Studies in Second Language Acquisition

Contents of Volume 33, 2011

https://doi.org/10.1017/S0272263111000696 Published online by Cambridge University Press

STUDIES IN SECOND LANGUAGE ACQUISITION

Editor, Albert Valdman, *Indiana University*
Associate Editor, Susan M. Gass, *Michigan State University*
Assistant to the Editor, Kate Miller, *Indiana University*

Editorial Board

Rod Ellis (*University of Auckland, New Zealand*), Jan H. Hulstijn (*University of Amsterdam, The Netherlands*), Michael H. Long (*University of Maryland, College Park*), Jürgen M. Meisel (*University of Hamburg, Germany*), Peter Robinson (*Aoyama Gakuin University, Japan*), Yasuhiro Shirai (*University of Pittsburgh*), Peter Skehan (*Chinese University of Hong Kong*), Lydia White (*McGill University, Canada*), Richard F. Young (*University of Wisconsin, Madison*)

Advisory Board

Niclas Abrahamsson (*Stockholm University, Sweden*), Fred Eckman (*University of Wisconsin, Milwaukee*), Michael Harrington (*University of Queensland, Australia*), Shinichi Izumi (*Sophia University, Japan*), Vera Kempe (*University of Abertay, Scotland*), Donna Lardiere (*Georgetown University*), Roy Lyster (*McGill University, Canada*), Roy C. Major (*Arizona State University*), Roumyana Slabakova (*University of Iowa*), Margaret Thomas (*Boston College*), Bill VanPatten (*Texas Tech University*), Jessica Williams (*University of Illinois, Chicago*)

EDITORIAL POLICY

Studies in Second Language Acquisition is a refereed journal devoted to problems and issues in second and foreign language acquisition of any language. Theoretically based articles reporting research studies are preferred. However, empirical investigations of the interface between SLA and language pedagogy, such as classroom interaction or the effects of instruction, will also be considered. Prospective authors should consult recent volumes of the journal as well as the "Notes for Contributors" published in each issue.

PUBLISHING, PRODUCTION, AND ADVERTISING OFFICES

Cambridge University Press, 32 Avenue of the Americas, New York, NY 10013-2473, U.S.A.; or Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 8RU, England.

SUBSCRIPTION OFFICES

(For U.S.A. and Canada) Cambridge University Press, 100 Brook Hill Drive, West Nyack, NY 10994-2133, U.S.A. (For U.K. and elsewhere) Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 8RU, England.

SUBSCRIPTION INFORMATION

Studies in Second Language Acquisition (ISSN 0272-2631) is published four times a year in March, June, September, and December by Cambridge University Press. Volume 33 subscription rates: Institutions, print and electronic US $312.00 in the U.S.A. and Canada, UK £186.00 in the U.K. and elsewhere; Individuals, print only US $106.00 in the U.S.A. and Canada, UK £66.00 in the U.K. and elsewhere. Prices include postage and insurance.

This journal is part of the Cambridge Journals Online service. Access to online tables of contents and article abstracts is available to all researchers at no cost. Institutional subscribers: Access to full-text articles online is included with the cost of the print subscription. Subscriptions must be activated; see http://www.journals.cambridge.org for details.

© CAMBRIDGE UNIVERSITY PRESS 2011

All rights reserved. No part of this publication may be reproduced, in any form or by any means, electronic, photocopying, or otherwise, without permission in writing from Cambridge University Press. For further information see http://us.cambridge.org/information/rights/ or http://www.cambridge.org/uk/information/rights/ *Photocopying information for users in the U.S.A.:* The Item-Fee Code for this publication (0272-2631/11 $15.00) indicates that copying for internal or personal use beyond that permitted by Sec. 107 or 108 of the U.S. Copyright Law is authorized for users duly registered with the Copyright Clearance Center (CCC), provided that the appropriate remittance of $15.00 per article is paid directly to: CCC, 222 Rosewood Drive, Danvers, MA 01923. Specific written permission must be obtained for all other copying. Contact the *ISI Tearsheet Service*, 3501 Market Street, Philadelphia, PA 19104, for single copies of separate articles.

Periodicals rate postage paid at New York, NY, and additional mailing offices. Postmaster: Send address changes in the U.S.A., Canada, and Mexico to: *Studies in Second Language Acquisition*, Cambridge University Press, Journals Fulfillment Department, 100 Brook Hill Drive, West Nyack, NY 10994-2133.

