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,

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Netherlands). Allochtone leerlingen en allochtone talen in het voortgezet onderwijs. Verslag can een pilotstudie. [The status of immigrant minority groups and immigrant minority languages in Dutch secondary schools.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **59** (1998), 41–55.

Owing to processes of migration and minorisation, the Netherlands is increasingly developing into a multicultural society. Little information, however, is available about the actual composition of this multicultural society. Statistics on immigrant minority groups are commonly based on nationality and/or birth-country criteria, which both suffer from increasing erosion. Ethnic self-categorisation and home language use have been suggested as complementary or alternative criteria. Particularly in the context of education, data on home language use of immigrant minority pupils can supply relevant information on the multicultural composition of schools. In fact, such data are essential for language planning and educational policy. The authors of this article carried out a language survey at two secondary schools, with a total group of 1305 respondents. The study establishes empirical evidence on: the *distribution and vitality* of immigrant minority languages of secondary pupils; the *complementarity or alternative value* of the home language criterion for the definition and identification of immigrant minority pupils; and the *participation in and need for* immigrant minority language instruction. Procedural matters–quality of the form, distribution to and within schools–are also investigated.

99–169 Akkari, Abdeljalil and Loomis, Colleen (U. of Maryland, Baltimore County, USA). Toward a new understanding of language minority students' experiences with bilingual education in the United States. *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **67** (1998), 31–59.

The focus of this paper is to review bilingual education in the United States as it is experienced by minority students. The first part sets forth the historical framework to the development of bilingual education in the States. Prior to World War 1, the country had opened up to linguistic diversity, with several languages in use in state education. The beginning of the sixties was marked by legislation introduced to allow the use of public money for bilingual education. The second part of the article describes the main theoretical arguments advanced in support of bilingual education. The third part summarises the way that research on bilingual education developed in the States. Researchers gradually abandoned the supposed negative effects of bilingualism, researching instead its advantages, at both an individual and societal level. The fourth part is an attempt to classify the bilingual programmes implemented in the States. The authors identify two main types of bilingual education programmes: those with a remedial and segregationist orientation, and those looking rather to integration and enrichment. The last part of the article ponders the future prospects of bilingual education. The close association of families, together with the transformation of the whole curriculum, should enable all pupils to grow up with two languages.

99–170 Balboni, Paolo E. (Università Ca' Foscari de Venezia, Italy). Educazione bilingue e multiculturale, istruzione bilingue, immersione totale: quattro nozioni da definire. [Bilingual and multicultural education, bilingual instruction, full immersion: four notions to define.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **67** (1998), 19–29.

Many names are used in the language of students' families, school brochures, local educational authorities, etc.–and even in specialist literature–to refer to 'bilingual education' (in the broadest sense). The author of this article claims it is necessary to define more clearly the notions involved; and he suggests identifying four separate notions: 'bilingual education', 'multicultural education', 'bilingual instruction' and 'full immersion'. In order to define the theoretical framework, two sets of variables are chosen. The first set integrates the anthropological model of human relations–'I', 'I and You', 'I and the Community'–and the pedagogical model of educational goals–'Self-promotion', 'Socialisation', 'Culturisation'; the second set derives from the political sciences, i.e., from the theory of language policy which distinguishes two types of plurilingual societies, the 'Melting pot' and the 'Rice salad'. Inserting the four notions often referred to as 'bilingual education' into the framework suggested shows them to be quite different processes, which should be differentiated both in curriculum design and the language used by schools and educational authorities, and in specialist literature.

99–171 Bialystok, Ellen and Majumder, Shilpi (York U., Ontario, Canada). The relationship between bilingualism and the development of cognitive processes in problem solving. *Applied Psycholinguistics* (Cambridge, UK), **19**, 1 (1998), 69–85.

The question of whether bilingualism leads to cognitive advantages not shared by monolinguals has been debated for decades. The study reported here examined the effects of differing degrees of bilingualism on the non-verbal problem-solving abilities of children in grade three (mean age 8.8 years). Three linguistic groups were compared on problem-solving tasks designed to measure control of attention or analysis of knowledge, processes previously shown to develop differently in monolingual and bilingual children solving linguistic problems. In this study, an English-speaking monolingual group was compared with a French-English bilingual group and a Bengali-English bilingual group. All the children in the study were similar except for their language background. Tests of language proficiency confirmed that the French-English participants were balanced bilinguals and that the Bengali-English

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participants were partial bilinguals. The balanced French-English bilinguals showed better performance on the non-linguistic tasks requiring control of attention than both the partial bilingual group and the monolingual group. No differences were found between the groups on the non-linguistic task requiring analysis of representational structures. These results indicate that balanced bilinguals carry over their linguistic advantage in control of attention into the non-linguistic domain.

