

training and development strategies which are context sensitive, collaborative, and reflexive seek to involve teachers in managing their own professional growth, while at the same time taking account of frameworks agreed at the national level. It is suggested that in this way a cascade model of training may promote genuine development rather than surface adherence to official mandates.

00-681 Hockly, Nicky (Barcelona, Spain; *Email: nicky@infovia.ulpgc.es*). Modelling and 'cognitive apprenticeship' in teacher education. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 118-25.

The notion of 'apprenticeship' in teacher education is currently out of favour. However, apprenticeship-as-training is gaining recognition in the light of recent developments in cognitive psychology. This article describes the implementation of a 'cyclic', practical model-based syllabus on a short pre-service teacher training course. The case for an overt model-based approach to initial teacher training is made—where the notion of 'model' stands in for 'apprenticeship', in the sense of the teacher trainer 'modelling' expert behaviour—with reference to recent developments in cognitive psychology. Research carried out into trainees' perception of a model-based approach is presented, suggesting that such an approach may help trainees to become more effectively reflective teachers at earlier stages in courses of this nature.

00-682 Ryan-Scheutz, Colleen M. and Rustia, Theresa (U. of Notre Dame / Indiana U., USA). The status of TA training and professional development programs for teachers of Italian at North American colleges and universities: a quantitative overview. *Italica* (Columbus, OH, USA), **76**, 4 (1999), 454-68.

This article reports on the findings of a preliminary quantitative survey examining how the training of teaching assistants (TAs) of Italian is organised and conducted at North American institutions of tertiary education. The study profiles TAs and TA trainers and investigates the nature and timing of TA training provision. It finds that the majority of TAs are graduates of Italian Literature, whose training aims to prepare them for all aspects of tertiary level teaching from lesson preparation to classroom practice and pastoral duties. Many institutions employ TA trainers to coordinate their training programmes. Pre-service programmes tend to be short and intensive and offered to all incoming foreign language TAs focusing on general pedagogy. In-service programmes extend the original training but tend to be run on a voluntary basis. Based on these findings the authors recommend that pre-service should be well-organised in advance, provide hands-on practice and individual coaching. In-service provision should offer the opportunity to review methodologies, incorporate developmental classroom observation and contribute to TAs' career development. The article concludes that such bottom-up initiatives would permeate departments, benefiting all colleagues and enhancing teaching quality.

00-683 Waters, Alan (Lancaster U., UK; *Email: A.Waters@lancaster.ac.uk*) and **Vilches, Maria Luz C.**. Integrating teacher learning: the School-Based Follow-up Development Activity. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 126-34.

It is sometimes difficult for in-service teacher training (INSET) courses to achieve their expected level of impact. One reason for this is the cultural divide that tends to exist between such courses and the typical teaching institution. This paper describes a method for narrowing this gap that was devised in connection with a recent English language teaching in-service teacher development project in the Philippines: the School-based Follow-up Development Activity, or SFDA. This links the INSET course and the teaching institution, so that the course functions not just as an end in itself but also as a vehicle for stimulating longer-term school-based learning. The details of how the SFDA system works are explained, and findings concerning its effectiveness reviewed.

Child language development

00-684 Akhtar, Nameera and Montague, Lisa (U. of California, Santa Cruz, USA). Early lexical acquisition: the role of cross-situational learning. *First Language* (Chalfont St. Giles, UK), **19**, 3 (1999), 347-58.

Several theorists have proposed that children may learn the meaning of a new word by paying attention to the element which remains constant across multiple uses of that word. The study reported here presents a direct test of this hypothesis. Two-, three- and four-year-olds ($N = 24$ in each group) were presented with novel objects that differed systematically in shape and texture. Children were shown one target object and were told 'This is a *modi* one'. In the Shape condition, two objects that matched the target object in shape (and differed in texture) were also labelled '*modi* ones'. In the Texture condition, the two objects matched the target in texture (and differed in shape). Subsequent tests indicated that, in extending the novel adjective to other exemplars, children in all age groups attended to the consistent element across naming contexts. Implications for theories of lexical acquisition are discussed.

00-685 Maratsos, Michael (U. of Minnesota, USA). More overregularizations after all: new data and discussion on Marcus, Pinker, Ullman, Hollander, Rosen & Xu. *Journal of Child Language* (Cambridge, UK), **27**, 1 (2000), 183-212.

