SSLA, **26**, 507–512. Printed in the United States of America.
DOI: 10.1017/S0272263104043074

PUBLICATIONS RECEIVED

BOOKS

Brisk, M. E., Burgos, A., & Hamerla, S. (2004). *Situational context of education: A window into the world of bilingual learners*. Mahwah, NJ: Erlbaum. Pp. xvii + 246. $24.50 paper.

Hickey, R. (2003). *Corpus Presenter: Software for language analysis—With a manual and "A corpus of Irish English" as sample data*. Amsterdam: Benjamins. Pp. x + 292. $114.00 cloth.

Macaro, E. (2003). *Teaching and learning a second language*. New York: Continuum. Pp. xvi + 284. $125.00 cloth, $29.95 paper.

Marinis, T. (2003). *The acquisition of the DP in Modern Greek*. Amsterdam: Benjamins. Pp. xiii + 259. $126.00 cloth.

Matthews, P. H. (2003). *Linguistics: A very short introduction*. Oxford: Oxford University Press. Pp. xiii + 134. $9.95 paper.

Sánchez, L. (2003). *Quechua-Spanish bilingualism: Interference and convergence in functional categories*. Amsterdam: Benjamins. Pp. vii + 187. $119.00 cloth.

JOURNALS

Anthropological Linguistics 45 (2). (2003). Ingram, A. "The morphosyntax of classifiers in Anamuxra: Details of a multiple classifier system" (129–168); Payne, D. L. "Maa color terms and their use as human descriptors" (169–200); Proulx, P. "The evidence on Algonquian genetic grouping: A matter of relative chronology" (201–225); Sharifian, F., & Lotfi, A. R. "'Rices' and 'waters': The mass-count distinction in Modern Persian" (226–244).

Applied Language Learning 13 (2). (2003). Leow, R. P., Egi, T., Nuevo, A. M., & Tsai, Y.-C. "The roles of textual enhancement and type of linguistic item in adult L2 learners' comprehension and intake" (93–108); Wong, W. "Textual enhancement and simplified input: Effects on L2 comprehension and acquisition of nonmeaningful grammatical form" (109–132); Barcroft, J. "Distinctiveness and bidirectional effects in input enhancement for vocabulary learning" (133–159); Dabrowski, R. "Survey of USAF officers who speak a foreign language" (161–182); Brantmeier, C. "Language skills or passage content? A comparison of native and nonnative male and female readers of Spanish" (183–205).

Applied Linguistics 25 (1). (2004). Gardner, D. "Vocabulary input through extensive reading: A comparison of words found in children's narrative and expository reading materials" (1–37); Grant, L., & Bauer, L. "Criteria for re-defining idioms: Are we barking up the wrong tree?" (38–61); Carter, R., & McCarthy, M. "Talking, creating: Interactional language, creativity, and context" (62–88); White, H. D. "Citation analysis and discourse analysis revisited" (89–116).

English Today 19 (4). (2003). Taavitsainen, I., & Pahta, P. "English in Finland: Globalisation, language awareness, and questions of identity" (3–15); Dimova, S. "Teaching and learning English in Macedonia" (16–22); Chen Eoyang, E. "English as a postcolonial tool" (23–29); Qiang, N., & Wolff, M. "The Chinglish syndrome: Do recent developments endanger the language policy of China?" (30–35); Zhu, H. "Globalization and the new ELT challenges in China" (36–41); Yun, W., & Jia, F. "Using English in China" (42–47); Ross, N. J. "Ensnared by the web of words" (48–53); Blaisdell, B. "Shame" (54–56); Rastall, P. "Following the signs: English road hieroglyphs?" (57–59).

