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, Helia (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.

https://doi.org/10.1017/S0261444800013653 Published online by Cambridge University Press

To explore this question, two Spanish texts were analysed according to the text analysis method of Hulst's model, and, subsequently, 26 Dutch translations were broadly analysed. A systematic comparison of the translation errors with the analyses of the source texts demonstrated that errors causing changes in textual relations nearly always reduce the comprehensibility of the text, while other mistakes do not cause misunderstanding. The research is taken to show that a distinction can in fact be made between 'functional' and 'non-functional' errors, and that the criterion for such a classification is not the type of error, but its effect on the textual relations. An investigation among Dutch readers of the translations convincingly supports this conclusion.

Pragmatics

99–165 Aktuna, Doğançay and Kamişh, Sibel (Boğaziçi U., Istanbul, Turkey). Pragmatic transfer in interlanguage development: a case study of advanced EFL learners. *ITL Review of Applied Linguistics* (Louvain, Belgium), **117-118** (1997), 151–76.

The study reported here examines pragmatic variation across Turkish and American English in the speech act of chastisement, in order to analyse whether and where cases of pragmatic transfer occur in the interlanguage of advanced level EFL (English as a Foreign Language) learners whose first language is Turkish. Data were collected from 80 native speakers of Turkish, 14 native speakers of American English and 68 advanced Turkish EFL speakers, via situated written role-plays. Data analysis involved revealing the type and frequency of semantic formulas used by the three groups in the same speech act. Native speaker data were then used as baseline for cross-cultural comparison and for detecting cases of positive and negative transfer. Findings show some similarities and significant differences across Americans and Turks in their choice of strategies for dealing with the same speech act. While similarities led to positive pragmatic transfer in the target language (L2) performance of Turkish EFL learners, sociolinguistic relativity appeared to lead to negative transfer (hence, pragmatic interference) in others. EFL learners also developed an interlanguage of speech act strategies, in respect of chastisement at least. Results in general indicate that learners categorised as 'advanced', usually following grammar-oriented proficiency and placement exams, can diverge greatly from L2 norms, hence lacking in appropriacy, thus sociolinguistic competence in the L2. This suggests that aspects of sociolinguistic competence are not acquired alongside the grammatical features of the L2 in EFL situations, and so might need to be another focus of instruction.

99–166 Johnston, Bill (Indiana U., USA), **Kasper, Gabriele and Ross, Steven**. Effect of rejoinders in production questionnaires. *Applied Linguistics* (Oxford, UK), **19**, 2 (1998), 157–82.

Validation of data collection instruments must be a primary research concern in any subfield of applied linguistics. Such concerns are particularly urgent when the collected material is inherently context-sensitive. In interlanguage pragmatics research, the most frequently used instrument for data collection is some form of production questionnaire. While some studies have been conducted on the validity of these questionnaires as compared to authentic and other types of elicited data, little is known about the effect of different production questionnaire formats. The study reported here investigates the effects of three types of rejoinder–positive, negative, or absent–on non-native and native informants' choice of strategies to perform complaints, requests, and apologies. Participants were undergraduate and graduate students–36 native speakers of American English and 36 of Chinese. Results show that strategy choice is differentially affected by rejoinder type. This suggests that findings from studies using different production questionnaire formats may not be comparable, and that different data types and further validation studies are strongly needed.

99–167 Kasanga, L. A. (U. of the North, South Africa). Requests in English by second-language users. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 123–53.

The study of learners' pragmatic and discourse knowledge–'interlanguage pragmatics'–is now an important preoccupation of second language acquisition research. This paper describes a study of requests in English produced by English as a Second Language (ESL) university students in the course of their daily interaction, mainly with lecturers. Data were collected by means of observation and recording of episodes of requesting behaviour in students' spontaneous speech. For comparative purposes, additional data were elicited through a discourse-completion task. One finding was the inadequacy of the students' knowledge of contextual use of English request strategies, reflected in the (very) limited range and contextual inappropriacy of their requests–the latter confirmed by native speakers' judgements. One possible explanation for the inadequacy of the students' pragmatic knowledge is lack of exposure to the whole gamut of requesting devices. A strategic dimension may also be involved; and first language transfer may also be a contributory factor. It is suggested that discourse and pragmatic knowledge be systematically taught in order to avoid miscommunication and negative reactions from native (and competent non-native) speakers of English. This suggestion is supported by the finding that one of the participants, following exposure to a variety of requesting expressions, seemed to modify the pattern of her requests.

Bilingual education/ bilingualism

999–168 Aarsen, Jeroen, Broeder, Peter and Extra, Guus (Katholieke Universiteit Brabant,

https://doi.org/10.1017/S0261444800013653 Published online by Cambridge University Press