Marcus, Pinker, Ullman, Hollander, Rosen & Xu (1992) claim that when the irregular past form of a verb is known, it is immediately known to be the correct form, such that overregularisations only occur as speech errors, not as a genuine grammatical alternative; as a result, they argue, overregularisation rates are, when

carefully inspected, very low. In the present paper: (1) it is shown that, even if overregularisations are a genuine grammatical alternative, overall rates in samples would still be low for most children; (2) careful analysis shows evidence for substantial overregularisation periods in three longitudinal participants ages 2; 5–5; 2 (Abe), 2; 3–5; 2 (Adam) and 2; 3–5; 0 (Sarah); and (3) Abe's much higher rates follow from general developments in his past tense acquisition, in ways not consonant with Marcus *et al.*'s formulations.

00-686 Rowland, Caroline F. (U. of Derby, UK; Email: c.rowland@derby.ac.uk) and Pine, Julian M. Subject-auxiliary inversion errors and wh-question acquisition: 'what children do know?' *Journal of Child Language* (Cambridge, UK), **27**, 1 (2000), 157–81.

This paper reports an analysis of correct wh-question production and subject-auxiliary inversion errors in one child's early wh-question data (age 2; 3.4 to 4; 10.23). It is argued that two current movement rule accounts cannot explain the patterning of early wh-questions. However, the data can be explained in terms of the child's knowledge of particular lexically-specific wh-word + auxiliary combinations, and the pattern of inversion and uninversion predicted from the relative frequencies of these combinations in the mother's speech. The results are taken to support the claim that correctly inverted wh-questions can be produced without access to a subject-auxiliary inversion rule and are consistent with the constructivist claim that a distributional learning mechanism that learns and reproduces lexically-specific formulae heard in the input can explain much of the early multi-word speech data. The implications of these results for movement rule-based and constructivist theories of grammatical development are discussed.

Bilingual education/bilingualism

00-687 Carlisle, Joanne F., Beeman, Margaret, Davis, Lyle Hull and Spharim, Galila (Northwestern U., Evanston, IL, USA). Relationship of metalinguistic capabilities and reading achievement for children who are becoming bilingual. *Applied Psycholinguistics* (Cambridge, UK), **20**, 4 (1999), 459–78.

The study reported here investigated the developing metalinguistic capabilities of Hispanic primary school children who are becoming bilingual but whose English reading achievement is below average. Two questions were posed: first, whether native- (L1) and second-language (L2) vocabulary and degree of bilingualism contribute to performance on a metalinguistic task (defining words); and, second, whether L1 and L2 vocabulary and metalinguistic development at the word level significantly predict reading comprehension in the

spring. The results showed that performance on the definition task in English and in Spanish was significantly explained by word knowledge in the language of the task; performance on the definition task in the other language (English or Spanish) but not degree of bilingualism contributed significantly, after the effects of vocabulary in the two languages were accounted for. Both L1 and L2 vocabulary and phonological awareness independently contributed to achievement in English reading comprehension. The results suggest that, for children with limited L1 development in the early stages of bilingualism, vocabulary development in both the native and second language and metalinguistic development at the word level may be important education priorities because of their effects on L2 reading comprehension.

00-688 Cathomas, Rico. Zur Wirksamkeit des immersiven Unterrichts an den bündnerromanischen Schulen in der Schweiz: eine empirische Untersuchung. [On the effectiveness of immersion teaching in Rhaeto-Romance schools in the Grisons (Graubünden) in Switzerland: an empirical study.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **69**, 2 (1999), 43–54.

In the Grisons in Switzerland there are bilingual schools (Rhaeto-Romance and German) which teach German using the immersion method. The author argues that such schools are an effective model for the preservation of the minority language as well as the optimal promotion of the majority language German. The data were taken from schools in Surselva that use Rhaeto-Romance as the language of instruction; students from German-language schools in the Grisons were used as control groups to examine the level of German competency. The empirical part of the study took place from 1993–1998 covering approximately 1300 students (from 6th to 9th class) and involved the following variables: school type/school model, school year/class, and questionnaire concerning mother tongue, language contact, attitudes and motivation. The dependent variable consisted of two standardised language tests. As this study forms part of a larger ongoing project, the results presented are only interim results but the author is of the opinion that the school model 'Rhaeto-Romance as language of instruction' is an ideal language preservation and immersion model that could be applied to other areas/regions.

00-689 Cho, Grace (Biola U., CA, USA) and **Krashen, Stephen.** The role of voluntary factors in heritage language development: how speakers can develop the heritage language on their own. *ITL Review of Applied Linguistics* (Leuven, Belgium), **127-128** (2000), 127–40.

This article first outlines the advantages to heritage language (HL) development, including evidence of more school and occupational success, better communication with family and community members, and the promo-