

**00-702 Stevens, Gillian** (U. of Illinois at Urbana-Champaign, USA; Email: gstevens@uiuc.edu). Age at immigration and second language proficiency among foreign-born adults. *Language in Society* (Cambridge, UK), **28**, 4 (1999), 555-78.

Sociologists typically assume that immigrants' acquisition of English as a Second Language follows the opportunities and motivations to become proficient in English, while many linguists argue that second language acquisition may be governed by maturational constraints, possibly biologically based, that are tied to the age at onset of language learning. This article uses U.S. census data to investigate the relationship between age at onset of second language learning and levels of English language proficiency among foreign-born adults in the United States. The overarching conclusion is that proficiency in a second language among adults is strongly related to age at immigration. Part of that relationship is attributable to social and demographic considerations tied to age at entry into a new country, and part may be attributable to maturational constraints.

**00-703 Toohy, Kelleen, Waterstone, Bonnie and Julé-Lemke, Allyson** (Simon Fraser U., Canada). Community of learners, carnival, and participation in a Punjabi Sikh classroom. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 3 (2000), 421-36.

This paper examines classroom activities engaged in by more and less experienced speakers of English and discusses how relationships between those speakers are implicated in their speech activities. The pivotal role of social interaction in learning has been well formulated by sociocultural researchers, including Vygotsky (1978) and, more recently, Rogoff (1994). Bakhtin's (1984) notion of carnival also contributes to the present discussion of how social relations in the particular Punjabi Sikh classroom investigated facilitate or constrain the participation of classroom members. Three occasions in the life of this Grade 1 classroom are examined: a common, teacher-directed interaction (Initiation-Response-Evaluation sequence); an excerpt of children at play; and a playful interaction between an adult and a group of children. This study suggests that a certain type of adult participation may facilitate opportunities for children's participation in community activities and for learning.

## Sociolinguistics

**00-704 Chavez, Monika** (U. of Wisconsin-Madison, USA). Teacher and student gender and peer group gender composition in German foreign language classroom discourse: an exploratory study. *Journal of Pragmatics* (Amsterdam, The Netherlands), **32**, 7 (2000), 1019-58.

In recent years, issues of gender have gained greater prominence in second language (L2) research.

However, gender has received little or no attention in the study of classroom discourse, despite the fact that communication in the L2 often is both the means and the goal of language instruction. This exploratory study draws on gender-related research in first and second language, as well as on student self-reported data (via 201 questionnaire responses from university students of German in the U.S.A.), to outline specific points for further, observational investigations of the effects of student, peer group, and teacher gender.

**00-705 Ntlhakana, Pearl** (U. of Central England, UK). People's English. *English Today* (Cambridge, UK), **16**, 2 (2000), 11-17.

This article examines the impact of a new language policy on English in education in South Africa. Although a multilingual language policy recognising eleven languages has been in place since 1994, English remains the dominant language in public domains. Under apartheid the medium of education varied according to race and place of residence. English language teaching in black schools was of a comparatively low standard because it was under-funded, under-staffed and under-resourced. While these issues are being redressed, there has as yet been little impact on current education trends. Black students tend to apply to new 'black universities' with few of them matriculating for the established 'white universities' because of poor competence in English. It is suggested that improved teaching and access to native varieties of English is leading to the development of a new variety, 'People's English', or Black South African English (BSAE). As the status of BSAE has improved, it has been cited as a threat to white South African English. However, the author concludes that as English language teaching improves and BSAE becomes more widely spoken it will move closer to standard South African English.

**00-706 Thibault, Pierrette and Sankoff, Gillian** (U. of Montreal, Canada). L'évaluation du français des jeunes Anglo-montréalais par leurs pairs francophones. [Evaluation of young anglophone Montrealers' French by their francophone peers.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 2 (1999), 245-81.

