Studies in Second Language Acquisition, 2014, **36**, 605–610.
doi:10.1017/S027226311400028X

PUBLICATIONS RECEIVED

BOOKS

Baker, P. (2014). *Using corpora to analyze gender*. London, UK: Bloomsbury. Pp. vi + 228. $42.95 paper.

Kecskes, I. (2014). *Intercultural pragmatics*. Oxford, UK: Oxford University Press. Pp. vii + 277. $50.00 cloth.

Silva-Corvalán, C. (2014). *Bilingual language acquisition: Spanish and English in the first six years*. Cambridge, UK: Cambridge University Press. Pp. xxv + 408. $38.99 paper.

van Compernolle, R. A. (2014). *Sociocultural theory and L2 instructional pragmatics*. Bristol, UK: Multilingual Matters. Pp. ix + 220. $149.95 cloth.

JOURNALS

Applied Linguistics 35 (1). (2014). Fordyce, K. "The differential effects of explicit and implicit instruction on EFL learners' use of epistemic stance" (6–28); Sandhu, P. "The interactional and narrative construction of normative and resistant discourses about Hindi and English" (29–47); Ko, S. "The nature of multiple responses to teachers' questions" (48–62); Hult, F. M. "Covert bilingualism and symbolic competence: Analytical reflections on negotiating insider/outsider positionality in Swedish speech situations" (63–81); Yoo, I. W. "Nonnative teachers in the expanding circle and ownership of English" (82–86); Révész, A. "Towards a fuller assessment of cognitive models of task-based learning: Investigating task-generated cognitive demands and processes" (87–92); Rothman, J., & Treffers-Daller, J. "A prolegomenon to the construct of the native speaker: Heritage speaker bilinguals are natives too!" (93–98).

Applied Psycholinguistics 35 (2). (2014). Bridges, K., & Hoff, E. "Older sibling influences on the language environment and language development of toddlers in bilingual homes" (225–241); Shoemaker, E. "Durational cues to word recognition in spoken French" (243–273); Grinstead, J., Donnellan, M., Barajas, J., & Johnson, M. "Pronominal case and verbal finiteness contingencies in child English" (275–311); Citron, F. M. M., Weekes, B. S., & Ferstl, E. C. "How are affective word ratings related to lexicosemantic properties? Evidence from the Sussex Affective Word List" (313–331); Nittrouer, S., & Lowenstein, J. H. "Separating the effects of acoustic and phonetic factors in linguistic processing with impoverished signals by adults and children" (333–370); Erdos, C., Genesee, F., Savage, R., & Haigh, C. "Predicting risk for oral and written language learning difficulties in students educated in a second language" (371–398); Bisson, M.-J., Van Heuven, W. J. B., Conklin, K., & Tunney, R. J. "Processing of native and foreign language subtitles in films: An eye tracking study" (399–418); McDonough, K., & Nekrasova-Becker, T. "Comparing the effect of skewed and balanced input on English as a foreign language learners' comprehension of the double-object dative construction" (419–442).

Applied Psycholinguistics 35 (3). (2014). Räsänen, S. H. M., & Pine, J. M. "Emotional force of languages in multilingual speakers in Finland" (443–471); Friedmann, N., & Haddad-Hanna, M. "The comprehension of sentences derived by syntactic movement in Palestinian Arabic speakers with hearing impairment" (473–513); Brooks, P. J., Seiger-Gardner, L., & Sailor, K. "Contrasting effects of associates and coordinates in children with and without language impairment: A picture-word interference study" (515–545); Ellis, N. C., Hafeez, K., Martin, K. I., Chen, L., & Boland, J. "An eye-tracking study of learned attention in second language acquisition" (547–574); Collins, B. A., O'Connor, E. E.,

© Cambridge University Press 2014

https://doi.org/10.1017/S027226311400028X Published online by Cambridge University Press

Suárez-Orozco, C., Nieto-Castañon, A., & Toppelberg, C. O. "Dual language profiles of Latino children of immigrants: Stability and change over the early school years" (581–620); Simos, P. G., Sideridis, G. D., Mouzaki, A., Chatzidaki, A., & Tzevelekou, M. "Vocabulary growth in second language among immigrant school-aged children in Greece" (621–647).

