considers the problem of defining quality, given the diversity of interests and stakeholders involved in English language teacher education, and the range of definitions of teaching. It is considered especially important for all parties concerned to clarify their educational positions as a basis for defining objectives and for establishing the criteria by which quality is to be judged. The author suggests that, ultimately, quality can be achieved and sustained by attending to process in training, and by developing professional skills and judgement, rather than by the acquisition of craft skills alone.

Child language development

99–161 Gelman, Susan A. (U. of Michigan, USA), **Croft, William, Fu, Panfang, Clausner, Timothy and Gottfried, Gail.** Why is a pomegranate an *apple*? The role of shape, taxonomic relatedness, and prior lexical knowledge in children's overextensions of *apple* and *dog*. *Journal of Child Language* (Cambridge), **25**, 2 (1998), 267–91.

Children's over-extensions (e.g., referring to a pomegranate as *apple*) raise intriguing questions regarding early word meanings. Specifically, how do object shape, taxonomic relatedness and prior lexical knowledge influence children's overextensions? The present study sheds new light on this issue by presenting items that disentangle these three factors and by using a novel comprehension task in which children can indicate negative exemplars (e.g. which items are NOT *apples*). There were 49 participants in three age groups (*Ms* = 2; 0, 2; 6 and 4; 5). Three indications emerged from the findings. Firstly, error patterns differed by task: in production, errors were overwhelmingly due to selecting items matching the target word in both shape and taxonomic relatedness; while in comprehension, more errors were based on either of these two features alone, and the nature and frequency of the overextensions interacted with prior lexical knowledge. Secondly, error patterns also differed markedly based on the word being tested (*apple* vs. *dog*), in both comprehension and production. Thirdly, as predicted, errors were more frequent in production than comprehension, though only for children in the two younger age groups. Altogether, the study indicates that overextensions are not simply production errors, and that both taxonomic relatedness and object shape play a powerful role in early naming errors.

99–162 Köpcke, Klaus-Michael (U. of Hannover, Germany). The acquisition of plural marking in English and German revisited: schemata versus rules. *Journal of Child Language* (Cambridge), **25**, 2 (1998), 293–319.

This article contributes to a debate in the linguistic and psychological literature that centres around the representation of morphologically complex words in the grammar and in the lexicon: whether inflectional morphology is rule-based (i.e., symbolically represented), or whether the assumption of pattern association is more adequate to account for the facts. On the basis of the analysis of acquisitional data, the article strongly argues for the latter alternative. The re-interpretation of three sets of data–two English, one German–suggested strong support for the schema model, as did the analysis of natural acquisitional data obtained from seven German-speaking children aged between 2; 1 and 2; 9. It is suggested that a schema-learning mechanism may underlie the acquisition of morphology, even when the end-product of the learning process involves item-and-process rules, as in the case of English plural formation. In a schema-learning model, the child builds schematic representations for possible singular and plural lexical items as whole gestalts, and attempts to map concrete forms onto these schemata in deciding whether these forms have singular or plural value.

Translation

99–163 Breedveld, Hella (Universiteit van Utrecht Uil-OTS, Netherlands). Vertalen als revisie. [Translation as revision.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **59** (1998), 109–15.

The study of translation processes tends to focus on the local processes involved in finding translations for words or expressions in the source text. In order to find out which processes are involved in the production of a target text based on an existing source text in another language, the present author suggests that translation studies may profit from models that have been developed in research on the writing process. Certain categories of cognitive activities found in research on the writing process can be used in the analysis of think-aloud protocols of the translation process. In particular, it is suggested that the notion of *revising*, as developed in writing research, can help with understanding how translators proceed in order to produce a good text in a target language.

99–164 van Heest, Cocky (Gouda, Netherlands). Met het oog op vertalingen. Een empirisch onderzoek naar 'functionele' fouten in vertaalde teksten. [An empirical investigation into 'functional' errors in translation.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 117–28.

Following study of the functional model for translation quality assessment created by Hulst (1995) and primarily aimed at revealing textual relations, the author of this paper addressed the question of whether this model would enable the definition of 'functional' errors, i.e., errors that obscure the textual relations in such a way that the text function cannot be understood properly.

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