SSLA, **30**, 273–276. Printed in the United States of America.
DOI: 10.1017/S0272263108080455

PUBLICATIONS RECEIVED

BOOKS

Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms*. Amsterdam: Benjamins. Pp. xii + 330. $48.95 paper.

Phakiti, A. (2007). *Strategic competence and EFL reading test performance: A structural equation modeling approach*. Bern: Peter Lang. Pp. xiv + 231. $51.95 paper.

Pritchard Newcombe, L. (2007). *Social context and fluency in L2 learners: The case of Wales*. Clevedon, UK: Multilingual Matters. Pp. xiv + 139. $44.95 paper.

Randall, M. (2007). *Memory, psychology and second language learning*. Amsterdam: Benjamins. Pp. ix + 219. $48.95 paper.

JOURNALS

Applied Linguistics 28 (3). (2007). Park, J.-E. "Co-construction of nonnative speaker identity in cross-cultural interaction" (339–360); Palloti, G. "An operational definition of the emergence criterion" (361–382); Alderson, J. C. "Judging the frequency of English words" (383–409); Fung, L., & Carter, R. "Discourse markers and spoken English: Native and learner use in pedagogic settings" (410–439); Flowerdew, J., & Li, Y. "Language re-use among Chinese apprentice scientists writing for publication" (440–465).

Applied Psycholinguistics 28 (4). (2007). Wong, P. C. M., & Perrachione, T. K. "Learning pitch patterns in lexical identification by native English-speaking adults" (565–585); Archibald, L. M. D., & Gathercole, S. E. "Nonword repetition and serial recall: Equivalent measures of verbal short-term memory?" (587–606); Saiegh-Haddad, E. "Linguistic constraints on children's ability to isolate phonemes in Arabic" (607–625); Salamoura, A., & Williams, J. N. "Processing verb argument structure across languages: Evidence for shared representations in the bilingual lexicon" (627–660); New, B., Brysbaert, M., Veronis, J., & Pallier, C. "The use of film subtitles to estimate word frequencies" (661–677); Cain, K. "Syntactic awareness and reading ability: Is there any evidence for a special relationship?" (679–694); Protopapas, A., Gerakaki, S., & Alexandri, S. "Sources of information for stress assignment in reading Greek" (695–720); Nicoladis, E., Pika, S., Yin, H., & Marentette, P. "Gesture use in story recall by Chinese-English bilinguals" (721–735).

International Journal of Bilingualism 11 (3). (2007). Bassetti, B. "Bilingualism and thought: Grammatical gender and concepts of objects in Italian-German bilingual children" (251–273); Lanza, E., & Svendsen, B. A. "Tell me who your friends are and I might be able to tell you what language(s) you speak: Social network analysis, multilingualism, and identity" (275–300); Montrul, S., & Potowski, K. "Command of gender agreement in school-age Spanish-English bilingual children" (301–328).

Journal of Child Language 34 (3). (2007). Szagun, G., Stumper, B., Sondag, N., & Franik, M. "The acquisition of gender marking by young German-speaking children: Evidence for learning guided by phonological regularities" (445–471); Levorato, C. M., Roch, M., & Nesi, B. "A longitudinal study of idiom and text comprehension" (473–494); Tse, S. K., Li, H., & Leung, S. O. "The acquisition of Cantonese classifiers by preschool children in Hong Kong" (495–518); Flynn, V., & Masur, E. F. "Characteristics of maternal verbal style: Responsiveness and directiveness in two natural contexts" (519–543); Owen, A. J., & Leonard, L. B. "The overgeneralization of non-finite complements to finite contexts: The case of *decide*" (545–570); Kirby, S., & Becker, M. "Which *it* is it? The acquisition of referential and expletive *it*?" (571–599); Clahsen, H., Lück, M., & Hahne, A. "How children process over-regularizations: Evidence from event-related brain potentials"

© 2008 Cambridge University Press 0272-2631/08 $15.00

https://doi.org/10.1017/S0272263108080455 Published online by Cambridge University Press

(601–622); Luyster, R., Lopez, K., & Lord, C. "Characterizing communicative development in children referred for Autism Spectrum Disorders using the MacArthur-Bates communicative development inventory (CDI)" (623–654); Foster-Cohen, S., Edgin, J. O., Champion, P. R., & Woodward, L. J. "Early delayed language development in very preterm infants: Evidence from the MacArthur-Bates CDI" (655–676).