Bilingualism: Language and Cognition 17 (2). (2014). Trenkic, D., Mirkovic, J., & Altmann, G. T. M. "Real-time grammar processing by native and non-native speakers: Constructions unique to the second language" (237–257); Starreveld, P. A., de Groot, A. M. B., Rossmark, B. M. M., & van Hell, J. G. "Parallel language activation during word processing in bilinguals: Evidence from word production in sentence context" (258–276); Tanner, D., Inoue, K., & Osterhout, L. "Brain-based individual differences in online L2 grammatical comprehension" (277–293); Filippi, R., Karaminis, T., & Thomas, M. S. C. "Language switching in bilingual production: Empirical data and computational modelling" (294–315); Lin, C. Y., Wang, M., Idsardi, W. J., & Xu, Y. "Stress processing in Mandarin and Korean second language learners of English" (316–346); Zhang, J., McBride-Chang, C., Wagner, R. K., & Chan, S. "Uniqueness and overlap: Characteristics and longitudinal correlates of native Chinese children's writing in English as a foreign language" (347–363); Sheng, L., Lu, Y., & Gollan, T. H. "Assessing language dominance in Mandarin-English bilinguals: Convergence and divergence between subjective and objective measures" (364–383); Escudero, P., Simon, E., & Mulak, K. E. "Learning words in a new language: Orthography doesn't always help" (384–395); Nguyen, T.-K., & Astington, J. W. "Reassessing the bilingual advantage in theory of mind and its cognitive underpinnings" (396–409); Park, H. I., & Ziegler, N. "Cognitive shift in the bilingual mind: Spatial concepts in Korean-English bilinguals" (410–430); Bylund, E., & Athanasopoulos, P. "Language and thought in a multilingual context: The case of isiXhosa" (431–441).

Canadian Modern Language Review 70 (1). (2014). Thomas, A. "Le rôle de l'aspect lexical et de la fréquence des formes dans l'input sur la production des formes du passé par des enfants apprenants du français L2 en début d'acquisition" (1–27); Forsberg Lundell, F., & Lindqvist, C. "Lexical aspects of very advanced L2 French" (28–49); Ahmadian, M. J., & Tavakoli, M. "Investigating what second language learners do and monitor under careful online planning conditions" (50–75); Edmonds, A., & Gudmestad, A. "Your participation is *greatly*/*highly* appreciated: Amplifier collocations in L2 English" (76–102); Kong, S. "Collaboration between content and language specialists in late immersion" (103–122).

English Today 30 (1). (2014). Botha, W. "English in China's universities today" (3–10); Tieken-Boon van Ostade, I. "Have went?" (11–12); Prćić, T. "English as *the* nativized foreign language and its impact on Serbian" (13–20); Chang, Y.-J. "Learning English today: what can World Englishes teach college students in Taiwan?" (21–27); Takahashi, R. "An analysis of ELF-oriented features in ELT coursebooks" (28–34); Hinton, S. "'The Mummy Returns' – or what did the prince say to his monarch?" (35–36); Wikstrom, J. "The relationship between vowel production and perception: native speakers' perception of nativeness in LOT and THOUGHT vowels in Received Pronunciation" (37–47); Wyatt, M. "Saying sorry in advance for not turning up: a study of EFL teachers' text messages" (48–54); Hu, M. "Toward the understanding of Chinese ESL writing" (55–59); Todd, L. "Review: Non-standard vernaculars in education" (60–61); Sheldon, N. "Review: MOOCs for nothing and the VLC for free" (62–63); Beal, J. C. "English: past, present, and future" (63–64).

