

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.

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