Journal of Child Language 30 (4). (2003). Feldman, A., & Menn, L. "Up close and personal: A case study of the development of three English fillers" (735–768); Leonard, L. B., Deevy, P., Miller, C. A., Charest, M., Kurtz, R., & Rauf, L. "The use of grammatical morphemes reflecting aspect and modality by children with specific language impairment" (769–795); Demuth, K., Machobane, M., & Moloi, F. "Rules and construction effects in learning the argument structure of verbs"

© 2004 Cambridge University Press 0272-2631/04 $12.00

https://doi.org/10.1017/S0272263104263070 Published online by Cambridge University Press

(797–821); Kemler Nelson, D. B., Herron, L., & Holt, M. B. "The sources of young children's name innovations for novel artifacts" (823–843); Armon-Lotem, S., & Berman, R. A. "The emergence of grammar: Early verbs and beyond" (845–877); Mazzocco, M. M. M., Myers, G. F., Thompson, L. A., & Desai, S. S. "Possible explanations for children's literal interpretations of homonyms" (879–904); Sabbagh, M. A., Wdowiak, S. D., & Ottaway, J. M. "Do word learners ignore ignorant speakers?" (905–924).

Language 79 (4). (2003). Newmeyer, F. J. "Grammar is grammar and usage is usage" (682–707); Bickel, B. "Referential density in discourse and syntactic typology" (708–736); Blevins, J. P. "Stems and paradigms" (737–771).

Language in Society 33 (1). (2004). Ferrer, R. C., & Sankoff, D. "The Valencian revival: Why usage lags behind competence" (1–31); Cromdal, J. "Building bilingual oppositions: Code-switching in children's disputes" (33–58); Eisenlohr, P. "Register levels of ethno-national purity: The ethnicization of language and community in Mauritius" (59–80); Sturtz Sreetharan, C. "Students, *Sarariiman* (pl.), and seniors: Japanese men's use of 'manly' speech register" (81–107).

Language Testing 21 (1). (2004). Kozaki, Y. "Using GENOVA and FACETS to set multiple standards on performance assessment for certification in medical translation from Japanese into English" (1–27); Qian, D. D., & Schedl, M. "Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance" (28–52); Pae, T.-I. "DIF for examinees with different academic backgrounds" (53–73); Lee, Y.-W. "Examining passage-related local item dependence (LID) and measurement construct using Q_3 statistics in an EFL reading comprehension test" (74–100).

Modern Language Journal 88 (1). (2004). Silva, T., & Leki, I. "Family matters: The influence of applied linguistics and composition studies on second language writing studies—Past, present, and future" (1–13); Toth, P. D. "When grammar instruction undermines cohesion in L2 Spanish discourse" (14–30); Ayoun, D. "The effectiveness of written recasts in the second language acquisition of aspectual distinctions in French: A follow-up study" (31–55); Chan, A. Y. W. "Syntactic transfer: Evidence from the interlanguage of Hong Kong Chinese ESL learners" (56–74); Potowski, K. "Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and heritage language maintenance" (75–101); Yu, M.-C. "Interlinguistic variation and similarity in second language speech act behavior" (102–119).

Mufwene, S. S. (Ed.). (2003). *Symposium on approaches to change in American English* [Special issue]. *World Englishes* 22 (4). Tillery, J., & Bailey, G. "Approaches to real time in dialectology and sociolinguistics" (351–365); Mufwene, S. S., & Pargman, S. "Competition and selection in the development of American Englishes" (367–375); Kretzschmar, W. A., Jr., & Tamasi, S. "Distributional foundations for a theory of language change" (377–401); Halliday, M. A. K. "Written language, standard language, global language" (405–418); Bamgbose, A. "A recurring decimal: English in language policy and planning" (419–431); Hasan, R. "Globalization, literacy, and ideology" (433–461); Mesthrie, R. "The world Englishes paradigm and contact linguistics: Refurbishing the foundations" (449–461); De Klerk, V. "Towards a norm in South African Englishes: The case for Xhosa English" (463–481); Matsuda, A. "The ownership of English in Japanese secondary schools" (483–496); Kachru, Y. "On definite reference in world Englishes" (497–510); Kouega, J.-P. "Word formative processes in Camfranglais" (511–538).