French Review 87 (3). (2014). Degroult, N., Bissière, M., & Beschea-Fache, C. "Bilan cinématographique 2012–2013: A *Holy* Year!" (15–33); Weber-Fève, S. "French language and cultures for the professions: A case study for the twenty-first century" (35–49); Tarte, K. B. "*Tu* or *vous*? Forms of address and cultural understanding in *Monsieur Lazhar*" (51–64); de Bruin, K., Erickson, L. O., & Sullivan, J. H. "A meaningful French education: Experiential learning in French" (65–77); Connors, L. J. "The power of tragedy: An eighteenth-century debate on theater and its relevance to literature pedagogy today" (79–93); Fatih, Z. "Corruption, Islam, and secular ethics in Tahar Ben Jelloun's *L'homme rompu*" (95–104); Cartal-Falk, A. "*La boucle bouclée?* The quest for identity in Le Clézio's 'Printemps' and *Poisson d'or*" (105–115); Newell-Amato, D. "*Que dit ce silence?* Strange reversals of imperial discourses in Racine's

https://doi.org/10.1017/S027226311400028X Published online by Cambridge University Press

Bérénice" (117–130); Brevik-Zender, H. "Fashion and fin-de-siècle feminisms in Rachilde's *La jongleuse*" (131–144); Howe, E. "The 'Cubist' poetry of Pierre Reverdy (145–160); Calargé, C. "Souvenirs d'une enfance dans la guerre: rencontre avec Zeina ÀbiRached" (161–172); Brautman, D. "Entretien avec 'Claude Izner'" (173–180); Simard-Newman, S. "Integrating global education into French programs" (181–182); Villegas Rogers, C. "Embracing new directions for French programs" (183–185); Harrington, K. N. "French as a 'practical' language: Tapping into New England's Francophone presence" (186–188); Gray, R. J., II "If you build it…?" (189–190).

Journal of Child Language 41 (2). (2014). Rakhlin, N., Kornilov, S. A., & Grigorenko, E. L. "Gender and agreement processing in children with Developmental Language Disorder" (241–274); Sterponi, L., & Shankey, J. "Rethinking echolalia: repetition as interactional resource in the communication of a child with autism" (275–304); Song, L., Spier, E. T., & Tamis-Lemonda, C. S. "Reciprocal influences between maternal language and children's language and cognitive development in low-income families" (305–326); Mainela-Arnold, E., & Evans, J. L. "Do statistical segmentation abilities predict lexical-phonological and lexical-semantic abilities in children with and without SLI?" (327–351); Rydland, V., Grøver, V., & Lawrence, J. "The second-language vocabulary trajectories of Turkish immigrant children in Norway from ages five to ten: the role of preschool talk exposure, maternal education, and co-ethnic concentration in the neighborhood" (352–381); Pye, C., & Pfeiler, B. "The Comparative Method of language acquisition research: a Mayan case study" (382–415); Kan, P. F. "Novel word retention in sequential bilingual children" (416–438); Ketrez, F. N. "Harmonic cues for speech segmentation: a cross-linguistic corpus study on child-directed speech" (439–461); Stanfield, C., Williamson, R., & Özçalışkan, Ş. "How early do children understand gesture-speech combinations with iconic gestures?" (462–471); Glenwright, M., Parackel, J. M., Cheung, K. R. J., & Nilsen, E. S. "Intonation influences how children and adults interpret sarcasm" (472–484).

Journal of Pidgin and Creole Studies 29 (1). (2014). De Wit, A., & Brisard, F. "Zero verb marking in Sranan" (1–48); Siegel, J., Szmrecsanyi, B., & Kortmann, B. "Measuring analyticity and syntheticity in creoles" (49–85); Sessarego, S. "On the origins of Chota Valley Spanish: Linguistics and sociohistorical evidence" (86–133); Nash, J. "Norf'k placenames and creole toponymy" (135–142); Lefebvre, C., & Lambert-Brétière, R. "A note on the Haitian double-object construction and the relabelling-based account of creole genesis" (143–156); Mufwene, S. S. "The case was never closed: McWhorter misinterprets the ecological approach to the emergence of creoles" (157–171); McWhorter, J. "A response to Mufwene" (172–176); Bakker, P. "Creolistics: Back to square one?" (177–194).