Language in Society 36 (5). (2007). Tagliamonte, S., & Molfenter, S. "How'd you get that accent?: Acquiring a second dialect of the same language" (649–675); Haddican, B. "Suburbanization and language change in Basque" (677–706); Poplack, S., & St-Amand, A. "A real-time window on 19th-century vernacular French: The *Récits du français québécois d'autrefois*" (707–734); Buttny, R., & Cohen, J. R. "Drawing on the words of others at public hearings: Zoning, Wal-Mart, and the threat to the aquifer" (735–756).

Robinson, P., & Gilabert, R. (Eds.). (2007). *Task complexity, the cognition hypothesis, and second language instruction* [Special issue]. *International Review of Applied Linguistics in Language Teaching* 45 (3). Robinson, P., & Gilabert, R. "Task complexity, the cognition hypothesis and second language learning and performance" (161–176); Wickens, C. D. "Attention to the second language" (177–191); Robinson, P. "Task complexity, theory of mind, and intentional reasoning: Effects on L2 speech production, interaction, uptake and perceptions of task difficulty" (193–213); Gilabert, R. "Effects of manipulating task complexity on self-repairs during L2 oral production" (215–240); Michel, M. C., Kuiken, F., & Vedder, I. "The influence of complexity in monologic versus dialogic tasks in Dutch L2" (241–259); Kuiken, F., & Vedder, I. "Task complexity and measures of linguistic performance in L2 writing" (261–284).

Language Variation and Change 19 (3). (2007). Cardoso, W. "The variable development of English word-final stops by Brazilian Portuguese speakers: A stochastic optimality theoretic account" (219–248); José, B. "Appalachian English in southern Indiana? The evidence from verbal *–s*" (249–280); Charity, A. H. "Regional differences in low SES African-American children's speech in the school setting" (281–293); Kearns, K. "Regional variation in the syntactic distribution of null finite complementizer" (295–336).

Second Language Research 23 (3). (2007). Hu, X., & Liu, C. "Restrictive relative clauses in English and Korean learners' second language Chinese" (263–287); Trenkic, D. "Variability in second language article production: Beyond the representational deficit vs. processing constraints debate" (289–327); Yuan, B. "Japanese speakers' second language Chinese *wh*-questions: A lexical morphological feature deficit account" (329–357).