Oral proficiency testing [Special issue]. (2003). *Foreign Language Annals* 36 (4). Liskin-Gasparro, J. E. "The ACTFL proficiency guidelines and the Oral Proficiency Interview: A brief history and analysis of their survival" (483–490); Malone, M. E. "Research on the Oral Proficiency Interview: Analysis, synthesis, and future directions" (491–497); Chalhoub-Deville, M., & Fulcher, G. "The Oral Proficiency Interview: A research agenda" (498–506); Surface, E. A., & Dierdorff, E. C. "Reliability and the ACTFL Oral Proficiency Interview: Reporting indices of interrater consistency and agreement for 19 languages" (507–519); Swender, E. "Oral proficiency testing in the real world: Answers to frequently asked questions" (520–526); Luecht, R. M. "Multistage complexity in language proficiency assessment: A framework for aligning theoretical perspectives, test development, and psychometrics" (527–535); Kagan, O., & Friedman, D. "Structure and complexity of oral narratives in advanced-level Spanish: A comparison of three learning backgrounds" (546–554); Watanabe, S. "Cohesion and coherence strategies in paragraph-length and extended discourse in Japanese Oral Proficiency Interviews" (555–565); Herzog, M. "Impact of the proficiency scale and the Oral Proficiency Interview on the foreign language program at the Defense Language Institute Foreign Language Center" (566–571); Norris, J. M., & Pfeiffer, P. C. "Exploring the uses and usefulness of the ACTFL oral proficiency ratings and standards in college foreign language departments" (572–581); Rifkin, B. "Oral proficiency learning outcomes and curricular design" (582–588).

https://doi.org/10.1017/S0272263104263070 Published online by Cambridge University Press

Oxford, R. L. (Ed.). (2003). *Language learning styles and strategies* [Special issue]. *International Review of Applied Linguistics in Language Teaching* 41 (4). Oxford, R. L. "Language learning styles and strategies: Concepts and relationships" (271–278); Cohen, A. D. "The learner's side of foreign language learning: Where do styles, strategies, and tasks meet?" (279–291); Yang, N.-D. "Integrating portfolios into learning strategy–based instruction for EFL college students" (293–317); Allen, S. "An analytic comparison of three models of reading strategy instruction" (319–338); Lan, R., & Oxford, R. L. "Language learning strategy profiles of elementary school students in Taiwan" (339–379); Yamamori, K., Isoda, T., Hiromori, T., & Oxford, R. L. "Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time" (381–409).

Revue PArole 25/26. (2003). Barkat-Defradas, M., Vasilescu, I., & Pellegrino, F. "Stratégies perceptuelles et identification automatique des langues: application au continuum dialectal arabe" (1–44); de Mattos Pimenta Parente, M. A., Geiger, L., Dunbar, H., & Nespoulous, J.-L. "The role of phonological loop components on children's story recall during the first years of schooling" (45–74); Detey, S., "Invariance, variations et 'centration cognitive': quelles nécéssités pour la didactique des langues?" (75–115).

Second Language Research 20 (1). (2004). Park, H. "A minimalist approach to null subjects and object in second language acquisition" (1–32); Larson-Hall, J. "Predicting perceptual success with segments: A test of Japanese speakers of Russian" (33–76).

TESOL Quarterly 37 (4). (2003). Nunan, D. "The impact of English as a global language on educational policies and practices in the Asia-Pacific region" (589–613); Higgins, C. "'Ownership' of English in the outer circle: An alternative to the NS-NNS dichotomy" (615–644); Nassaji, H. "L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing" (645–670); Liu, D. "The most frequently used spoken American English idioms: A corpus analysis and its implications" (671–700).

