

teachers?]) *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 345–58.

This paper examines the training of foreign language teachers in France and confronts what are seen as the shortcomings of the system in order to raise awareness of the need to provide a training which really benefits teachers. A number of points are made. The roles of teachers have expanded; and they are inadequately equipped by their training to fulfil the increased demands made upon them (e.g. the integration of multimedia programmes into their teaching). There is a mismatch between the knowledge acquired during training and the knowledge required in practice. This is linked to negative attitudes towards methodology and pedagogy on teacher training courses where literature and civilisation still hold much higher status. These attitudes are contrasted with the real world that teachers encounter (illiteracy, violence, problems associated with multiculturalism). These realities need to be considered from the early stages of the training process, and the education of teachers should be in the hands of those who have school-based experience and know what it is to be a teacher. In-service training must also be taken seriously so that teachers feel support for their own continuing professional development.

99–299 Telles, João A. (Universidade do Estado de São Paulo-Assis, Brazil). Lying under the mango tree: autobiography, teacher knowledge and awareness of self, language and pedagogy. *The ESPecialist* (São Paulo, Brazil), **19**, 2 (1998), 185–214.

This paper introduces 'self-narrative' as a qualitative, autobiographical approach to the study of teacher knowledge and for raising teachers' critical awareness of self, language and pedagogy. The title uses *lying under the mango tree* as a metaphor to convey this self-reflective process. The author explains the meanings and illuminates potential connections among the relevant themes which emerge from stories about his experiences as a person and a teacher of languages. A synthesis—what Moustakas calls a 'composite portrait'—of the essential descriptions and meaningful interpretations of these experiences in becoming a teacher and teacher educator is then related to self, language and pedagogy.

Child language development

99–300 Anisfeld, Moshie, Rosenberg, Erica S., Hoberman, Mara J. and Gasparini, Don (Yeshiva U., NY, USA). Lexical acceleration coincides with the onset of combinatorial speech. *First Language* (Chalfont St. Giles, UK), **18**, 2 (1998), 165–84.

This paper challenges the assumption—sometimes explicit, sometimes implicit—that the lexical acceleration exhibited by children in their second year precedes the beginning of combinatorial speech. The alternative

view is that the lexical acceleration overlaps with the beginning of syntax and is part and parcel of the child's transition to grammatical language. In the study reported here five children aged between 12–17 months at the outset were observed weekly for 8–10 months. For each child the cumulative numbers of both new words and new word-combinations were plotted as a function of week of observation. An exponential function was fitted to the lexical curves, and lexical acceleration was defined as an upward deviation of the observed curves from the fitted curves. It was found that lexical accelerations occurred at the time the children began to produce word-combinations. It is suggested that combinatorial speech, requiring greater specificity of expression (than holophrastic speech), motivates the learning of new words. At the same time, the sensitivity to sentential speech facilitates the mapping of word meanings.

99–301 Bleses, Dorte (Odense U., Denmark). The role of input, productivity and transparency in Danish children's acquisition of past tense morphology. *Odense Working Papers in Language and Communication* (Odense U., Denmark), **17** (1998), 1–216 [+ Appendices].

The central questions posed in this paper are when and how children acquire morphological systems, in particular the inflectional patterns of past tense morphology. The paper can be seen as an attempt to specify *which* factors affect and facilitate children's first-language acquisition of morphological patterns and *how*. In opposition to spontaneous data, the experimental data reported here—from a study of Danish four-, six- and eight-year-old children's acquisition of past tense—primarily tap the acquisitional order of morphological systems. Some 180 Funish and Zealandish children were tested in the inflection of 60 verbs. The paper focuses on: (1) the role of general input factors such as type frequency (number of verbs within a class), token frequency (frequency of usage of the individual verbs) and phonological properties of verbs according to which test verbs have been selected; and (2) the role of the language-specific characteristics of Danish as a language with a very *opaque* (as contrasted with *transparent*) relation between the speech chain and the morphological units. The high degree of *morpho-phonetic opacity* in Danish is expected to delay the acquisition of the inflectional systems of Danish compared to languages which exhibit a more transparent relation between phonetic and morphological units. The two regional standards also vary with respect to morpho-phonetic opacity: Funish is regarded as more opaque than Zealandish in the weak paradigms, and the Funish children are therefore expected to be delayed on the acquisition of these inflectional patterns. These hypotheses were confirmed, and the findings also provided evidence for unexpected effects of the morpho-phonetic opacity. These empirical findings appear to raise important questions in relation to prevailing models of morphological acquisition; and a discussion of these models and of a new model of systematically

graded productivity of endings therefore plays an important role in the paper.