EDITED VOLUMES

Belikova, A., Meroni, L., & Umeda, M. (Eds.). (2007). *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA)*. Somerville, MA: Cascadilla Press. Pp. 490. $320.00 cloth. Avery, P., & Radisic, M. "Accounting for variability in the acquisition of English articles" (1–11); Becker, M. "Animacy, expletives, and the learning of the raising-control distinction" (12–20); Bianchi, G. "On the acquisition of weak object pronouns in German as L2" (21–26); Bohnacker, U., & Rosén, C. "Transferring information-structural patterns from Swedish to German" (27–38); Buesa García, C. "Early root infinitives in a null-subject language: A longitudinal case study of a Spanish child" (39–50); Cabré Sans, Y., & Gavarró, A. "Subject distribution and verb classes in child Catalan" (51–60); Cardoso, W., & Liakin, D. "Onset-nucleus sharing in interlanguage: Evidence from Brazilian Portuguese English" (61–72); Conroy, A., & Lidz, J. "Production/comprehension asymmetry in children's *why* questions" (73–83); Demuth, K. "Acquisition at the prosody-morphology interface" (84–91); Gabriele, A. "Interpreting bare nominals in L2 Japanese" (92–101); Grüter, T. "Investigating object drop in child French and English: A truth value judgment task" (102–113); Gxilishe, S., de Villiers, P., & de Villiers, J. "The acquisition of subject agreement in Xhosa" (114–123); Haznedar, B. "Crosslinguistic influence in Turkish-English bilingual first language acquisition: The overuse of subjects in Turkish" (124–134); Hirsch, C., Orfitelli, R., & Wexler, K. "When *seem* means *think*: The role of the experiencer-phrase in children's comprehension of raising" (135–146); Hopp, H. "Cross-linguistic differences at the syntax-discourse interface in off- and on-line L2 performance" (147–158); van Hout, A. "Optimal and non-optimal interpretations in the acquisition of Dutch past tenses" (159–170); Isobe, M. "The acquisition of nominal compounding in Japanese: A parametric approach" (171–179); Jeschull, L. "The pragmatics of telicity and what children make of it" (180–187); Jesney, K. "Child chain shifts as faithfulness to input prominence" (188–199); Jin, F., Åfarli, T. A., & van Dommelen,

https://doi.org/10.1017/S0272263108080455 Published online by Cambridge University Press

W. A. "Endstate L2 competence: Does perception parallel production?" (200–211); Kim, S.-Y. "[+Topic]-driven EPP satisfaction in the acquisition of English by Korean speakers" (212–223); Kuznetsova, J., Babyonyshev, M., Reich, J., Hart, L., & Grigorenko, E. "The acquisition of universal quantifiers in Russian" (224–232); Lardiere, D. "Acquiring (or assembling) functional categories in second language acquisition" (233–244); Lin, Y.-A. "On grammatical errors in English SLI children: A corpus-based study" (245–252); Lorusso, P. "The acquisition of aspect in L1 Italian" (253–264); Marinis, T. "On-line processing of passives in L1 and L2 children" (265–276); Meroni, L., Gualmini, A., & Crain, S. "The strength of the universal quantifier in child language" (277–284); Minai, U. "Logico-semantic aspects of children's knowledge about the universal quantifier: New empirical evidence" (285–296); Modyanova, N., & Wexler, K. "Semantic and pragmatic language development: Children know 'that' better" (297–308); Okabe, R. "Children's acquisition of causatives and bi-clausality in Japanese: An experimental study" (309–319); Papafragou, A., & Ozturk, O. "Children's acquisition of epistemic modality" (320–327); Park, K.-S., & Lakshmanan, U. "The unaccusative-unergative distinction in resultatives: Evidence from Korean L2 learners of English" (328–338); Pater, J., Jesney, K., & Tessier, A.-M. "Phonological acquisition as weighted constraint interaction" (339–350); Pratt, A., & Grinstead, J. "Optional infinitives in child Spanish" (351–362); Rakhlin, N. "Children's interpretation of negative determiners as a window into Q-spreading" (363–373); Schaeffer, J. "Functional categories across child populations" (374–385); Shimada, H., & Sano, T. "A-chains and unaccusative-unergative distinction in the child grammar: The acquisition of Japanese *te-iru* constructions" (386–393); Snape, N. "Japanese speakers' article omission in L2 English: Evidence against the prosodic transfer hypothesis?" (394–405); Stickney, H. "From pseudopartitive to partitive" (406–415); Sugisaki, K. "NP ellipsis and parameters: An acquisitional perspective" (416–425); Tremblay, A., & Demuth, K. "Prosodic licensing of determiners in children's early French" (426–436); Umeda, M. "Wh-scope marking in English-Japanese interlanguage" (437–447); Unsworth, S. "Age and input in early child bilingualism: The acquisition of grammatical gender in Dutch" (448–458); Verbuk, A. "Acquisition of principle B: Evidence from exceptional coreference contexts" (459–470); Yamakoshi, K., & Sano, T. "Children's interpretations of *some/every* interaction in mono-clausal and bi-clausal structures in Japanese" (471–482); Zdorenko, T., & Paradis, J. "The role of the first language in child second language acquisition of articles" (483–490).