Kramsch, C. (Ed.). (2014). *Teaching foreign languages in an era of globalization* [Special section]. *Modern Language Journal* 98 (1). Kramsch, C. "Teaching foreign languages in an era of globalization: Introduction" (296–311); Lo Bianco, J. "Domesticating the foreign: Globalization's effects on the place/s of languages" (312–325); Hua, Z., & Wei, L. "Geopolitics and the changing hierarchies of the Chinese language: Implications for policy and practice of Chinese language teaching in Britain" (326–339); Kern, R. "Technology as *Pharmakon*: The promise and perils of the Internet for foreign language education" (340–357); Del Valle, J. "The politics of normativity and globalization: Which Spanish in the classroom?" (358–372); Freadman, A. "Fragmented memory in a global age: The place of storytelling in modern language curricula" (373–385); Scarino, A. "Learning as reciprocal, interpretive meaning-making: A view from collaborative research into the professional learning of teachers of languages" (386–401).

Language 90 (1). (2014). Steedman, M. "The surface-compositional semantics of English intonation" (2–57); Gagliardi, A., & Lidz, J. "Statistical insensivity in the acquisition of Tsez noun classes" (58–89); Tagliamonte, S. A., & Denis, D. "Expanding the transmission/diffusion dichotomy: Evidence from Canada" (90–136); Kroeger, P. "External negation in Malay/Indonesian" (137–184); Harbour, D. "Paucity, abundance, and the theory of number" (185–229); Pater, J. "Canadian raising with language-specific weighted constraints" (230–240); Newmeyer, F. J. "Getting the word out: The early generativists' multipronged efforts to diffuse their ideas" (241–268); Heath, J. "Langacker: Investigations in cognitive grammar" (269–276).

https://doi.org/10.1017/S027226311400028X Published online by Cambridge University Press

Language in Society 43 (1). (2014). Pharao, N., Maegaard, M., Møller, J. S., & Kristiansen, T. "Indexical meanings of [s+] among Copenhagen youth: Social perception of a phonetic variant in different prosodic contexts" (1–31); Raymond, C. W. "Negotiating entitlement to language: Calling 911 without English" (33–59); King, B. W. "Tracing the emergence of a community of practice: Beyond presupposition in Sociolinguistic research" (61–81); Cerruti, M., & Regis, R. "Standardization patterns and dialect/standard convergence: A northwestern Italian perspective" (83–111).

Language Testing 31 (1). (2014). Tommerdahl, J., & Kilpatrick, C. D. "The reliability of morphological analyses in language samples" (3–18); Katzenberger, I., & Meilijson, S. "Hebrew language assessment measure for preschool children: A comparison between typically developing children and children with specific language impairment" (19–38); Eckes, T. "Examining testlet effects in the TestDaF listening section: A testlet response theory modeling approach" (39–61); Chen, F., & Chalhoub-Deville, M. "Principles of quantile regression and an application" (63–87); Koo, J., Becker, B. J., & Kim, Y.-S. "Examining differential item functioning trends for English language learners in a reading test: A meta-analytical approach" (89–109); Gu, L. "At the interface between language testing and second language acquisition: Language ability and context of learning" (111–133).

Magnan, S. S., Murphy, D., & Sahakyan, N. (2014). *Goals of collegiate learners and the* Standards for Foreign Language Learning [Monograph]. *Modern Language Journal* 98 (Suppl. 1).