EDITED VOLUMES

Bhatia, T. K., & Ritchie, W. C. (Eds.). (2004). *The handbook of bilingualism*. Oxford: Blackwell. Pp. xvii + 884. $139.95 cloth. Bhatia, T. K., & Ritchie, W. C. "Introduction" (1–2); Edwards, J. V. "Foundations of bilingualism" (7–31); Grosjean, F. "Studying bilinguals: Methodological and conceptual issues" (32–63); Ijalba, E., Obler, L. K., & Chengappa, S. "Bilingual aphasia" (71–89); Meisel, J. M. "The bilingual child" (91–113); Butler, Y. G., & Hakuta, K. "Bilingualism and second language acquisition" (114–144); Muysken, P. "Two linguistic systems in contact: Grammar, phonology, and lexicon" (147–168); Kroll, J. F., & Dussias, P. E. "The comprehension of words and sentences in two languages" (169–200); Costa, A. "Speech production in bilinguals" (201–223); Heredia, R. R., & Brown, J. M. "Bilingual memory" (225–249); Altarriba, J., & Morier, R. G. "Bilingualism: Language, emotion, and mental health" (250–280); MacSwan, J. "Code switching and grammatical theory" (283–311); Berent, G. P. "Sign language–spoken language bilingualism: Code mixing and mode mixing by ASL-English bilinguals" (312–335); Ritchie, W. C., & Bhatia, T. K. "Social and psychological factors in language mixing" (336–352); Sachdev, I., & Giles, H. "Bilingual accommodation" (353–378); Romaine, S. "The bilingual and multilingual community" (385–405); Fishman, J. A. "Language maintenance, language shift, and reversing language shift" (406–436); Dorian, N. C. "Minority and endangered languages" (437–459); Mufwene, S. "Multilingualism in linguistic history: Creolization and indigenization" (460–488); Piller, I., & Pavlenko, A. "Bilingualism and gender" (489–511); Bhatia, T. K., & Ritchie, W. C. "Bilingualism in the global media and advertising" (513–546); Genesee, F. "What do we know about bilingual education for majority-language students?" (547–576); Bialystok, E. "The impact of bilingualism on language and literacy development" (577–601); Mackey, W. F. "Bilingualism in North America" (607–641); Escobar, A. M. "Bilingualism in Latin America" (642–661); Tabouret-Keller, A. "Bilingualism in Europe" (662–688); Backus, A. "Turkish as an immigrant language in Europe" (689–724); Kamwangamalu, N. M. "Bi-/multilingualism in Southern Africa" (725–741); Li, D. C. S., & Lee, S. "Bilingualism in East Asia" (742–779); Bhatia, T. K., & Ritchie, W. C. "Bilingualism in South Asia" (780–807); Schlyter, B. "Changing language loyalties in Central Asia" (808–834); Rosenhouse, J., & Goral, M. "Bilingualism in the Middle East and North Africa: A focus on the Arabic-speaking world" (835–868).

Cheng, L., & Watanabe, Y. (Eds.), with Curtis, A. (2004). *Washback in language testing: Research contexts and methods*. Mahwah, NJ: Erlbaum. Pp. xxi + 237. $59.95 cloth, $27.50 paper. Cheng, L., & Curtis, A. "Washback or backwash: A review of the impact of testing on teaching and learning" (3–17); Watanabe, Y. "Methodology in washback studies" (19–36); Andrews, S. "Washback and curriculum innovation" (37–50); Stecher, B., Chun, T., & Barron, S. "The effects of assessment

https://doi.org/10.1017/S0272263104263070 Published online by Cambridge University Press

driven reform on the teaching of writing in Washington state" (53–71); Saville, N., & Hawkey, R. "The IELTS Impact Study: Investigating washback on teaching materials" (73–96); Hayes, B., & Read, J. "IELTS test preparation in New Zealand: Preparing students for the IELTS academic module" (97–111); Burrows, C. "Washback in classroom-based assessment: A study of the washback effect in the Australian Adult Migrant English Program" (113–128); Watanabe, Y. "Teacher factors mediating washback" (129–146); Cheng, L. "The washback effect of a public examination change on teachers' perceptions toward their classroom teaching" (147–170); Qi, L. "Has a high-stakes test produced the intended changes?" (171–190); Ferman, I. "The washback of an EFL national oral matriculation test to teaching and learning" (191–210).