99-302 Plunkett, Kim (U. of Oxford, UK). Development in a connectionist framework: rethinking the nature-nurture debate. *Odense Working Papers in Language and Communication* (Odense U., Denmark), **16** (1998), 1–22.

It is often assumed that connectionist models of development take a *tabula rasa* approach to learning. This paper asserts that in fact all connectionist models involve a strong commitment to innate processing mechanisms and theories about the effective learning environment. Nevertheless, connectionist modelling is seen by the author as offering a valuable tool for investigating a wide range of hypotheses about the role of nature and nurture in development. The paper tries to demonstrate how connectionist models can contribute to an understanding of the mechanisms underlying linguistic and cognitive development. The central issues considered include: the interpretation of dissociations in behaviour as indicating dissociations of underlying mechanisms; the view that new behaviours are the result of the emergence of new mechanisms; the assumption that domain specific knowledge demands the application of domain specific learning devices; and the belief that complex problems require complex start states.

99-303 Ragnarsdóttir, Hrafnhildur (U. Coll. of Ed., Reykjavik, Iceland), **Simonsen, Hanne Gram and Bleses, Dorte**. Experimental evidence on the acquisition of past tense inflection in Danish, Icelandic and Norwegian children. *Odense Working Papers in Language and Communication* (Odense U., Denmark), **16** (1998), 23–41.

Recent research in the first-language acquisition of past tense morphology has focused on the role played by input factors such as the phonological properties of verbs and their type and token frequencies. This paper reports some aspects of a cross-linguistic study of children's acquisition of past tense inflection of Danish, Icelandic and Norwegian, testing the effects of these factors. Parallel experiments were conducted for the three languages, involving three groups of 30 children aged four, six and eight. Past tense forms of 60 verbs were elicited from each child. The results show a clear developmental effect in all three languages. Both frequency and phonological factors clearly play a role, both for correct performance and for error types. Children generalise to all the main inflectional classes, but to a varying degree, and their generalisation patterns change during development. Interesting cross-linguistic differences are also found and the results suggest that phonological complexity is a greater and longer-lasting challenge for children than morphological complexity.

99-304 Tomasello, Michael, Brooks, Patricia J. and Stern, Elissa (Emory U., Atlanta, USA). Learning to produce passive utterances through

discourse. *First Language* (Chalfont St. Giles, UK), **18**, 2 (1998), 223–37.

Regardless of any biological predispositions for language that may exist, children must still individually learn the particular syntactic constructions of their particular native language. Although it is widely accepted that 'input' is important in this process, very little is known about the precise ways in which children use the language they hear from adults to learn to produce syntactic constructions themselves. One particularly interesting construction in this regard is the English passive, which children acquiring English typically do not produce in full sentences until 4–5 years of age. This paper reports two studies of English-speaking children's acquisition of the passive construction. In the first, children at 3.0 and 3.5 years of age were taught to produce full passive utterances with a nonce verb through rich discourse interaction. In the second study, some 3.0-year-old children were given rich discourse interactions containing truncated passives, passive questions, and *by* passives, but never heard a full passive utterance as a whole; other children were given only models of full passive utterances with no discourse scaffolding. Only children who heard full passive utterances produced them. The children who participated in rich discourse interactions produced truncated passives (as they had heard). These results are taken to demonstrate that children can learn to produce full passive sentences with a nonce verb at three years of age, but, in accordance with Tomasello's 1992 verb island hypothesis, they tend to do so only within the syntactic constructions in which they have heard adults using that verb.

Pragmatics

99-305 Davis, Kathryn A. (U. of Hawai'i, USA) and **Henze, Rosemary C.**. Applying ethnographic perspectives to issues in cross-cultural pragmatics. *Journal of Pragmatics* (Amsterdam, The Netherlands), **30**, 4 (1998), 399–419.

Although a relationship naturally exists between ethnography and cross-cultural pragmatics, it is suggested here that this relationship has not been fully explored. The purposes of the paper are to clarify the assumptions underlying ethnography and to suggest ways in which issues in cross-cultural pragmatics can be approached from an ethnographic perspective. To this end, the authors examine the philosophy, goals and methods that underlie ethnographic work. They then provide two illustrations of how an ethnographer examines issues in cross-cultural pragmatics, specifically, second language education and cross-cultural communication in the workplace. They conclude by offering suggestions as to how researchers in cross-cultural pragmatics might best go about integrating ethnographic methods in their work.

99-306 Sasaki, Miyuki (Nagoya Gakuin U., Japan). Investigating EFL students' production of