

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

language groups), and has shown how bilingual education can be adapted to serve different purposes. The contributions of knowledge and research methodologies from other disciplines have been demonstrated in the FI literature; and, conversely, FI has been shown to contribute directly to various sub-fields of applied linguistics. It is argued that our understanding of SLA has been enhanced with respect to output, negative feedback, focus on form, role of first language, age, and language testing, and relevant research is reviewed. The paper mentions some of the obstacles that may be faced in Canada in continuing research in FI education (both as a result of political changes and the perceived 'normalcy' of FI), and briefly looks ahead to research in this field over the next decade.

00-712 Tarone, Elaine (U. of Minnesota, USA). Still wrestling with 'context' in interlanguage theory. *Annual Review of Applied Linguistics* (New York, USA), 20 (2000), 182-98.

A major issue in second language acquisition (SLA) research is to identify the role of social context in

influencing the process of acquisition. Should a theory of SLA account only for psycholinguistic processes involved in acquiring an interlanguage (IL), or should it also account for social and sociolinguistic factors which influence the psycholinguistic processes? This paper first summarises the problem, namely the accusation that SLA research ignores social context. It is argued that whilst there is a growing subset of SLA research into the impact of social factors on acquisition, there is minimal overlap between this area of research and mainstream SLA research, which is concerned with cognitive factors. It is also the case that research from a sociolinguistic perspective tends to focus on second language (L2) use rather than acquisition. The paper reviews research which demonstrates the impact of social factors. Evidence is considered which addresses three questions: whether IL grammar varies in different social settings; how social context influences input to L2 learners; and whether, if the social setting changes altogether, the way the learner acquires L2 will change much. The article is followed by both an annotated and unannotated bibliography.