99–172 Brohy, Claudine (Fribourg U., Switzerland) **and Bregy, Anne-Lore**. Mehrsprachige und plurikulturelle Schulmodelle in der Schweiz oder: *What's in a name?* [Multilingual and pluricultural models for schools in Switzerland or: What's in a name?] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **67** (1998), 85–99.

Bilingual teaching models have existed in Switzerland for a long time. Some schools have a bilingual tradition reaching back as far as the 19th century, as have informal models along the French-German language border. At the same time, exchanges between communities have led to bilingual learning, and the *Raetoromania*–the Romantsch-speaking area of Switzerland–functions at a compulsory bilingual, though transitional, base. The early nineties witnessed the rapid development of bilingual models, largely influenced by the Council of Europe and international-level research. By and large, language borders foster early models, while schools further away favour late models, i.e., at upper secondary and tertiary level. Current political discourse raises questions about the principle of territoriality and the integration of English and migrant languages into the curriculum. A small number of models attempt to break up the traditional antimony between national/international and (the often excluded) community languages. It is in the fields of teacher training, curriculum planning and the use of new technologies that progress can be expected.

99–173 Coleman, Loes and Weltens, Bert (U. of Nijmegen, Netherlands). Classroom English: Engels als doeltaal én instructietaal. [Classroom English: English as target language *and* medium of instruction.] *Levende Talen* (Amsterdam), **530** (1998), 274–78.

This paper deals with recent developments in Dutch secondary education, where bilingual–i.e., Dutch/English–education is rapidly becoming popular. It discusses the specific demands that this type of education places on the teachers' competence: the *output hypothesis* put forward by Merrill Swain and her colleagues requires them to produce comprehensible input, while offering their pupils ample opportunity for delivering output. The central issue in this type of classroom is the negotiation of meaning. Since all interlocutors typically are non-native speakers of English, teachers need to employ all kinds of strategies–verbal and non-verbal–to get their message across. The authors argue that special teacher training is therefore necessary.

99–174 Dagenais, Diane and Day, Elaine (Simon Fraser U., Canada). Classroom language experiences of trilingual children in French immersion. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 3 (1998), 376–93.

Recent census data indicate that the Canadian population is becoming more linguistically diverse, with 4.7 million people declaring a mother tongue other than French or English in 1996–an increase of 15% since 1991. Demographic shifts are even more evident in schools in urban centres. This article reports on a case study of the school language experiences of three trilingual children (one each in grades 3/4, 4 and 6) enrolled in early French immersion programmes in metropolitan Vancouver, British Columbia. Fieldwork included classroom observations of French and English language lessons and semi-structured interviews of the participating children and their teachers, as well as document collection. The authors discuss themes emerging from analysis related to the trilingual children's literacy practices and contexts for language learning, and the teachers' perceptions of these students and their representations of trilingualism.

99–175 Dijkstra, Ton, van Jaarsveld, Henk and Ten Brinke, Sjoerd (U. of Nijmegen). Interlingual homograph recognition: effects of task demands and language intermixing. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 1 (1998), 51–66.

How bilinguals recognise words of different languages has long been a major issue in research on bilingualism. The present paper reports a series of three lexical decision experiments which showed that interlingual homographs–words having the same spelling but differing in meaning–may be recognised faster than, slower than, or as fast as monolingual control words depending on task requirements and language intermixing. In Experiment 1, Dutch bilingual participants performed an English lexical decision task including English/Dutch homographs, cognates, and purely English control words. Reaction times to interlingual homographs were unaffected by the frequency of the Dutch reading and did not differ from monolingual controls. In contrast, cognates were recognised faster than controls. In Experiment 2, Dutch participants again performed an English lexical decision task on homographs, but, apart from nonwords, Dutch words were included which required a 'no' reaction. Strong inhibition effects were obtained which depended on the relative frequency difference of the two readings of the homograph. These turned into frequency-dependent facilitation effects in Experiment 3, where partici-

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pants performed a general lexical decision task, responding 'yes' if a word of either language was presented. It is argued that bilingual word recognition models can only account for the series of experiments if they explain how lexical processing is affected by task demands and stimulus list composition.