Modern Language Journal 98 (1). Kramsch, C. (Ed.) "Teaching foreign languages in an era of globalization" [Special section] (296–401); Dippold, D. "'That's wrong': Repair and rapport in culturally diverse higher education classrooms" (402–416); Rassaei, E. "Scaffolded feedback, recasts, and L2 development: A sociocultural perspective" (417–431); Muñoz, C., & Llanes, À. "Study abroad and changes in degree of foreign accent in children and adults" (432–449); Plonsky, L. "Study quality in quantitative L2 research (1990–2010): A methodological synthesis and call for reform" (450–470).

Schwab, S., & Leemann, A. (Eds.) (2013). *L'étude de la prosodie en Suisse* [Special issue]. *Travaux neuchâtelois de linguistique* 59. Schwab, S., & Leemann, A. "Avant-propos" (1–4); Avanzi, M. "Note de recherche sur l'accentuation et le phrasé prosodique à la lumière des corpus de français" (5–24); Dubosson, P., Schwab, S., & Avanzi, M. "La prosodie du 'français fédéral'. Étude de la vitesse d'articulation et de l'accentuation en français L1 et L2" (25–42); Peter, N., & Leemann, A. "New approach towards predicting local f0 movements using Linear Least Squares by SVD" (43–56); Hove, I. "Prosodic differences between Germans and German-speaking Swiss in L2" (57–70); Schwab, S. "Apprenants hispanophones de FLE et accentuation en français" (71–86); Dellwo, V., & Fourcin, A. "Rhythmic characteristics of voice between and within languages" (87–107); Schmid, S., & Dellwo, V. "Sprachrhythmus bei bilingualen Sprechern" (109–126); Kolly, M. J., & Dellwo, V. "(How) can listeners identify the L1 in foreign accented L2 speech?" (127–148); Friedrichs, D., & Dellwo, V. "Rythmische Variabilität bei synchronem Sprechen und ihre Bedeutung für die forensische Sprecheridentifizierung" (149–166); Sutter, S., & Dellwo, V. "Audiovisuelle Sprechererkennung durch linguistisch naive Personen" (167–181).

Second Language Research 30 (1). (2014). Amaral, L., & Roeper, T. "Multiple Grammars and Second Language Representation" (3–36); Hopp, H. "Constraining Multiple Grammars" (37–40); Lardiere, D. "What is a rule of grammar?" (41–46); Liceras, J. M. "The Multiple Grammars Theory and the nature of L2 grammars" (47–54); Muysken, P. "Wake up, it is 2013! Commentary on Luiz Amaral and Tom Roeper's article" (55–58); Pérez-Leroux, A. T. "Commentary to 'Multiple Grammars and second language representation', by Luiz Amaral and Tom Roeper" (59–63); Slabakova, R. "Omnivorous representation might lead to indigestion: Commentary on Amaral and Roeper" (65–70); Sorace, A. "Multiple grammars: Old wine in old bottles" (71–74); Truscott, J. "Multiple Grammars and MOGUL" (75–78); Unsworth, S. "Contradictory information in the input as the cause of Multiple Grammars: Predictions for bilingual acquisition" (79–83); Westergaard, M. "Complexity and conflicting grammars in language acquisition" (85–89); Serratrice, L. "Implications for child bilingual acquisition, optionality and transfer" (91–96); Amaral, L., & Roeper, T. "Why minimal multiple rules provide a unique window into UG and L2" (97–107).

https://doi.org/10.1017/S027226311400028X Published online by Cambridge University Press

World Englishes 32 (4). (2013). Botha, W. "English-medium instruction at a university in Macau: Policy and realities" (461–475); Hamid, M. O., & Baldauf, R. B., Jr. "Second language errors and features of world Englishes" (476–494); Bolton, K. "World Englishes and international call centres" (495–502); Forey, G. "The impact of call centre employment on women in India" (503–520); Lam, M., & Yu, C. "English and Cantonese in a bilingual call centre in Hong Kong" (521–535); Lockwood, J. "International communication in a technology services call centre in India" (536–550).