Creese, A., & Martin, P. (Eds.). (2003). *Multilingual classroom ecologies: Inter-relationships, interactions, and ideologies*. Clevedon, UK: Multilingual Matters. Pp. v + 142. $44.95 cloth. Creese, A., & Martin, P. "Multilingual classroom ecologies: Inter-relationships, interactions, and ideologies" (1–7); Skilton-Sylvester, E. "Legal discourse and decisions, teacher policymaking, and the multilingual classroom: Constraining and supporting Khmer/English biliteracy in the United States" (8–24); Martin, P. "Interactions and inter-relationships around text: Practices and positionings in a multilingual classroom in Brunei" (25–41); Jaffe, A. "Talk around text: Literacy practices, cultural identity, and authority in a Corsican bilingual classroom" (42–60); Creese, A. "Language, ethnicity, and the mediation of allegations of racism: Negotiating diversity and sameness in multilingual school discourses" (61–76); Martin, D. "Constructing discursive practices in school and community: Bilingualism, gender, and power" (77–92); Arthur, J. "'Baro Afkaaga Hooyo!' A case study of Somali literacy teaching in Liverpool" (93–106); Martin-Jones, M., & Saxena, M. "Bilingual resources and 'funds of knowledge' for teaching and learning in multiethnic classrooms in Britain" (107–122); Boyd, S. "Foreign-born teachers in the multilingual classroom in Sweden: The role of attitudes to foreign accent" (123–135); Hornberger, N. H. "Afterword: Ecology and ideology in multilingual classrooms" (136–142).

Davies, A., & Elder, C. (Eds.). (2004). *The handbook of applied linguistics*. Oxford: Blackwell. Pp. xvii + 866. $139.95 cloth. Davies, A., & Elder, C. "General introduction: Applied Linguistics—Subject to discipline?" (1–15); Liddicoat, A. J., & Curnow, T. J. "Language descriptions" (25–53); Kirkness, A. "Lexicography" (54–81); Birdsong, D. "Second language acquisition and ultimate attainment" (82–105); Stubbs, M. "Language corpora" (106–132); Trappes-Lomax, H. "Discourse analysis" (133–164); Sutton-Spence, R., & Woll, B. "British Sign Language" (165–186); Giles, H., & Billings, A. C. "Assessing language attitudes: Speaker evaluation studies" (187–209); Schmid, M. S., & de Bot, K. "Language attrition" (210–234); Kramsch, C. "Language, thought, and culture" (235–261); Gardner, R. "Conversation analysis" (262–284); Gibbons, J. "Language and the law" (285–303); Ehrlich, S. "Language and gender" (304–327); McRae, J., & Clark, U. "Stylistics" (328–346); Joseph, J. E. "Language and politics" (347–366); Bolton, K. "World Englishes" (367–396); Rajagopalan, K. "The philosophy of applied linguistics" (397–420); Davies, A. "The native speaker in applied linguistics" (431–450); Edwards, J. "Language minorities" (451–475); Brown, J. D. "Research methods for applied linguistics: Scope, characteristics, and standards" (476–500); Littlewood, W. "Second language learning" (501–524); Ellis, R. "Individual differences in second language learning" (525–551); Barkhuizen, G. "Social influences on language learning" (552–575); Williams, E. "Literacy studies" (576–603); Adamson, B. "Fashions in language teaching methodology" (604–622); Gruba, P. "Computer assisted language learning (CALL)" (623–648); Johnstone, R. "Language teacher education" (649–671); Basturkmen, H., & Elder, C. "The practice of LSP" (672–694); Lotherington, H. "Bilingual education" (695–718); Pauwels, A. "Language maintenance" (719–737); Lo Bianco, J. "Language planning as applied linguistics" (738–762); McNamara, T. "Language testing" (763–783); Pennycook, A. "Critical applied linguistics" (784–807).