99–176 Gibbons, John (U. of Sydney, Australia) **and Lascar, Elizabeth**. Operationalising academic language proficiency in bilingualism research. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 1 (1998), 40–50.

Since minority languages are used mainly in the home and in the minority-language community, there are limited opportunities to develop register aspects of literacy which develop through schooling. This means that minority language maintenance often becomes problematic in the area of linguistic aspects of literacy, discussed here in terms of academic register. Given the limited opportunities, it is important to discover the extent to which academic register develops in minority-language children. To do so, it is first necessary to describe the academic register of the minority language, and then to develop instruments to measure its development. This paper looks at the means developed by the authors to accomplish these two tasks in a study of Spanish-English biliteracy in Australia. The task of description was performed by comparing school textbooks from early primary and mid-secondary schooling; and the task of instrumentation by developing register-sensitive multiple-choice cloze tests.

99–177 González González, Paz (Vrije Universiteit Amsterdam). Learning a second language in a third language environment. *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **59** (1998), 31–40.

There has been a long tradition of concern with the 'good language learner' in second language research. One approach is to compare the performance of experienced language learners with people who have had less experience with languages. The present study provides comparable data for second- (L2) and third-language (L3) learners of English. It is hypothesised that L3 learners of English will learn the language with more facility and perhaps with more proficiency than L2 learners of English. The data were collected in two high schools in Amsterdam, where 30 immigrant (L3 learners) and 30 Dutch (L2 learners) students were tested on their knowledge of English with a C-test. They also answered questions about their personal status and language abilities. The scores were submitted to statistical analysis (the T-test for independent groups) to test for any significant difference between the groups. The tests were first scored through exact scoring; the T-test was then applied, and showed the bilinguals scoring significantly better than the monolinguals. The answers to the questionnaires were also investigated for any correlations with the C-test results. In addition, the tests were scored through acceptable scoring, which, although no longer significant, still showed the superiority of the immigrant-bilinguals. Despite the negative effects of some of the socio-economic educational factors affecting the performance of ethnic minority students in Holland, they still have a better aptitude for learning a third language.

99–178 Gupta, Anthea Fraser (U. of Leeds, UK). When mother-tongue education is *not* preferred. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **18**, 6 (1997), 496–506.

It is argued in this article that in some language situations primary education in the mother tongue may *not* be desirable. A number of factors may militate against education in the mother tongue: (1) difficulty in determining the mother tongue–especially a problem in multilingual settings where children grow up with multiple mother tongues; (2) definition of a 'language'–mother tongues may be deemed to be the standard variety; and (3) social and ethnic divisiveness of mother tongue education. In multilingual settings the maintenance of social cohesiveness may be of more importance than the benefit of mother-tongue education. It is argued that, where patterns of language use are linked to social class, mother-tongue education could further diminish access to power structures by underprivileged groups. Ideological issues can be resolved only in the context of the particular social and political situation. It is concluded that there is no general rule that primary education should be in the mother tongue.

99–179 Huibregtse, Ineke (Universiteit Utrecht, Netherlands), **de Bot, Kees, Coleman, Loes and Westhoff, Gerard**. Een evaluatie van tweetalig voortgezet onderwijs in Nederland. [An evaluation of immersion education in Dutch secondary schools.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 219–28.

Since 1991, an increasing number of Dutch secondary schools have been offering a bilingual programme (Dutch-English) in the first four years of pre-university education. In 1995 a longitudinal evaluation study of this type of education was started. In this paper the first results of a part of this study are presented. The data concern the testing of the size of passive word knowledge, measured during two consecutive school years by means of a yes/no-test. The test results of the experimental groups are compared with scores of control groups. The results indicate that the experimental groups have a larger passive vocabulary, but no differences can be found between experimental and control groups in the *growth* of the passive vocabulary.

99–180 Kenner, Charmian (Thames Valley U., UK). Keeping the door open for biliteracy: how can

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schools support parents and children? *Language Issues* (Birmingham, UK), **10**, 1 (1998), 4–7.