EDITED VOLUMES

Benati, A., Laval, C., & Arche, M. J. (Eds.). (2014). *The grammar dimension in instructed second language learning*. London, UK: Bloomsbury. Pp. xii + 212. $140.00 cloth. Benati, A., Laval, C., & Arche, M. J. "Introduction: Grammar dimension in instructed second language learning" (1–11); VanPatten, B., & Rothman, J. "Against 'rules'" (15–35); Sharwood Smith, M. "Possibilities and limitations of enhancing language input: A MOGUL perspective" (36–57); Lee, J. F. "Processing Instruction: Where research meets practice" (58–81); García Mayo, M. d. P. "Collaborative tasks and their potential for grammar instruction in second/foreign language contexts" (82–102); Nassaji, H. "Interactional feedback: Insights from theory and research" (103–123); Smith, M., & VanPatten, B. "Instructed SLA as parameter setting: Evidence from earliest-stage learners of Japanese as L2" (127–146); Lee, J. F. "The relationship between learning rate and learning outcome for processing instruction on the Spanish passive voice" (147–163); Nassaji, H., & Tian, J. "Coproduction of language forms and its effects on L2 learning" (164–184); Angelovska, T., & Hahn, A. "Raising language awareness for learning and teaching L3 grammar" (185–206).

Bhatt, P., & Veenstra, T. (Eds.). (2013). *Creole languages and linguistic typology*. Amsterdam, The Netherlands: Benjamins. Pp. 279. $143.00 cloth. Bhatt, P., & Veenstra, T. "Introduction" (1–7); Bakker, P., Daval-Markussen, A., Parkvall, M., & Plag, I. "Creoles are typologically distinct from non-creoles" (9–45); Good, J. "Typologizing grammatical complexities, *or* Why creoles may be paradigmatically simple but syntagmatically average" (47–93); Kihm, A. "Pidgin-creoles as a scattered sprachbund: Comparing Kriyol and Nubi" (95–139); Plag, I. "Creolization and admixture: Typology, feature pools, and second language acquisition" (141–162); Hagemeijer, T. "The Gulf of Guinea Creoles: Genetic and typological relations" (163–205); Klein, T. B. "Typology of creole phonology: Phoneme inventories and syllable templates" (207–244); Kouwenberg, S., & LaCharité, D. "The typology of Caribbean Creole reduplication" (245–268).

Díaz-Negrillo, A., Ballier, N., & Thompson, P. (Eds.). (2013). *Automatic treatment and analysis of learner corpus data*. Amsterdam, The Netherlands: Benjamins. Pp. vi + 314. $143.00 cloth. Ballier, N., Díaz-Negrillo, A., & Thompson, P. "Introduction" (3–7); Díaz-Negrillo, A., & Thompson, P. "Learner corpora: Looking towards the future" (9–29); Ballier, N., & Martin, P. "Developing corpus interoperability for phonetic investigation of learner corpora" (33–63); Lozano, C., & Mendikoetxea, A. "Learner corpora and second language acquisition: The design and collections of CEDEL2" (65–100); Reznicek, M., Lüdeling, A., & Hirschmann, H. "Competing target hypotheses in the Falko corpus: A flexible multi-layer corpus architecture" (101–123); Gamon, M., Chodorow, M., Leacock, C., & Tetreault, J. "Using learner corpora for automatic error detection and correction" (127–149); Ferragne, E. "Automatic suprasegmental parameter extraction in learner corpora" (151–167); Tono, Y. "Criterial feature extraction using parallel learner corpora and machine learning" (169–203); Méli, A. "Phonological acquisition in the French-English interlanguage: Rising above the phoneme" (207–226); Tortel, A. "Prosody in a contrastive learner corpus" (227–247); Ai, H., & Lu, X. "A corpus-based comparison of syntactic complexity in NNS and NS university students' writing" (249–264); Schiftner, B. "Analysing coherence in upper-intermediate learner writing" (265–285); Gries, S. Th. "Statistical tests for the analysis of learner corpus data" (287–309).

