Language Reading Theory and Practice.* Englewood Cliffs: Prentice-Hall, Inc.

Beech, J.R. & Singleton, C. (Eds.). (1997). *The Psychological Assessment of Reading.* London: Routledge.

Bensoussan, M. (1986). Beyond vocabulary: Pragmatic factors in reading comprehension – culture, coherence and cohesion. *Foreign Language Annals,* 19(5), 399-406.

Bernhardt, E.B. (1983). Three approaches to reading comprehension in German. *Modern Language Journal,* 67, 111-115.

Bernhardt, E.B. (1991). *Reading Development in a Second Language.* Norwood, New Jersey: Ablex Publishing Corporation.

Bernhardt, E.B. (1994). A content analysis of reading method texts: What are we told about the nonnative speaker of English? *Journal of Reading Behaviour,* 26(2), 159-188.

Block, E. (1986). The comprehension strategies of SL readers. *TESOL Quarterly,* 20 (3), 463-491.

Block, E. (1992). See how they read: Comprehension monitoring of L1 and L2 readers. *TESOL Quarterly,* 26(2), 319-342.

Bobrow, D.G. & Collins, A. (Eds.). (1975). *Presentation and Understanding: Studies in Cognitive Science.* London: Academic Press Inc. (London) Ltd.

Brantmeier, C. 2001. Second language reading research on passage content and gender: Challenges for the intermediate-level curriculum. *Foreign Language Annals*, 34(4), 325-333.

Brown, H.D. (1994). *Principles of Language Learning and Teaching*. San Francisco: Prentice Hall Regents.

Bruce, B.C. (1980). Plans and social actions. In Spiro, R.J., Bruce, B.C. & Brewer, W.F. (Eds.). *Theoretical Issues in Reading Comprehension*. New Jersey: Lawrence Erlbaum Associates Inc.

Buss, R., Yussen, S.R., Matthews II, S.R., Miller, G.E. & Rembold, K.L. (1983). Development of children's use of a story schema to retrieve information. *Developmental Psychology*, 19 (1), 22-28.

Carrell, P. (1984a). Evidence of a formal schemata in second language comprehension. *Language Learning*, 34 (2), 87-108.

Carrell, P. (1984b). The effects of rhetorical organization on ESL readers. *TESOL Quarterly*, 18 (3), 441-468.

Carrell, P. (1985). Facilitating ESL reading by teaching text structure. *TESOL Quarterly*, 727-746.

Carrell, P. (1987). Content and formal schemata in ESL reading. *TESOL Quarterly*, 21 (3), 461-477.

Carrell, P., Devine, J. & Eskey, D. (Eds.). (1988). *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press.

Cheah, G. & Raj, D. (1992). Problems and issues in the teaching and learning of English in schools. In *The Report on the Teaching and Learning of English as a Second Language*. Kuala Lumpur: Ministry of Education.

Cohen, A. (1984). Studying second-language learning strategies: How do we get the information? *Applied Linguistics*, 5, 101-112.

Cohen, A. (1986). Mentalistic measures in reading strategy research: Some recent findings. *English for Specific Purposes*, 5(2), 131-145.

Connor, U. (1984). Recall of texts : Differences between first and second language readers. *TESOL Quarterly*, 18 (2), 239-256.

Connor, U. & Read, C. (1978). Passage dependency in ESL reading comprehension tests. *Language Learning*, 28 (1), 149-157.

Cook, V. (1992). Evidence for multicompetence. *Language Learning*, 42(4), 557-591.

Curriculum Development Centre, Kementerian Pendidikan Malaysia. (1980). *Sukatan Pelajaran Sekolah Rendah: Bahasa Inggeris*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Curriculum Development Centre, Kementerian Pendidikan Malaysia. (1990). *The New Primary School Curriculum: Aims, Rationale, Areas of Study and Teaching and Learning Strategies*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Curriculum Development Centre, Kementerian Pendidikan Malaysia. (2000). *Sukatan Pelajaran Kurikulum Bersepada Sekolah Menengah: Bahasa* Inggeris. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Davis, F. (1995). *Introducing Reading*. London: Penguin Books Ltd.

