

genre learning: A comparative review and a look ahead. *Journal of Second Language Writing* (Elsevier) 15.2 (2006), 79–101.
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With genre now viewed as a fundamental element of writing, both second language writing and mainstream composition studies have seen an increased focus on the question of how writers learn genres. The purpose of this paper is to review key findings from 60 empirical studies that have investigated this question. To this point, research has typically studied genre learning as it occurs either through professional or disciplinary practice or through classroom instruction; almost no studies have looked at the same writers as they traverse these multiple domains. I therefore categorize studies as taking place in either ‘practice-based’ or ‘instructional’ settings and identify trends in the research findings from each setting. After examining one study which takes place in multiple settings, I tease out some of the commonalities and distinctions between learning in practice-based and instructional contexts and between first language and second language genre learning. On the basis of this comparative review of research, I suggest future directions for the interdisciplinary study of genre learning.

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07–279 WEBER, ROSE-MARIE (State U New York, USA; rweber@albany.edu), **Function words in the prosody of fluent reading.** *Journal of Research in Reading* (Blackwell) 29.3 (2006), 258–269.
doi:10.1111/j.1467-9817.2006.00307.x

This paper exposes how function words and their prosodic features play a part in learning and teaching to read in the early years. It sketches the place that function words have in the grammar of English and describes their phonological features, especially their weak stress and its role in the prosodic quality of sentences. It considers the ways that function words and their prosodic features have a place in promoting fluent reading, taking into account accurate recognition of function words and well-paced phrasing.

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07–280 WOOD, CLARE (Coventry U, UK; c.wood@coventry.ac.uk), **Metrical stress sensitivity in young children and its relationship to phonological awareness and reading.** *Journal of Research in Reading* (Blackwell) 29.3 (2006), 270–287.
doi:10.1111/j.1467-9817.2006.00308.x

This paper reports two studies of young English-speaking children’s ability to cope with changes to the metrical stress pattern of spoken words and the relationship between this ability, phonological awareness and early reading development. Initially, 39 children aged 4 and 5 years were assessed on their ability to

identify mispronounced words, including words that had their metrical stress pattern reversed. The children were significantly worse at identifying words that had their metrical stress pattern reversed than words that were mispronounced in other ways. The second study was a cross-sectional comparison of thirty-one 5-, 6- and 7-year-old children’s performance on the metrical stress reversal condition of the mispronunciation task. Measures of the children’s written language skills and phonological awareness were also taken. The 7-year-old children outperformed the 5-year-olds on the metrical stress task. Performance on this measure was associated with most of the measures of phonological awareness and literacy, and was associated with rhyme awareness and spelling ability after age had been taken into account. Moreover, metrical stress sensitivity could account for variance in spelling ability after phonological awareness had been taken into account, and after vocabulary had been taken into account. This suggests that stress sensitivity may influence spelling development in a way that is independent of its contribution to phonological representations.

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07–281 ZIEGLER, JOHANNES C. & USHA GOSWAMI (U Cambridge, UK; ucg10@cam.ac.uk), **Becoming literate in different languages: Similar problems, different solutions.** *Developmental Science* (Blackwell) 9.5 (2006), 429–436.
doi:10.1111/j.1467-7687.2006.00509.x

The teaching of reading in different languages should be informed by an effective evidence base. Although most children will eventually become competent, indeed skilled, readers of their languages, the pre-reading (e.g. phonological awareness) and language skills that they bring to school may differ in systematic ways for different language environments. A thorough understanding of potential differences is required if literacy teaching is to be optimized in different languages. Here we propose a theoretical framework based on a psycholinguistic grain size approach to guide the collection of evidence in different countries. We argue that the development of reading depends on children’s phonological awareness in all languages studied to date. However, we propose that because languages vary in the consistency with which phonology is represented in orthography, there are developmental differences in the grain size of lexical representations, and accompanying differences in developmental reading strategies across orthographies.

