Language and Cognition (Cambridge, UK), **3**, 1 (2000), 37–54.

In this article, the author addresses the question of how the mind represents two languages in simultaneous bilingualism. Some linguistic theories of intrasentential code switching are reviewed, with a focus on the Minimalist approach of MacSwan (1999); the author concludes that evidence from code switching suggests that bilinguals have discrete and separate Lexicons for the languages they speak, each with its own internal principles of word formation, as well as separate phonological systems. However, the author argues that computational resources common to the two languages generate monolingual and bilingual syntactic derivations alike. Advantages of the Minimalist Program for the analysis of code switching data are discussed at some length.

01–159 Meador, Diane, Flege, James E. (U. of Alabama at Birmingham, USA; *Email*: jeflege@uab.edu) **and Mackay, Ian R. A.**. Factors affecting the recognition of words in a second language. *Bilingualism: Language and Cognition* (Cambridge, UK), **3**, 1 (2000), 55–67.

The study reported here examined the recognition of English words by groups of native speakers of Italian who differed in age of arrival in Canada and amount of continued native language use. The dependent variable was the number of words correctly repeated in English sentences presented in noise. Significantly higher word recognition scores were obtained for early than late bilinguals, and for early bilinguals who used Italian seldom than for early bilinguals who used Italian relatively often. A hierarchical regression analysis showed that the native Italian participants' ability to perceive English vowels and consonants accounted for a significant amount of variance in the word-recognition scores independently of age of arrival, amount of first language use, and length of residence in Canada. The native language use effect was interpreted to have arisen from differences in the extent to which the early bilinguals' Italian phonetic system influenced the representations they developed for English vowels and consonants.

01–160 Roberts, Gareth (U. of Wales Bangor, Wales, UK; *Email*: eds053@bangor.ac.uk). Bilingualism and number in Wales. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **3**, 1 (2000), 44–56.

There is a considerable body of research in the general area of language and mathematics. By contrast, there is little systematic research into number usage in bilingual contexts. This paper explores a particular context, that of the use of number in bilingual Wales. Speakers of Welsh in Wales have a number of systems available to them when they refer to numbers. The choice of system by individuals is determined by a mixture of historical and social factors. The systems are explained in the paper, and their use is compared within different domains, including religion, broadcasting and the media, education, business and commerce and everyday conversational contexts. The notion of mathematical multilingualism is explored within this framework.

01–161 Sanz, Cristina (Georgetown U., USA; *Email*: sanzc@gusun.georgetown.edu). Bilingual education enhances third language acquisition: evidence from Catalonia. *Applied Psycholinguistics* (Cambridge, UK), **21**, 1 (2000), 23–44.

Studies on the acquisition of a third language in a bilingual context have shown that literacy in two languages facilitates the acquisition of a third. The study reported here seeks to contribute to this line of research by comparing the acquisition of English as a third language by Catalan/Spanish bilingual high school students in an immersion programme with the acquisition of English by Spanish monolinguals. Data from 201 participants were submitted to a hierarchical multiple regression analysis, rendering results which show that bilingualism indeed has a positive effect on the acquisition of a third language. The evidence is discussed from a cognitive perspective.

Sociolinguistics

01–162 Evans, Stephen (Hong Kong Polytechnic U.). Workplace communication in a time of transition: the case of Hong Kong's construction industry. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 57–78.

The study reported in this article was conducted in response to the clear need for up-to-date descriptions of language use and language needs in Hong Kong's business sector. The objective of the study was to investigate the use of English, Cantonese and written Chinese in the territory's construction industry, which is one of the key sectors of Hong Kong's economy. The study was carried out in the final months of British rule, and thus provides a 'snapshot' of workplace language use in this important sector in the final stage of Hong Kong's transition from British to Chinese rule. The findings, based on a questionnaire survey of 150 engineers working in the construction field, show that English is the principal language of record and formal written communication in the workplace. Written Chinese tends to be restricted to informal interpersonal communication and bilingual documents such as notices and newsletters. Cantonese is the usual medium of everyday spoken communication, while spoken English appears to be restricted to more formal workplace communication, particularly situations where expatriates are present. Most of the participants felt that Putonghua and written Chinese would become increasingly important in Hong Kong's construction

https://doi.org/10.1017/S0261444800016141 Published online by Cambridge University Press

industry. However, a substantial percentage thought that the importance of English would not diminish in the years after 1997.

01–163 Kouritzin, Sandra (U. of Manitoba, Winnipeg, Canada). Immigrant mothers redefine access to ESL classes: contradiction and ambivalence. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **21**, 1 (2000), 14–32.