This article focuses on the issue of bilingual literacy in schools and considers the attitudes of both parents and children to developing early biliteracy. Two case studies are presented in order to highlight factors which could affect the acquisition of literacy in first and second languages in primary education. Two pre-school children of a similar age, both brought up in England, are pinpointed, and significant information about their families and background is given. Following this, the involvement of parents in and the reaction of children to a biliteracy development project are described. The help of parents in transcribing nursery school posters and displays was requested, and parents attended group writing sessions where children's attitudes to the presence of their first language in the nursery classroom was assessed. It was found that both the children, despite being from different cultural backgrounds, responded very positively to having their first language represented at school, and developed an interest in becoming literate in their mother tongue as well as in English. It is suggested that practical and psychological encouragement of biliteracy could contribute both to the development of a healthy cultural identity and to learning outcomes in general.

99–181 Kolsters, Bob (Utrecht, Netherlands). Tweetaligheid en alfabetisering van doven. [Bilingualism and literacy of the deaf.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **59** (1998), 9–18.

Schools for the deaf in the Netherlands are currently looking for ways of converting their current education into bilingual education. The first language of prelingual deaf children in the Netherlands is Sign Language of the Netherlands (SLN); their second language is Dutch. The first part of this paper examines the bilingual situation of prelingual deaf children with the help of a theoretical framework designed by J. Cummins and a model designed by J. Kurvers. Cummins' theoretical framework takes a thorough look at language development in different bilingual situations. Kurvers' model examines the different routes to literacy for bilinguals. Both theories support the view that, in order to stimulate development of the first and second language, sign language should be the language of instruction in schools for the deaf as well as the language in which prelingual deaf children obtain literacy. Since this implies the use of a notation system for sign language in deaf education, the second part of the paper deals with the design of a prototype of an educational method that stimulates metalinguistic knowledge with the help of such a notation system.

99–182 Taura, Hideyuki (Osaka Intercultural Academy, Japan). Bilingual dual coding in Japanese returnee students. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 1 (1998), 47–70.

A controversial issue in research on bilingual memory concerns whether two languages are stored interdependently or independently. The study reported here investigates the effects (if any) of second language (L2) acquisition age, the length of exposure to the L2, and Japanese language specificity on the bilingual dual coding hypothesis proposed by Paivio & Desrochers (1980). Balanced Japanese-English bilingual subjects were presented with (a) pictures to be labelled in English, (b) Japanese words to be translated into English, and (c) English words to be copied as they were. Later without warning they were tested to recall the generated English words. The results showed a 3.7:3.2:1.0 ratio for pictorial:translation:copy encoding conditions, which is supportive of the bilingual dual coding hypothesis. Both the small pictorial-translation ratio difference and the high ratio for translation were interpreted as caused by Japanese language specific effects–logographic features. No length of residence effects were observed. The onset age of L2 acquisition proved to be a significant factor, which added an extension to Arnedt & Gentile's (1986) 'manner'-proficiencies of first (L1) and second language prior to formal schooling, as well as the language sequence in schooling (L1 to L2 or L2 to L1), which should be considered in the bilingual dual coding framework.

99–183 Taylor, Shelley K. (Ontario Inst. for Studies in Ed., Toronto U., Canada). Beyond belief: variance in models of content-based instruction and school success among minority language learners. *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **67** (1998), 61–83.

This article presents a comparison of the effectiveness of two models of teaching for minority language children, the *immersion* and the *submersion* model, drawing on case studies. Following information on numbers and education of minority language children in the North American and European state education systems, the two models are discussed. Two case studies are presented: the first of a Cantonese-speaking minority language child in a French immersion programme, the second of a Kurdish-speaking child in a Danish mainstream school. In the immersion model, where all students begin at a similar level of second language competence, competence in the first language is valued, there are many contextual and paralinguistic cues which scaffold and shelter the content information taught, and the goal is additive bilingualism. The child following this programme showed linguistic, social and academic progress. In submersion education, minority language children are placed in mainstream education with speakers of the majority language, there is little sheltering of information, and the goal is subtractive bilingualism. The child following this programme appeared to be experiencing greater difficulties. In the concluding discussion, it is suggested that the methods of immersion education are more appropriate in the teaching of minority language students.

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