Hoffman, C., & Ytsma, J. (Eds.). (2003). *Trilingualism in family, school, and community*. Clevedon, UK: Multilingual Matters. Pp. vi + 242. $89.95 cloth, $39.95 paper. Hoffman, C., & Ytsma, J. "Introduction" (1–7); Aronin, L., & Ó Laoire, M. "Exploring multilingualism in cultural contexts: Towards a notion of multilinguality" (11–29); Olshtain, E., & Nissim-Amitai, F. "Being trilingual or multilingual: Is there a price to pay?" (30–50); Lamarre, P., & Dagenais, D. "Language practices of trilingual youth in two Canadian cities" (53–74); Birken-Silverman, G. "Language crossing among adolescents in a multiethnic city area in Germany" (75–100); Lee, H.-C. "A survey of language ability, language use, and language attitudes of young Aborigines in Taiwan" (101–117); De Houwer, A. "Trilingual input and children's language use in trilingual families in Flanders" (118–135); Stavans, A., & Narkiss, D. "Creating and implementing a language policy in the Israeli educational system" (139–165); Benson, C. "Trilingualism in Guinea-Bissau and the question of instructional language" (166–184); Etxeberría, F. "Trilinguals at four? Early trilingual education

https://doi.org/10.1017/S0272263104263070 Published online by Cambridge University Press

in the Basque Country" (185–201); Cenoz, J. "Teaching English as a third language: The effect of attitudes and motivation" (202–218); Sjöholm, K. "English as a third language in bilingual Finland: Basic communication or academic language?" (219–238).

Kouwenberg, S. (Ed.). (2003). *Twice as meaningful: Reduplication in Pidgins, Creoles, and other contact languages*. London: Battlebridge. Pp. vi + 330. £25 paper. Kouwenberg, S. "Introduction" (1–6); Kouwenberg, S., & LaCharité, D. "The meanings of 'more of the same': Iconicity in reduplication and the evidence for substrate transfer in the genesis of Caribbean Creole languages" (7–18); Parkvall, M. "Reduplication in the Atlantic Creoles" (19–36); Bakker, P. "The absence of reduplication in pidgins" (37–46); Devonish, H. "Reduplication as lexical and syntactic aspect marking: The case of Guyanese Creole" (47–60); Migge, B. "The origin of predicate reduplication in Eastern Suriname Maroon Creole" (61–71); Bakker, P. "Reduplication in Saramaccan" (73–82); Adamson, L., & Smith, N. "Productive derivational predicate reduplication in Sranan" (83–92); Gooden, S. "Reduplication in Jamaican Creole: Semantic functions and prosodic constraints" (93–103); Gooden, S., Kouwenberg, S., & LaCharité, D. "An overview of Jamaican reduplication" (105–110); Obeng, S. G., & Winkler, E. G. "A comparison of reduplication in Limonese Creole and Akan" (111–119); Nordlander, J., & Shrimpton, N. "Reduplication in the Krio New Testament" (121–132); Nylander, D. "Reduplication and compounding in Krio" (133–137); Huber, M. "Verbal reduplication in Ghanaian Pidgin English: Origins, forms, and functions" (139–154); Singler, J. V. "Reduplication in Vernacular Liberian English" (155–160); Kouwenberg, S. "Papiamentu reduplication" (161–164); Ladhams, J., Hagemeijer, T., Maurer, P., & Post, M. "Reduplication in the Gulf of Guinea Creole languages" (165–176); Baptista, M. "Reduplication in Cape Verdean Creole" (177–184); de Silva Jayasuriya, S. "Reduplication in Indo-Portuguese, Malayo-Portuguese, and Sino-Portuguese" (185–191); Clements, J. C. "An a-morphous morphological account of the reduplication processes in three Asian-Portuguese Creoles" (193–202); Grant, A. "Reduplication in Mindanao Chabacano" (203–210); Baker, P. "Reduplication in Mauritian Creole, with notes on reduplication in Reunion Creole" (211–218); Bollée, A. Reduplication in Seychelles Creoles" (219–225); Arends, J. "Reduplication in Lingua Franca" (227–230); Meyerhoff, M. "Reduplication in Bislama: An overview of phonological and semantic factors" (231–238); Mühlhäusler, P. "A note on reduplication in Pitkern-Norfolk" (239–243); Velupillai, V. "The absence of reduplication in Hawai'i Creole English" (245–249); Baker, P. "A short note on reduplication in early Pacific Pidgin Englishes" (251–254); Kouwenberg, S. "Reduplication in Berbice Dutch Creole" (255–263); Sørensen, C., & Bakker, P. "Negerhollands reduplications: A diachronic view" (265–269); den Besten, H., Luijks, C., & Roberge, P. "Reduplication in Afrikaans" (271–287); Miller, C. "Reduplication in Arabic-based contact languages" (289–299); Mesthrie, R. "Is there reduplication in Fanakalo?" (301–306); Roberts, S. J. "Reduplication and the formation of Pidgin Hawai'ian" (307–318); Grant, A. "Reduplication in Chinook Jargon" (319–322).