Studies in Second Language Acquisition in indexed in the Social Sciences Citation Index, Social SciSearch, and Current Contents/Social & Behavioral Sciences. Coverage began with Vol. 26(1), 2004.

https://doi.org/10.1017/S0272263111000696 Published online by Cambridge University Press

TABLE OF CONTENTS
VOLUME 33

ARTICLES

ALBIRINI, ABDULKAFI, BENMAMOUN, ELABBAS, AND SAADAH, EMAN. *Grammatical features of Egyptian and Palestinian Arabic heritage speakers' oral production* 273–303

BOWLES, MELISSA A. *Measuring implicit and explicit linguistic knowledge: What can heritage language learners contribute?* 247–271

BUNDGAARD-NIELSEN, RIKKE L., BEST, CATHERINE T., AND TYLER, MICHAEL D. *Vocabulary size is associated with second-language vowel perception performance in adult learners* 433–461

CHARKOVA, KRASSIMIRA D., AND HALLIDAY, LAURA J. *Second- and foreign-language variation in tense backshifting in indirect reported speech* 1–32

DONALDSON, BRYAN. *Left dislocation in near-native French* 399–432

ELLIS, NICK C., AND SAGARRA, NURIA. *Learned attention in adult language acquisition: A replication and generalization study and meta-analysis* 589–624

FITZPATRICK, TESS, AND IZURA, CRISTINA. *Word association in L1 and L2: An exploratory study of response types, response times, and interlingual mediation* 373–398

KEATING, G. D., VANPATTEN, BILL, AND JEGERSKI, JILL. *Who was walking on the beach? Anaphora resolution in Spanish heritage speakers and adult second language learners* 193–221

LEE-ELLIS, SUNYOUNG. *The elicited production of Korean relative clauses by heritage speakers* 57–89

© Cambridge University Press 2011

https://doi.org/10.1017/S0272263111000696 Published online by Cambridge University Press

LEUNG, JANNY H. C., AND WILLIAMS, JOHN N. *The implicit learning of mappings between forms and contextually derived meanings* 33–55
MONTRUL, SILVINA. *Introduction: The linguistic competence of heritage speakers* 155–161
MONTRUL, SILVINA. *Morphological errors in Spanish second language learners and heritage speakers* 163–192
O'GRADY, WILLIAM, KWAK, HYE-YOUNG, LEE, ON-SOON, AND LEE, MISEON. *An emergentist perspective on heritage language acquisition* 223–245
OMAKI, AKIRA, AND SCHULZ, BARBARA. *Filler-gap dependencies and island constraints in second-language sentence processing* 563–588
POLINSKY, MARIA. *Reanalysis in adult heritage language: New evidence in support of attrition* 305–328
SPINNER, PATTI. *Second language assessment and morphosyntactic development* 529–561
TOLENTINO, LEIDA C., AND TOKOWICZ, NATASHA. *Across languages, space, and time: A review of the role of cross-language similarity in L2 (morpho)syntactic processing as revealed by fMRI and ERP methods* 91–125
TREMBLAY, ANNIE. *Proficiency assessment standards in second language acquisition research: "Clozing" the gap* 339–372
TRUSCOTT, JOHN, AND SHARWOOD SMITH, MICHAEL. *Input, intake, and consciousness: The quest for a theoretical foundation* 497–528

BOOK REVIEWS

ABRAHAM, L. B., AND WILLIAMS, L. (Eds.). (2009). *Electronic discourse in language learning and language teaching*. (Jesse Soule Gleason) 135–137
ARABSKI, J., AND WOJTASZEK, A. (Eds.). (2010). *Neurolinguistic and psycholinguistic perspectives on SLA*. (Rebecca Foote) 144–145
BARFIELD, A., AND GYLLSTAD, H. (Eds.). (2009). *Researching collocations in another language: Multiple interpretations*. (Fei Fei) 463–464
BOWLES, M. A. (2010). *The think-aloud controversy in second language research*. (Andrew D. Cohen) 466–467
BULLOCK, B. E., AND TORIBIO, A. J. (Eds.). (2009). *The Cambridge handbook of linguistic code-switching*. (Margaret Deuchar) 128–129
DE HOUWER, A. (2009). *An introduction to bilingual development*. (Alyssa Martoccio) 628–629

https://doi.org/10.1017/S0272263111000696 Published online by Cambridge University Press