This article analyses the reactions of 116 francophone Montrealers to the recorded speech of English speakers using French. Adapting the classical 'matched guise' approach, where judgements are made on the same voices disguised under different accents, the test was built around stylistic rather than dialectal variation, using reading and conversational segments from the same speakers. The researchers were mainly interested in finding out which linguistic traits of speech triggered the judgements on the speakers' competence and to what extent they met the judges' expectations with regard to their job suitability. It appears that practically all the 14 linguistic variables considered were strongly

correlated with judgements of competence in French. As for reading and spoken segments, they were judged similarly, which suggests that articulatory and prosodic features play a prominent role, while French grammatical errors do not appear to do so.

### Pragmatics

**00-707 Rose, Kenneth R.** (City U. of Hong Kong; Email: ken.rose@cityu.edu.hk). An exploratory cross-sectional study of interlanguage pragmatic development. *Studies in Second Language Acquisition* (New York, USA), **22**, 1 (2000), 27-67.

This paper reports the results of an exploratory cross-sectional study of pragmatic development among three groups of primary school students in Hong Kong who completed a cartoon oral production task designed to elicit requests, apologies, and compliment responses. The first two of these speech acts are among the most well represented in the pragmatics literature and are also included in the Hong Kong English language syllabus for primary schools. The latter has also been studied extensively but is not part of the syllabus. Data were collected in Cantonese using the same instrument. Although a number of developmental patterns are revealed—particularly in choice of request strategy, frequency of supportive moves, and use of adjuncts with apologies and compliment responses—there is little evidence of sensitivity to situational variation or pragmatic transfer from Cantonese. This study adds to the small, but growing, body of research on pragmatic development in a second language.

### Applied linguistics

**00-708 de Bot, Kees** (U. of Nijmegen, The Netherlands). Psycholinguistics in applied linguistics: trends and perspectives. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 224-37.

This article addresses the relationship between two major terms, psycholinguistics and applied linguistics, and in the process, explores key issues in multilingual processing. A selection of topics is discussed to show the potential of connecting theories and models from other fields to the psycholinguistic study of multilingual processing. The article concentrates on a few issues expected to be high on the psycholinguistic research agenda for the coming decade, including cognitive processes and second language acquisition (SLA), socio-psychological factors in language processing, language processing and language testing, sign language and multilingual processing, and the neuro-imaging of multilingual processing. Before addressing each topic in turn, three central issues from the current literature on bilingual processing are noted briefly in order to set the stage.

**00-709 Larsen-Freeman, Diane** (School for International Training, Vermont, USA). Second language acquisition and applied linguistics. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 165-81.

This article first makes some introductory remarks about the second language acquisition (SLA) process and the differential success of second language learners. The author next discusses the fundamental challenges that this characterisation faces, treating in turn the language acquisition process, the language learner, and language itself. She then says what contributions she thinks SLA is capable of in the coming decade; and also notes the main obstacles confronting it. The author concludes by nominating topics for a training and development curriculum for future applied linguists from an SLA perspective. The article is followed by both an annotated and unannotated bibliography.

**00-710 Scovel, Thomas** (San Francisco State U., USA). A critical review of the critical period research. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 213-23.

The critical period hypothesis (CPH) continues to generate interest among researchers, practitioners and the general public. The pervading belief that younger is better in language learning has directly or indirectly influenced language teaching methodology, and had an enormous impact on language planning, over the past twenty years. This paper considers various issues concerning the CPH and reviews the relevant research. The central question is whether the preponderance of evidence supports the CPH. It is argued that a belief in some version of the hypothesis presently represents the majority opinion, with a succession of new research substantiating some aspect of the hypothesis. Evidence for, specifically, a critical period for accentless speech and morpho-syntactic competence is reviewed, and finally consideration is given to the question of how age-related differences in second language acquisition can be explained. In conclusion, the author advises that conflicting evidence and contrasting viewpoints mean caution should be practised in translating CPH research findings into personal practice or public policy.

**00-711 Swain, Merrill** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). French immersion research in Canada: recent contributions to SLA and applied linguistics. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 199-212.

This paper considers the contributions made to our understanding of second language acquisition (SLA) and to the broader field of applied linguistics by recent research conducted in French immersion (FI) programmes in Canada. With regard to applied linguistics, it is claimed that immersion education has heightened our recognition of the influence of societal conditions on outcomes of bilingual education (in particular the importance of the distinction between minority and majority