approach to language through literature. *Reading in a Foreign Language* (Plymouth, UK), **11**, 2 (1998), 177–89.

This article claims that second language (L2) learners are often given an experience of literature which is completely different from that intended by the authors and from that which they experience in their first language. They are often asked to study texts rather than to respond to the literature in them, which often leads to a reinforcement of their tendency to read studially in the L2 and to aim for total comprehension. This in turn can lead to an emphasis on low-level linguistic de-coding and to unidimensional representation of the texts they are asked to read. It is argued that what should be done instead is to encourage learners to establish experiential reading as their norm and sufficient comprehension as their goal, and to help them to achieve a multi-dimensional representation of literature which can facilitate language acquisition, stimulate a willingness to read and develop the confidence and competence required for successful extensive reading. After arguing the case for helping L2 readers to achieve aesthetic responses to literature, the article outlines and demonstrates four approaches which it is suggested can be used to ensure that reading literature is an enjoyable and rewarding experience.

99–130 Turner, Karen (Inst. of Ed., U. of London). Reading: meeting the demands of the National Curriculum. *Language Learning Journal* (Rugby, UK), **17** (1998), 8–13.

The National Curriculum in England and Wales has reintroduced reading as a compulsory element for all foreign language (FL) learners, but contains little explicit information on what to teach and how to teach it. This article initially identifies the key components from statutory orders which can be used as core elements of a coherent programme for the teaching of reading. It then presents a brief overview of processes involved in first language (L1) reading, with implications for second language reading. It is argued that FL readers need to build up systemic and schematic knowledge in order to read fluently. They need to consolidate and extend the skills and strategies they already possess in their L1. In addition to being a skill in its own right, reading is seen as a source of input for language learning, as a support and feeder for other language skills. Finally, a model is presented for the development of FL reading for Key Stages 3 and 4 (upper secondary level).

99–131 Tweissi, Adel I. (Mu'tah U., Jordan). The effects of the amount and type of simplification on foreign language reading comprehension. *Reading in a Foreign Language* (Plymouth, UK), **11**, 2 (1998), 191–206.

In its written and spoken forms, language simplification has been found to facilitate comprehension by language learners. This study investigated whether variations in linguistic simplification, in terms of amount and/or type, entail differences in the level of message comprehensibility. Participants were 200 Omani male and female college students learning English: they were divided into five equal groups instructed to read five different versions of a reading text, and asked to answer a 25-item multiple-choice achievement test. The results indicated that (a) simplification (in general) has a positive effect on reading comprehension; (b) type of simplification, rather than its amount, is what counts for the positive effect: (c) too much simplification–in amount, type, or both–may not necessarily lead to a better influence on reading comprehension; and (d) lexically simplified texts may produce readers who will score higher than readers of other types of texts: authentic, syntactically simplified, fully simplified, etc. Indications for foreign language materials writers, teachers and future research are included.

Writing

99–132 Alharbi, Lafi M. (Kuwait U.). An investigation of the correlation between language proficiency, cultural awareness and rhetorical performance of ESL learners. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 91–106.

This paper debates the nature and the source of 'influence' on non-native writing. It investigates in particular the influential factor among language proficiency and cultural awareness on the rhetorical performance of English as a Second Language (ESL) learners. Participants were Kuwait University students majoring in English language and literature (n = 86). Data were collected in three ways. The students' linguistic and pragmatic competencies were assessed using, respectively, a diagnostic English language proficiency test (Michigan Test of English Language Proficiency) and a diagnostic cultural awareness test (a contextualised 50-question cultural test). The students were also asked to write application letters in response to a job-advertisement; the letters were then examined to determine their level of compliance with English rhetorical conventions. (These conventions were examined in terms of form and content structures according to a scheme set up and described by the author in an earlier (1997) paper.) The investigation of the correlation between the ESL learners' cultural awareness and rhetorical performance revealed that: (a) the learners' level of proficiency does not necessarily correspond to their level of acquaintance with the target culture; (b) there is insufficient statistical evidence to support the claim that the learners' cultural awareness influences their linguistic proficiency; and (c) the learners' cultural awareness contributes more to their rhetorical performance than to their linguistic proficiency.