DÖRNYEI, Z. (2009). *The psychology of second language acquisition*. (Kate Wolfe-Quintero) 472–474
ELLIS, R., LOEWEN, S., ELDER, C., ERLAM, R., PHILP, J., AND REINDERS, H. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching*. (Patrick Rebuschat) 131–132
GAO, X. A. (2010). *Strategic language learning: The roles of agency and context*. (Chit Cheung Matthew Sung) 477–478
GARCÍA MAYO, M. D. P., AND HAWKINS, R. (2009). *Second language acquisition of articles: Empirical findings and theoretical implications*. (Benjamin White) 479–480
GRANGER, S., DAGNEAUX, E. MEUNIER, F., AND PAQUOT, M. (Eds.). (2009). *International corpus of learner English. Version 2*. (Mark Shea) 140–142
HANSEN EDWARDS, J. G., AND ZAMPINI, M. L. (Eds.). (2008). *Phonology and second language acquisition*. (John Archibald) 127–128
JIANG, W. (2009). *Acquisition of word order in Chinese as a foreign language*. (Ching-Ni Hsieh) 133–134
KINGINGER, C. (2009). *Language learning and study abroad: A critical reading of research*. (Elizabeth M. Kissling) 633–634
KNAPP, K., AND SEIDLHOFER, B. (Eds.). (2009). *Handbook of foreign language communication and learning*. (Maren Schierloh) 142–143
LEUNG, Y.-k. I. (Ed.). (2009). *Third language acquisition and Universal Grammar*. (Amy Thompson) 625–626
MANCHÓN, R. M. (ED.). (2009). *Writing in foreign language contexts: Learning, teaching, and research*. (Soo Hyon Kim) 467–469
MCDONOUGH, K., AND TROFIMOVICH, P. (2009). *Using priming methods in second language research*. (Jennifer Behney) 134–135
MEARA, P. (2009). *Connected words: Word associations and second language vocabulary acquisition*. (John Read) 130–131
MENARD-WARWICK, J. (2009). *Gendered identities and immigrant language learning*. (Christina Higgins) 137–139
MILTON, J. (2009). *Measuring second language vocabulary acquisition*. (Diana Pulido) 471–472
PALTRIDGE, B., AND PHAKITI, A. (Eds.). (2010). *Continuum companion to research methods in applied linguistics*. (Margaret Thomas) 475–477
PIRES, A., AND ROTHMAN, J. (Eds.). (2009). *Minimalist inquiries into child and adult language acquisition: Case studies across Portuguese*. (Usha Lakshmanan) 469–470
PRÉVOST, P. (2009). *The acquisition of French: The development of inflectional morphology and syntax in L1 acquisition, bilingualism, and L2 acquisition*. (Claire Renaud) 464–466

https://doi.org/10.1017/S0272263111000696 Published online by Cambridge University Press

PÜTZ, M., AND SICOLA, L. (Eds.). (2010). *Cognitive processing in second language acquisition: Inside the learner's mind*. (Claire Renaud) 626–628
ROSI, F. (2009). *Learning aspect in Italian L2: Corpus annotation, acquisitional patterns, and connectionist modeling*. (Llorenç Comajoan) 629–631
TAGUCHI, N. (Ed.). (2009). *Pragmatic competence*. (Yukiko A. Hatasa) 139–140
TURNBULL, M., AND DAILEY-O'CAIN, J. (Eds.). (2009). *First language use in second and foreign language learning*. (Charlene Polio) 634–635
VAN DEN BRANDEN, K., BYGATE, M., AND NORRIS., J. M. (Eds.). (2009). *Task-based language teaching: A reader*. (Nicole Ziegler and Alison Mackey) 474–475
WALKINSHAW, I. (2009). *Learning politeness: Disagreement in a second language*. (Noël Houck) 631–632

BOOK NOTICES

ARONIN, L., AND HUFEISEN, B. (Eds.). (2009). *The exploration of multilingualism: Development of research on L3, multilingualism and multiple language acquisition*. (Hongmei Xu) 484–485
BENATI, A. G. (Ed.). (2009). *Issues in second language proficiency*. (Paul McPherron) 637
DEPALMA, R. (2010). *Language use in the two-way classroom: Lessons from a Spanish-English bilingual kindergarten*. (John W. Schweiter) 482–483
EDWARDS, J. (2010). *Language diversity in the classroom*. (Gabriela G. Alfaraz) 481
FULCHER, G. (2010). *Practical language testing*. (April Ginther) 639
HAN, Z., AND CADIERNO, T. (Eds.). (2010). *Linguistic relativity in SLA: Thinking for speaking*. (Maria Dakowska) 638
MESKILL, C., AND ANTHONY, N. (2010). *Teaching languages online*. (Dennie Hoopingarner) 639–640
OXFORD, R., AND OXFORD, J. (Eds.). (2009). *Second language teaching and learning in the net generation*. (Bryan Smith) 147–148
PARAN, A., AND SERCU, L. (Eds.). (2010). *Testing the untestable in language education*. (James Dean Brown) 483–484
WOOLSEY, D. S. (2009). *Second language acquisition of the Spanish verb* estar *with adjectives*. (Eve Zyzik) 481–482

https://doi.org/10.1017/S0272263111000696 Published online by Cambridge University Press