Datta, M. (Ed.). (2007). *Bilinguality and literacy: Principles and practice* (2nd ed.). New York: Continuum. Pp. xv + 236. $150.00 cloth. Datta, M. "My language story" (1–12); Datta, M. "Bilinguality, literacy and principles" (13–49); Ross, M. "Bilinguality and learning in the early years" (50–68); Datta, M. "Rhythmic language, creativity and fluency" (69–91); Datta, M. "Bilingual readers and personal learning" (92–126); Datta, M. "Bilingual writers" (127–155); Datta, M. "Developing English literary language: Imagination and personal learning" (156–188); Cunningham, P. "Bilingual children and whole-school policy" (189–201); Cunningham, P., Menter, I., & Sheibani, A. "Refugee children in primary schools" (202–214); Datta, M. "Bilinguality and literacy: A conclusion" (215–219).

Hua, Z., Seedhouse, P., Wei, L., & Cook, V. (Eds.). (2007). *Language learning and teaching as social inter-action*. Basingstoke, UK: Palgrave Macmillan. Pp. xiv + 300. $80.00 cloth. Hua, Z., Seedhouse, P., Wei, L., & Cook, V. "An introduction" (1–5); Seedhouse, P. "Interaction and constructs" (9–21); Kasper, G., & Kim, Y. "Handling sequentially inapposite responses" (22–41); Markee, N. "Invitation talk" (42–57); Gardner, R. "'Broken' starts: Bricolage in turn starts in second language talk" (58–71); Pekarek Doehler, S., & Ziegler, G. "Doing language, doing science and the sequential organization of the immersion classroom" (72–86); Block, D. "Socializing second language acquisition" (89–102); Driagina, V., & Pavlenko, A. "Identity repertoires in the narratives of advanced American learners of Russian" (103–125); Hua, Z. "Presentation of 'self' in application letters" (126–147); Miller, J. "Identity construction in teacher education" (148–162); Dewaele, J.-M. "Context and L2 users' pragmatic development" (163–182); Conteh, J. "Bilingualism in mainstream primary classrooms" (185–198); Shameem, N. "Social interaction in multilingual classrooms" (199–217); Langman, J., & Bayley, R. "Untutored acquisition in content classrooms" (218–234); Young, T., & Sachdev, I. "Learning styles in multicultural classrooms" (235–249); Young, R. F. "Language learning and teaching as discursive practice" (251–271).

Rubio, F. (Ed.). (2007). *Self-esteem and foreign language learning*. Newcastle, UK: Cambridge Scholars Publishing. Pp. xi + 205. $69.99 cloth. Rubio, F. "Self-esteem and foreign language learning: An introduction" (2–12); Arnold, J. "Self-concept as part of the affective domain in language learning" (13–27); de Andrés, V. "Self-esteem and language learning: Breaking the ice" (30–67); Ávila, J. "Self-esteem and second language learning: The essential colour in the palette" (68–90); Casal,

https://doi.org/10.1017/S0272263108080455 Published online by Cambridge University Press

S. "The social dimension of identity and self-esteem in the foreign language classroom" (91–104); Ortega, A. "Anxiety and self-esteem" (105–127); Fonseca, C., & Toscano, C. "Fostering teenagers' willingness to learn a foreign language" (128–142); Wright, A. "Stories and who we think we are" (144–159); Arcos, M. "Tasks and activities to promote self-esteem in the primary English classroom" (160–180); Julián, C., & Diaz, E. "Practical activities to promote teenagers' self-esteem in the foreign language classroom" (181–191); León, I. "Teacher's self-esteem: The role of confirmation" (192–205).

https://doi.org/10.1017/S0272263108080455 Published online by Cambridge University Press