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

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