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Language testing

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07–282 IN’NAMI, Yo (U Tsukuba, Japan; s025053@ipe.tsukuba.ac.jp), **The effects of test**

anxiety on listening test performance. *System* (Elsevier) 34.3 (2006), 317–340.
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Although decisions or inferences we make based on test scores depend both on characteristics of test-takers and of testing situations, little research has been undertaken on the effects of these characteristics on test performance (e.g. Alderson & Banerjee 2002). This study focuses on one of the personal characteristics of test-takers, namely test anxiety, and investigates the effects of test anxiety on listening test performance. Previous research in second language studies has suffered from the following five limitations, all of which were addressed in the current study: (a) no control of measurement errors, (b) insufficient validation of questionnaires, (c) little attention to the effects of test anxiety on test performance, (d) too small a number of questionnaire items, and (e) lack of attention to the effects of test anxiety in listening. Participants took a listening performance test, and answered two questionnaires designed to measure test anxiety. Results based on structural equation modeling show that test anxiety does not affect listening test performance. The results support Y. Aida's 'Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese' (*The Modern Language Journal* 78 (1994), 155–168) and D. P. MacIntyre & R. C. Gardner's 'Anxiety and second-language learning: Toward a theoretical clarification' (*Language Learning* 39 (1989), 251–275), and suggest that in foreign language anxiety (cf. E. K. Horwitz et al.'s 'Foreign language classroom anxiety' in *The Modern Language Journal* 70 (1986), 125–132) test anxiety seems to work differently compared with communication apprehension and fear of negative evaluation.

<http://www.elsevier.com>

07–283 McCoy, DAMIEN (Australian Centre for Education and Training, Vietnam), **Utilizing students' preferred language learning strategies for IELTS test preparation.** *EA Journal* (English Australia) 23.1 (2006), 3–13.

This paper looks at how students' preferred language learning strategies can be used to maximize students' performance in the speaking component of the IELTS test. The research is based on work by O'Malley & Chamot (1990) and was undertaken in the context of an intensive IELTS test preparation course in Vietnam. The study found that using students' preferred learning strategies can be an effective way to help them prepare for high stakes international exams. Students who used the metacognitive strategies of self-evaluation and effective organization performed comparatively well in the test. In contrast, those students who used the cognitive strategy of delayed production generally did not achieve their desired results in the speaking test. A series of recommended activities which had the broadest

appeal and most positive outcomes for test candidates are suggested.

<http://www.englishaustralia.com.au>

07–284 McGINLEY K. (Dublin Language Institute; dublang@iol.ie), **The 'Test of Interactive English': From conception to implementation.** *ELT Journal* (Oxford University Press) 60.4 (2006), 374–381.
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This is a summary and non-specialist account by one member of a small team involved in the development of an English language test, following the reorganization of that part of the Department of Education in Ireland which deals with the ELT sector. The article describes why and how the test was developed, the theoretical background, the structure of the test, the assessment instrument and special features. Finally, the need for evaluation of the approach is stressed. The test is aimed at the short-stay student and one that reflects the nature of the sector. It has been described as a 'spoken-skills driven' test yet has a separate written paper. Preparation for the test entails a variety of interactive language practice. There is much learner autonomy and transparent assessment.

<http://www.eltj.oxfordjournals.org>

Teacher education

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07–285 ATAY, DERIN (Marmara U, Istanbul, Turkey; dyatay@yahoo.com), **Teachers' professional development: Partnerships in research.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 15 pp.

This study describes the design and results of a descriptive and explorative case study into the development of professional knowledge by pre- and in-service teachers through collaborative research in an English as a Foreign Language (EFL) setting. Studies have shown that teacher research has a profound effect on those who have done it, in some cases transforming classrooms and schools. It has been found to facilitate teachers' critical thought, boost teachers' self-esteem, and increase their awareness of students' needs. Yet, it has been observed that neither pre- nor in-service teachers of English can do much research in Turkey. The main reason is that pre-service teachers generally cannot get permission from schools for research, and in-service teachers do not have sufficient time and training to conduct research. Thus, the impetus for this study came from the belief that if pre- and in-service teachers are encouraged to collaborate for research, both parties will benefit. Ten pre-service and ten in-service teachers participated in this study. After being provided with relevant theoretical knowledge on research, they collaborated and conducted their research in in-service teachers' classes. It was found that participating