Jegerski, J., & VanPatten, B. (Eds.) (2014). *Research methods in second language psycholinguistics*. New York, NY: Routledge. Pp. xv + 255. $49.95 paper. VanPatten, B. "The psycholinguistics of SLA" (1–19); Jegerski, J. "Self-paced reading" (20–49);

https://doi.org/10.1017/S027226311400028X Published online by Cambridge University Press

Papadopoulou, D., Tsimpli, I., & Amvrazis, N. "Self-paced listening" (50–68); Keating, G. D. "Eye-tracking with text" (69–92); Dussias, P. E., Valdés Kroff, J., & Gerfen, C. "Visual world eye-tracking" (93–126); Morgan-Short, K., & Tanner, D. "Event-related potentials (ERPs)" (127–152); Newman, A. J. "Functional magnetic resonance imaging (fMRI)" (153–184); Sunderman, G. "Translation recognition tasks" (185–211); Roberts, L. "Cross-modal priming with sentences" (212–230); Leeser, M. J. "On psycholinguistic methods" (231–251).

Tomlinson, B. (Ed.). (2013). *Developing materials for language teaching* (2nd ed.). London, UK: Bloomsbury. Pp. xi + 561. $49.95 paper. Tomlinson, B. "Introduction: Are materials developing?" (1–17); Tomlinson, B. "Materials evaluation" (21–48); Saraceni, C. "Adapting courses: A personal view" (49–62); Singapore Wala, D. A. "Publishing a coursebook: The role of feedback" (63–87); Tomlinson, B. "Comments on Part A" (89–92); Tomlinson, B. "Developing principled frameworks for materials development" (95–118); Singapore Wala, D. A. "The instructional design of a coursebook is as it is because of what it has to do – An application of systemic functional theory" (119–137); Tomlinson, B. "Humanizing the coursebook" (139–155); Hill, D. A. "The visual elements in EFL coursebooks" (157–166); Maley, A. "Creative approaches to writing materials" (167–187); Kiddle, T. "Developing digital language learning materials" (189–205); Mishan, F. "Demystifying blended learning" (207–223); Tomlinson, B. "Comments on Part B" (225–226); Rixon, S. "Authors' knowledge, rationales and principles – Steady flow-through or stuck in the publishing pipeline? The case of early reading with young learners" (229–246); Ghosn, I.-K. "Developing motivating materials for refugee children: From theory to practice" (247–267); Cives-Enriquez, R.-M. "Materials for adults: 'I am no good at languages!' – Inspiring and motivating L2 adult learners of beginner's Spanish" (269–287); Cook, V. "Materials for adult beginners from an L2 user perspective" (289–308); Hann, N. "Mining the L2 environment: ESOL learners and strategies outside the classroom" (309–332); Tomlinson, B. "Comments on Part C" (333–334); Stranks, J. "Materials for the teaching of grammar" (337–350); Nation, P. "Materials for teaching vocabulary" (351–364); Masuhara, H. "Materials for developing reading skills" (365–389); Hylund, K. "Materials for developing writing skills" (391–405); Bao, D. "Developing materials for speaking skills" (407–428); Hill, D. A., & Tomlinson, B. "Coursebook listening activities" (429–442); Pulverness, A., & Tomlinson, B. "Materials for cultural awareness" (443–459); Timmis, I. "Corpora and materials: Towards a working relationship" (461–474); Tomlinson, B. "Comments on Part D" (475–477); Tomlinson, B. "Materials development courses" (481–500); Tomlinson, B., & Masuhara, H. "Simulations in materials development" (501–519); Emery, H. "Working with student-teachers to design materials for language support within the school curriculum" (521–536); Tomlinson, B. "Comments on Part E" (537–540); Tomlinson, B. "Conclusion" (541–543).

https://doi.org/10.1017/S027226311400028X Published online by Cambridge University Press