# Studies in Second Language Acquisition

CAMBRIDGE UNIVERSITY PRESS

# STUDIES IN SECOND LANGUAGE ACQUISITION

Editor, Albert Valdman, Indiana University

Associate Editor, Susan Gass, Michigan State University

Assistant to the Editor, Terese Thonus, Indiana University

# **Editorial Board**

Rod Ellis (Temple University), Gabriele Kasper (University of Hawaii, Manoa), Patsy Lightbown (Concordia University), Michael Long (University of Hawaii, Manoa), Jürgen M. Meisel (University of Hamburg), John H. Schumann (UCLA), Peter Skehan (Thames Valley University), Lydia White (McGill University)

# **Advisory Committee**

Kathleen Bardovi-Harlig (Indiana University), David Birdsong (University of Texas, Austin), Graham Crookes (University of Hawaii, Manoa), Lynn Eubank (University of North Texas), Jan H. Hulstijn (Free University Amsterdam), Claire Kramsch (University of California, Berkeley), Stephen Krashen (USC), Roy C. Major (Arizona State University), Teresa Pica (University of Pennsylvania), Russell S. Tomlin (University of Oregon), Bill VanPatten (University of Illinois, Urbana-Champaign), Daniel Véronique (University of Provence), Richard Young (University of Wisconsin, Madison)

## 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, 40 West 20th Street, New York, NY 10011, U.S.A.; or Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

# **SUBSCRIPTION OFFICES**

(For U.S.A. and Canada) Cambridge University Press, 110 Midland Avenue, Port Chester, NY 10573, U.S.A. (For U.K. and elsewhere) Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, 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. Annual subscription rates for Volume 18 (1996): Institutions, US \$98.00 in the U.S.A. and Canada, UK £64.00 in the U.K. and elsewhere; Individuals, US \$48.00 in the U.S.A. and Canada, UK £30.00 in the U.K. and elsewhere. Prices include postage and insurance.

# © 1996 CAMBRIDGE UNIVERSITY PRESS

All rights reserved. No part of this publication may be reproduced, in any form or by any means, electronic, photocopying, or otherwise, without written permission from Cambridge University Press. *Photocopying information for users in the U.S.A.*: The Item-Fee Code for this publication (0272-2631/96 \$7.50 + .10) 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) Transaction Reporting Service, provided that the appropriate remittance of \$7.50 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, 110 Midland Avenue, Port Chester, NY 10573–4930.

Printed in the United States of America

# **TABLE OF CONTENTS**

In Memoriam	401
ARTICLES	
The effects of L1 orthography on L2 word recognition: A study of American and Chinese learners of Japanese  Nobuko Chikamatsu	403
Comprehension processes in L2 reading: Language competence, textual coherence, and inferences Yukie Horiba	433
Morphological uniformity and the null subject parameter in adult SLA William D. Davies	475
REPLICATION STUDY	
Explanation versus structured input in processing instruction Bill VanPatten and Soile Oikkenon	495
REVIEWS	
Holliday, A. (1994). Appropriate methodology and social context (Gilbert A. Jarvis)	511
Ellis, N. (Ed.). (1994). <i>Implicit and explicit learning of languages</i> (Peter Robinson)	512
MacWhinney, B. (1995). The CHILDES Project: Tools for analyzing talk (2nd ed.) (Lynn Eubank)	513
Spolsky, B. (1995). Measured words: The development of objective language testing (Frank Heyworth)	515
Tollefson, J. W. (Ed.). (1995). Power and inequality in language education (Dwight Atkinson)	516
Madden, C. G., & Myers, C. L. (Eds.). (1994). Discourse and performance of international teaching assistants (Andrew S. McCullough)	517
BOOK NOTICES	
Figueroa, E. (1994). Sociolinguistic metatheory (Carol Myers-Scotton)	519
Goddard, C., & Wierzbicka, A. (Eds.). (1994). Semantic and lexical universals (Jeanette Kohn Gundel)	520
Schein, J. D., & Stewart, D. A. (1995). Language in motion: Exploring the nature of sign (Gerald P. Berent)	520
Wright, S. (Ed.). (1995). Languages in contact and conflict: Contrasting	521

Duquette, G. (Ed.). (1995). Second language practice: Classroom strategies for developing communicative competence (Leon James)	522
Silva-Corvalán, C. (Ed.). (1995). Spanish in four continents: Studies in language contact and bilingualism (Elizabeth Grace Winkler)	523
Publications Received	525
Acknowledgement of Readers for Volume 18	535
Contents of Volume 18, 1996	539