99–133 Allison, Desmond (Nat. U. of Singapore), **Cooley, Linda, Lewkowicz, Jo and Nunan, David**. Dissertation writing in action: the

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development of a dissertation writing support program for ESL graduate research students. *English for Specific Purposes* (Exeter, UK), **17**, 2 (1998), 199–217.

Despite an explosion in the number of students writing graduate theses in a language other than their first, there are very few accounts either of research into the difficulties encountered by these students or of writing programmes designed to help such students present dissertations written to an acceptable standard. This article describes and evaluates a programme developed within the English Centre at the University of Hong Kong to assist students who are required to present dissertations in English. The programme was based on data collected from detailed interviews with graduate supervisors and a survey of graduate students, as well as an analysis of extended pieces of graduate writing.

99–134 Bilash, Olenka S. E. (U. of Alberta, Canada). Planning for writing instruction in a middle-years immersion/partial immersion setting. *Foreign Language Annals* (New York), **31**, 2 (1998), 159–68.

Based on a literature review and the reflective practice of a second language teacher educator, this paper discusses three categories of planning for writing instruction for middle-years students in an immersion or partial immersion context: planning for long-term balance, planning for daily implementation, and planning for task success. It highlights five considerations that may help reduce student anxiety and improve both the experience of writing and the product: selecting topics, making the writing task as authentic and communicative as possible, providing the language supports necessary for success in a second language context, choosing forms with an appropriate amount of text, and choosing forms governed by an appropriate number of rules. A template for planning writing tasks is included, along with several examples.

99–135 Lee, Icy (Douglas Coll., BC, Canada). Enhancing ESL students' awareness of coherence-creating mechanisms in writing. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **15**, 2 (1998), 36–49.

Coherence has long been regarded as central to effective writing. However, despite the recent advances in textual linguistics which have contributed to a broader understanding of coherence, the concept is still not well understood; and it is often regarded as a fuzzy and elusive concept that is difficult to teach and difficult to learn. This article attempts to identify the text-based and reader-based features which are crucial to the creation of coherence, and describes a number of classroom tasks which can be exploited to enhance English as a Second Language (ESL) students' awareness of coherence-creating mechanisms in writing.

99–136 Shaw, Philip (Arhus School of Business) **and Liu, Eric Ting-Kun**. What develops in the development of second-language writing? *Applied Linguistics* (Oxford, UK), **19**, 2 (1998), 225–54.

Counts of register features have produced useful data on varieties of written English and on differences between writers of differing writing and language proficiency. This article reports an attempt to extend this procedure to an evaluation of the same foreign-language writers at two different stages. Participants were incoming overseas university students taking a full-time summer course in English for Academic Purposes–with an emphasis on writing–prior to beginning post- or undergraduate studies. The study shows that the procedure can differentiate the products of developing writers at two relatively close points in time, and that a more detailed examination of significant changes can be revealing about patterns of learning. The major changes were from features of spoken English to those more typical of formal writing, both in surface detail and in more fundamental characteristics. There was less change in complexity of construction or variety of vocabulary. Improved correctness in the structures used was balanced by errors in new structures being attempted. The participants had been discriminating in their acceptance of academic style and actively sensitive to genre and other requirements.

99–137 Sullivan, Kirk (Umea U., Sweden), **Kollberg, Py and Palson, Eva**. Trace-It. *Babel (AFMLTA)* (Victoria, Australia), **33**, 1 (1998), 22–27.

This paper describes *Trace-It*, a computer-based tool that traces the writing process and which is in the early stages of adaptation from linguistic research to the modern language teaching and learning environment. The program is designed as a user-friendly tool based on keystoke logging. Its goal is to make accessible extra information about an individual student's written second language skills. Once identified, these features can be used in the planning of a particular learning program. A number of advantages of the program are identified, and examples demonstrate how its use facilitates the study of the revision process by following a writer's continual reshaping of a text. The second part of the paper describes a small-scale pilot study which used the program to examine differences in revision behaviour as a group of Swedish students' ability in written English improved. Findings showed that *Trace-It* provides useful additional information about the writing process that can be used by both students and teachers to identify strengths and weaknesses in written proficiency. It is suggested that, in its present form, *Trace-It* is more useful on a one-to-one tutoring basis than as an effective classroom tool on a regular basis.

Language testing

99–138 Buck, Gary and Tatsuoka, Kikumi (Educational Testing Service, Princeton, NJ, USA). Application of the rule-space procedure to language

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