Devine, J., Carrell, P., & Eskey, D. (Eds.). (1987). *Research in Reading in English as a Second Language*. Washington, D.C.: Teachers of English to Speakers of Other Languages.

Droop, M. & Verhoeven, L. (1998). Background language, linguistic complexity, and second language reading comprehension. *Journal of Literacy Research*, 30(2), 253-271.

Eskey, D. (1988). Holding in the bottom: An interactive approach to the language problems of second language readers. In Carrell, P., Devine, J. & Eskey, D. (Eds.). *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press. 93-100.

Farr, R. (1992) Putting it all together: Solving the reading assessment puzzle. *The Reading Teacher*, 46(1), 26-37.

Foster-Cohen, S.H. (1993). Directions of influence in first and second language acquisition research. *Second Language Research*, 2, 140-152.

Fraenkel, J.R. & Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc.

Freedle, R.O. (Ed.). (1979). *New Directions in Discourse Processing; Vol. II: Advances in Discourse Processes*. Norwood, New Jersey: Ablex Publishing Corporation.

Gerot, L. (2000). Exploring reading processes. In Unsworth, L. (Ed.). *Researching Language in Schools: Functional Linguistic Perspectives.* London: Cassell, 204-221.

Grabe, W. (1988). Reassessing the term 'interactive'. In Carrell, P., Devine, J & Eskey, D. (Eds). *Interactive Approaches to Second Language Reading.* Cambridge: Cambridge University Press. 56-70.

Grabe, W. (1991). Current trends in second language reading research. *TESOL Quarterly,* 25 (3), 375-406.

Grellet, F. (1981). *Developing Reading Skills.* Cambridge: Cambridge University Press.

Haarman, L., Leech, P. & Murray, J. (1988). *Reading Skills for the Social Sciences.* Oxford: Oxford University Press.

Horiba, Y. 1990. Narrative comprehension processes: A study of native and non-native readers of Japanese. *Modern Language Journal,* 74, 188-200.

Horiba, Y. (1996). Comprehension processes in L2 reading: Language competence, textual coherence and inferences. *Studies in Second Language Acquisition,* 18, 433-473.

Horiba, Y. & van der Broek, P.W. (1993). Second language readers' memory for narrative texts: Evidence for structure-preserving top-down processing. *Language Learning,* 43(3), 345-372.

Hughes, A. (1989). *Testing for Language Teachers.* Cambridge: Cambridge University Press.

Indramalar, S. (2003, April 27). Giving English due prominence [Education]. *Sunday Star,* p.7.

Jenkin, H., Prior, S., Rinaldo, R., Wainwright-Sharp, A. & Bialystok, E. (1993). understanding text in a second language: A psychological approach to an SLA problem. *Second Language Research,* 9 (2), 118-139.

Johnston, P. (1983). *Reading Comprehension Assessment: A Cognitive Basis.* Newark, Delaware: International Reading Association.

Johnston, P. (1984). Prior knowledge and reading comprehension test bias. *Reading Research Quarterly,* 19(2), 219-239.

Kalmbach, J.R. (1986). Evaluating informal methods for the assessment of retellings. *Journal of Reading,* 30, 119-127.

Kim, Sung-Ae. (1995). Types and sources of problems in second language reading: A qualitative analysis of the recall protocols by high school EFL students. *Foreign Language Annals, 28* (1), 49-66.

Koda, K. (1989). The effects of transferred vocabulary knowledge on the development of L2 reading proficiency. *Foreign Language Annals, 22*(6), 529-540.

Lee, J.F. (1986). On the use of the recall task to measure L2 reading comprehension. *Studies in Second Language Acquisition, 8,* 201-212.

Lee, J.F. & Musumeci, D. (1988). On hierarchies of reading skills and text types. *Modern Language Journal, 72*(2), 173-185.

Mandler, J. & Johnson, N.S. (1977). Remembrance of things parsed: Story structure and recall. *Cognitive Psychology, 9,* 111-151.