Lust, B. C., & Foley, C. (Eds.). (2004). *First language acquisition: The essential readings*. Oxford: Blackwell. Pp. xi + 442. $39.95 paper. Lust, B. C., & Foley, C. "Introduction" (1–11); Chomsky, N. "Knowledge of language as a focus of inquiry" (15–24); Chomsky, N. "A review of B. F. Skinner's 'Verbal Behavior'" (25–55); Piaget, J., & Inhelder, B. "The semiotic or symbolic function" (56–63); Piaget, J., & Chomsky, N. "Language and learning" (64–97); Sinclair[-deZwart], H. "Comparative linguistics and language acquisition" (98–100); Lenneberg, E. H. "Language in the context of growth and maturation" (103–108); Geschwind, N. "Language and the brain" (109–122); Gazzaniga, M. S. "The bisected brain" (123–125); Curtiss, S., Fromkin, V., Krashen, S., Rigler, D., & Rigler, M. "The linguistic development of Genie" (126–154); Brown, R., & Hanlon, C. "Derivational complexity and order of acquisition in child speech" (155–175); Ferguson, C. A. "Talking to children: A search for universals" (176–189); Gould, J. L., & Marler, P. "Learning by instinct" (190–207); Landau, B., & Gleitman, L. R. "Language and experience" (208–224); Pinker, S. "The semantic bootstrapping hypothesis" (225–233); Pinker, S. "Implications for the semantic bootstrapping hypothesis" (234–238); Sinclair-deZwart, H. "Language acquisition and cognitive development" (239); Slobin, D. I. "Cognitive prerequisites for the development of grammar" (240–249); Berko [Gleason], J. "The child's learning of English morphology" (253–273); Brown, R. "The order of acquisition" (274–278); Eimas, P. D., Siqueland, E. R., Jusczyk, P., & Vigorito, J. "Speech perception in infants" (279–284); Jakobson, R. "The sound laws of child language and their place in general phonology" (285–293); Smith, N. V. "Universal tendencies in the child's acquisition of phonology" (294–306); Stampe, D. "The acquisition of phonetic representation" (307–315); Lashley, K. S. "The problem of serial order in behavior" (316–334); Brown, R. "The study of Adam, Eve, and Sarah" (335–343); Klima, E. S., & Bellugi[-Klima], U. "Syntactic regularities in the speech of children" (344–366); Bloom, L. "The reduction transformation and constraints on sentence length" (367–

https://doi.org/10.1017/S0272263104263070 Published online by Cambridge University Press

395); Clark, E. V. "The young word maker: A case study of innovation in the child's lexicon" (396–422); Clark, E. V. "Strategies for communicating" (423–431).