Studies examining the accessibility of English as a Second Language (ESL) classes for adults have tended to look at factors such as time, resource, economic or geographic constraints, thereby conflating access with availability. This article argues that access is a much more complex notion, one perhaps more personal, and less amenable to solution, than previously assumed. Access needs to be understood within and against the socially constructed identities and roles of the learners. The author explores through five individual stories, examples drawn from life-history interviews with nineteen non-English-speaking immigrant mothers of schoolchildren, how a variety of themes related to ambivalence and contradiction have complicated their access to English-language classes, and suggests some tentative implications for education and research.

01–164 Stone, Raymond (Hong Kong Baptist U.). English in Hong Kong: word knowledge skills of science undergraduates. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 93–100.

The standard of English in Hong Kong is an item of considerable public discussion. This paper examines the English language standard of a group of Hong Kong science undergraduates using the ACER Word Knowledge Test Form F. The results show a significant difference in apparent English skill levels between Hong Kong, American and Australian students. The results, although exploratory, have implications for universities regarding the use of English as a medium of instruction and the development of human resources to meet the needs of Hong Kong's hi-tech industries.

01–165 Sun, Susan (Auckland Inst. of Technology, New Zealand). The New Zealand-born Chinese community of Auckland: aspects of language maintenance and shift. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 1–14.

Previous research carried out within the New Zealand-born Chinese community of Wellington attempted to describe patterns of language maintenance and shift (Roberts *et al.*, 1991), and found that the pattern for the community was one of steady language shift from Cantonese to English marked by fairly consistent community efforts to maintain some capability in the language. Roberts also reported on the community's attitudes to language maintenance education. Using Roberts' questionnaires (with slight modification), the study reported here focused on Auckland, which has in recent years emerged as the biggest centre of Chinese in New Zealand. It was found that Roberts' findings mostly hold true for the Auckland New Zealand-born Chinese community, especially regarding patterns of childhood language use, and attendance at language maintenance schools and its correlation with current proficiency levels. However, there do not seem to be consistent community efforts to maintain the language in Auckland. On issues such as Chinese language being taught in the school system, Chinese culture and identity, the Auckland respondents have less favourable attitudes overall than the Wellington respondents.

01–166 Waxman, Peter (U. of Technology, Sydney, Australia). The impact of English language proficiency on the adjustment of recently arrived Iraqi, Bosnian and Afghan refugees in Sydney. *Prospect* (Macquarie U., Sydney, Australia), **15**, 1 (2000), 4–22.

The purpose of this article is to present and analyse the impact of English language proficiency and information sources on the multidimensional settlement adjustment process of recently arrived refugees in Sydney from three emerging communities: Bosnians, Afghans and Iraqis. The analysis was based on data collected from a survey administered in the native language of each of the three cohorts. English language proficiency was self-assessed and defined by four macro-skills: listening, reading, speaking and writing, with a focus on difficulties concentrated in the last two cited skills. The Afghans professed the highest level of English proficiency, which may be the result of having had the longest period of residence in Australia. Contrary to previous studies, there was no significant difference between genders and the level of total English proficiency, explained, perhaps, by little difference in socio-economic status and education among the men and women surveyed. There was a significant direct association between attendance at English language classes and the frequency of the English media usage; the level of English language competency; pursuance of further studies; and current employment status. Furthermore, those more proficient in English experienced a better state of general health and mental health. A high level of resident segregation was found in low-cost and low-income suburbs, with a high non-English-speaking population. This residential concentration, combined with their closest friends being of a similar ethnic background, restrains social mobility and inhibits access to the primary labour market.

01–167 Whelpton, John (Lui Ming Choi Sec. School, Shatin, Hong Kong). Cantonese, English and Putonghua in a Hong Kong secondary school: language use and language attitudes. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **4**, 2 (1999), 79–92.

https://doi.org/10.1017/S0261444800016141 Published online by Cambridge University Press

This article presents a case study of the roles of Putonghua, English and Cantonese in a Hong Kong secondary school ideologically committed to the promotion of Putonghua, and relates this to the general problem of the relative position of the different languages in Hong Kong. It examines the history of language policy in the school, in which the author himself once worked, and presents the results of a questionnaire survey of the practice and opinions of current members of staff. Efforts to promote a Putonghua-speaking atmosphere, like those to promote English, have to a large extent been frustrated by the strong attachment to Cantonese of an overwhelmingly Cantonese-speaking school community. The existing pattern of language use is similar to that in many Hong Kong educational institutions and workplaces and would be very difficult to change without the presence of a significant proportion of non-Cantonese speakers within the institution.

https://doi.org/10.1017/S0261444800016141 Published online by Cambridge University Press