Marshall, N. (1983). Using story grammar to assess reading comprehension. *The Reading Teacher, 36,* 616-620.

Mason, P. (1992). The role of schemata and scripts in language learning. *System, 20* (1), 45-50.

Matthews, M. (1989). Woods and trees: The correction of myopia in L2 reading. *Reading in a Foreign Language, 6*(1), 357-361.

McNeil, J.D. (1984). *Reading Comprehension: New Directions for Classroom Practice.* Glenview, Illinois: Scott, Foresman and Company.

Myers, S.S. (1991). Performance in reading comprehension- product or process? *Educational Review, 43*(3), 257-273.

Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language.* Oxford: Heinemann International Publishing.

Oakhill, J.V. & Cain, K. (1997). Assessment of comprehension in reading. In Beech, J.R. & Singleton, C. (Eds). *The Psychological Assessment of Reading.* London: Routledge. 177-203.

O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Kupper, L. & Russo, R.P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning, 35* (1), 21-46.

O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Russo, R.P. & Kupper, L. (1985). Learning strategies applications with students of English as a second language. *TESOL Quarterly, 19,* 557-584.

Raj, D. & Hunt, B. (1990). The Malaysian Class Reader Programme. In *Reading in a Foreign Language*, 6 (2), 369-382.

Raymond, P.M. (1993). The effects of strategy training on the recall of expository prose for university students reading French as a second language. *Modern Language Journal*, 77 (4), 445-458.

Rayner, K. & Pollatsek, A. (1989). *The Psychology of Reading*. Englewood Cliffs: Prentice-Hall, Inc.

Reed, S.K. (2000). *Cognition*. Belmont, CA: Wadsworth-Thomson Learning.

Richards, J., Platt, J. & Weber, H. (1985). *Longman Dictionary of Applied Linguistics*. Essex: Longman Group UK Ltd.

Riley, G.L. & Lee, J.F. (1996). A comparison of recall and summary protocols as measures of second language reading comprehension. *Language Testing*, 13 (2), 173-187.

Rumelhart, D.E. (1975). Notes on a schema for stories. In Bobrow, D.G. & Collins, A. (Eds). *Presentation and Understanding: Studies in Cognitive Science*. London: Academic Press Inc. (London) Ltd.

Sarig, G. (1987). High-level reading in the first and in the foreign language: Some comparative process data. In Devine, J, Carrell, P. & Eskey, D.E.(Eds). *Research in English as a Second Language*. Washington, D.C.: Teachers of English to Speakers of Other Languages. 107-120.

Smith, S.P. & Jackson, J.H. (1985). Assessing Reading/Learning Skills with Written Recalls. *Journal of Reading*, 28, 623-630.

Stein, N.L. & Glenn, C.G. (1979). An analysis of story comprehension in elementary school children. In Freedle, R.O. (Ed.). *New Directions in Discourse Processing*. Norwood, New Jersey: Ablex Publishing Corporation. 53-120.

Swaffar, J.K. (1985). Reading authentic texts in a foreign language: A cognitive model. *Modern Language Journal*, 69(1), 15-34.

Taillefer, G.F. (1996). L2 reading ability: Further insight into the short-circuit hypothesis. *Modern Language Journal*, 80(4), 461-477.

Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15, 285-295.

Thorndyke, P.W. (1977). Cognitive structures in comprehension and memory of narrative discourse. *Cognitive Psychology*, 9, 77-110.

Wade, B. (1991). Tests and texts: The state of reading. *Eductional Review*, 43(2), 213-223.

Wade-Woolley, L. (1999). First language influences on second language word Reading: All roads lead to Rome. *Language Learning*, 49(3), 447-471.

Wolf, D.F. (1993). A comparison of assessment tasks used to measure FL reading comprehension. *Modern Language Journal*, 77(4), 473-488.

Vauras, M., Kinnunen, R. & Kuusela, L. (1994). Development of text-processing skills in high-, average- and low-achieving primary school children. *Journal of Reading Behaviour*, 6(4), 361-389.