Müller, N. (Ed.). (2003). *(In)vulnerable domains in multilingualism*. Amsterdam: Benjamins. Pp. xiv + 374. $90.00 cloth. Müller, N. "Introduction" (vii–xiv); Kupisch, T. "The DP, a vulnerable domain? Evidence from the acquisition of French" (1–39); Bernardini, P. "Child and adult acquisition of word order in the Italian DP" (41–81); Ezeizabarrena, M.-J. "Null subjects and optional infinitives in Basque" (83–106); Hinzelin, M.-O. "The acquisition of subjects in bilingual children: Pronoun use in Portuguese-German children" (107–137); Gawlitzek-Maiwald, I. "Approaches to bilingual acquisition data" (139–159); Deuchar, M., & Muntz, R. "Factors accounting for code-mixing in an early developing bilingual" (161–190); Lleó, C., Kuchenbrandt, I., Kehoe, M., & Trujillo, C. "Syllable final consonants in Spanish and German monolingual and bilingual acquisition" (191–220); Herkenrath, A., Karakoç, B., & Rehbein, J. "Interrogative elements as subordinators in Turkish: Aspects of Turkish-German bilingual children's language use" (221–269); Aizawa Kato, M. "Child L2 acquisition: An insider account" (271–293); Möhring, A., & Meisel, J. M. "The verb-object parameter in simultaneous and successive acquisition of bilingualism" (295–334); Roeper, T. "Multiple grammars, feature-attraction, pied-piping, and the question: Is Agr inside TP?" (335–360).

Shimron, J. (Ed.). (2003). *Language processing and acquisition in languages of Semitic, root-based, morphology*. Amsterdam: Benjamins. Pp. vi + 392. $132.00 cloth. Shimron, J. "Semitic languages: Are they really root-based?" (1–28); Bat-El, O. "Semitic verb structure within a universal perspective" (29–59); Hoberman, R. D., & Aronoff, M. "The verbal morphology of Maltese" (61–78); Rose, S. "The formation of Ethiopian Semitic internal reduplication" (79–97); Benmamoun, E. "The role of the imperfective template in Arabic morphology" (99–114); Heath, J. "Arabic derivational ablaut, processing strategies, and consonantal 'roots'" (115–129); Bolozky, S. "The 'roots' of denominative Hebrew verbs" (131–146); Schwarzwald, O. R. "Opacity in Hebrew word morphology" (147–163); Deutsch, A., & Frost, R. "Lexical organization and lexical access in a non-concatenated morphology" (165–186); Feldman, L. B., & Raveh, M. "When degree of semantic similarity influences morphological processing" (187–200); Berent, I., & Shimron, J. "What is a root?" (201–222); Goral, M., & Obler, L. K. "Root-morpheme processing during word recognition in Hebrew speakers across the adult life span" (223–242); Berman, R. A. "Children's lexical innovations" (243–291); Ravid, D. "A developmental perspective on root perception in Hebrew and Palestinian Arabic" (293–319); Borer, H. "Computing argument structure" (321–361); Levy, Y., & Vainikka, A. "'Empty' subjects in Hebrew" (363–384).

van Hout, R., Hulk, A., Kuiken, F., & Towell, R. (Eds.). (2003). *The lexicon-syntax interface in second language acquisition*. Amsterdam: Benjamins. Pp. vii + 234. $95.00 cloth. Towell, R. "Introduction: Second language acquisition research in search of an interface" (1–20); Hawkins, R., & Liszka, S. "Locating the source of defective past tense marking in advanced L2 English speakers" (21–44); Corver, N. "Perfect projections" (45–68); van de Craats, I. "L1 features in the L2 output" (69–95); Duffield, N. "Measures of competent gradience" (97–127); Kijkstra, T. "Lexical storage and retrieval in bilinguals" (129–150); Williams, J. N. "Inducing abstract linguistic representations: Human and connectionist learning of noun classes" (151–174); Sabourin, L., & Haverkort, M. "Neural substrates of representation and processing of a second language" (175–195); Green, D. W. "Neural basis of lexicon and grammar in L2 acquisition: The convergence hypothesis" (197–218); van Hout, R., Hulk, A., & Kuiken, F. "The interface: Concluding remarks" (219–226).

https://doi.org/10.1017/S0272263104263070 Published online by Cambridge University Press