methodology of this piece of research. First, the procedure required recognition of a correct alternative, which can hardly be said to be characteristic of natural reading. Second, Tables 2 and 3 are based on a subset of 32 out of the 94 subjects, for practical reasons of computation. Third, the study used several types of referent (possessive adjectives, personal pronouns, demonstratives, relative pronouns, and clausal substitutes), and these were not controlled in number. It would have been better to stick to one type (perhaps the item this) only. Fourth, 7 items out of the 48 were answered 100% correct - of these 5 were in Portuguese. All 7 were possessive adjectives or personal pronouns and therefore of type R1.

These limitations mean that this should be taken as an exploratory study, whose conclusions suggest avenues for further research efforts rather than definitive answers.

CONCLUSIONS

The study suggests that contextual reference is probably not as much a language problem for Brazilian university students as it is a cognitive, text-processing problem. Anaphoric reference where the antecedent consists of a whole phrase can be a load on memory processing regardless of language for such subjects. On the whole, students were able to find the antecedent, or rather choose it when presented with alternatives, fairly well, but those who were poor at finding the harder antecedents (R2) were poor at this in both languages.

This should have implications for the teaching as well as the testing of Portuguese, just as for the teaching and testing of English.
BIBLIOGRAPHICAL REFERENCES

Adams, Marilyn & Bruce, Bertram (1982) "Background Knowledge and Reading Comprehension", In J.A. Langer & M.T. Smith-Burke (Ed.), Reader Meets Author: Bridging the Gap, Newark, Del.: International Reading Association, 2-25.


Botel, Morton, Dawkins, & Granowsky, Alvin (1973) "A Syntactic Complexity Formula", In Walter H. MacGinitie (Ed.), Assessment Problems in Reading, Newark, Del.: International Reading Association.


Brewer, William F. (1977) "Memory for the Pragmatic Implacation of Sentences", Center for the Study of Reading, Champaign, Ill.: University of Illinois at Urbana-Champaign.


---(1983) "Three Components of Background Knowledge in Reading Comprehension", Language Learning 33, 183-207.


Celia, Maria Helena C. (1983) "Leitura em Inglês: Formato Alter-


Clifford, Pennock (1979) Reading Comprehension at Four Linguistic Levels, Newark, Del.: International Reading Association.


Davis (1968) "Research in Comprehension in Reading", Reading Research Quarterly 3, 499-545.


Newark, Del.: International Reading Association.


Hoey, Michael (1979) "Signalling in Discourse", Discourse Analysis Monographs No. 6, Birmingham: English Language Research, University of Birmingham.


______ (1982) "Effects on Reading Comprehension of Building Background Knowledge", TESOL Quarterly 16, 503-16.


_____ & Mountford, A.J. (1979) "The Teaching of English for


— & Ortony, Andrew (1977) "The Representation of Knowledge in Memory", In R.C. Anderson, R.J. Spiro & W.E. Montague (Ed.), *Schooling and the Acquisition of Knowledge*,


Silva, Ezequiel T. (1979) Uma Reflexão Sobre o Ato de Ler, Dissertação de Mestrado, São Paulo: PUC.


& Nezworsky, Teresa (1978) "The Effects of Organization and Instructional Set on Story Memory", *Discourse Processes* 1, 177-93.


