
Vol. 9 No. 3 October 1987

Studies in
Second
Language
Acquisition

Cambridge
University
Press

STUDIES IN SECOND LANGUAGE ACQUISITION

Editor, Albert Valdman, *Indiana University*

Assistant to the Editor, Molly Wieland, *Indiana University*

Editorial Board

Andrew Cohen (*Hebrew University*), Gary Cziko (*University of Illinois*), Alison d'Anglejan (*Université de Montréal*), R. J. Ellis (*Ealing College of Higher Education*), Susan M. Gass (*Michigan State University*), Gabriele Kasper (*University of Aarhus*), Michael Long (*University of Hawaii-Manoa*)

Advisory Committee

Simon Belasco (*University of South Carolina*), Lawrence Carrington (*University of the West Indies*), Robert DiPietro (*University of Delaware*), Harry Gradman (*Indiana University*), Braj Kachru (*University of Illinois*), Eric Kellerman (*University of Nijmegen*), Jürgen Meisel (*Universität Hamburg*), Wilga Rivers (*Harvard University*), Robin Scarcella (*University of California, Irvine*), John H. Schumann (*UCLA*), Mary Wan Joo Tay (*National University of Singapore*), Merrill Swain (*Ontario Institute for Studies in Education*), Renzo Titone (*Roma*), G. Richard Tucker (*Center for Applied Linguistics*)

EDITORIAL POLICY

Studies in Second Language Acquisition is devoted to problems and issues in Second Language Acquisition and Foreign Language Learning, defined broadly to include problems of language contact—interference, transfer, pidginization. While preference will be given to theoretically-oriented papers and reports of empirical research, discussions of pedagogical issues will be considered if they refer to major theoretical issues in the field. *Studies in Second Language Acquisition* is a refereed publication. Submitted material undergoes blind evaluation by at least two readers selected from the members of the Editorial Board, Advisory Committee, and other experts in the field. The names of all outside readers consulted will be listed in the final issue of each yearly volume.

SUBSCRIPTIONS

Studies in Second Language Acquisition (ISSN 0272-2631) is published three times a year. The subscription price, which includes postage, of Volume 9, 1987, is US \$47.00 in the U.S.A. and Canada (£26.00 net) for institutions; US \$26.00 in the U.S.A. and Canada (£14.50) for individuals subscribing for their personal use. Single parts cost US \$18.00 in the U.S.A. and Canada (£10.00 net) plus postage. Institutional orders

may be sent to a bookseller, agent, or direct to Cambridge University Press, 32 E. 57th Street, New York, NY 10022, or outside the U.S.A. and Canada to Cambridge University Press, the Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England. Individuals must order direct from the Press.

Claims for missing issues should be made immediately after receipt of the next issue.

COPYING

This journal is registered with the Copyright Clearance Center, 27 Congress Street, Salem, MA 01970. Organizations in the U.S.A. who are also registered with C.C.C. may therefore copy material (beyond the limits permitted by sections 107 and 108 of U.S. copyright law) subject to payment to C.C.C. of the per-copy fee. The Item-Fee Code for this journal is 0272-2631/87 \$5.00 + .00. This consent does not extend to multiple copying for promotional or commercial purposes.

ISI Tear Service, 3501 Market Street, Philadelphia, PA 19104, U.S.A., is authorized to supply single copies of separate articles for private use only.

For all other use, permission should be sought from the New York or Cambridge office of the Cambridge University Press.

ADVERTISING

Inquiries about advertising should be sent to the Journals Promotion Department of the New York or Cam-

bridge office of Cambridge University Press.

© 1987 Cambridge University Press

TABLE OF CONTENTS

ARTICLES

<i>Markedness and Second Language Acquisition: The Question of Transfer</i>	Lydia White	261
<i>Some Applications of Cognitive Theory to Second Language Acquisition</i>	J. Michael O'Malley, Anna Uhl Chamot, and Carol Walker	287
<i>Some Assumptions about Second Language Text Comprehension</i>	Dieter Wolff	307
<i>Mother and Other Tongue Influence on Learner French: A Case Study</i>	David Singleton	327

REVIEW ARTICLES

<i>Shifting Gears: Krashen's Input Hypothesis</i>	Robin Scarcella and Leroy Perkins	347
<i>The Proficiency Movement: Second Language Acquisition Perspectives</i>	Claire Kramsch	355

REVIEWS

Huebner, Thom. (1983). <i>A longitudinal analysis of the acquisition of English</i> (Manfred Pienemann)	363
Hancock, Ian F. (1985). <i>Diversity and development in English-related creoles</i> (Lawrence D. Carrington)	368
Berwick, Robert C., & Weinberg, Amy S. (1986). <i>The grammatical basis of linguistic performance: Language use and acquisition</i> (Lydia White)	369

Quirk, Randolph, & Widdowson, H. G. (Eds.). (1985). <i>English in the world: Teaching and learning the language and literatures</i> (Beverly S. Hartford)	371
Guiora, Alexander Z. (Ed.). (1984). <i>An epistemology for the language sciences</i> (Robert J. Di Pietro)	373
Ramirez, Arnulfo G. (1984). <i>Bilingualism through schooling: Cross-cultural education for minority and majority students</i> (Carolyn Kessler)	375
Appel, René. (1984). <i>Immigrant children learning Dutch: Sociolinguistic and psycholinguistic aspects of second-language acquisition</i> (Theo Bongaerts)	377
Celce-Murcia, Marianne. (1985). <i>Beyond the basics: Issues and research in TESOL</i> (Paul J. Angelis)	379

BOOK NOTICES

Austin, Timothy R. (1984). <i>Language crafted: A linguistic theory of poetic syntax</i> (Cynthia A. Fox)	383
Hammerly, Hector. (1985). <i>An integrated theory of language teaching and its practical consequences</i> (Dorothy A. Rissel)	383
Dechert, Hans W., Brüggemeier, Monika, & Fütterer, Dietmar (Compilers). (1984). <i>Transfer and interference in language: A selected bibliography</i> (Laurel W. McLain)	384
Gazdar, G., Klein, E., Pullum, G., & Sag, I. (1985). <i>Generalized phrase structure grammar</i> (Helene Ossipov)	384
<i>Publications Received</i>	387
<i>Announcements</i>	389
<i>Contents of Volume 9, 1987</i>	393
<i>Acknowledgment of Readers for Volume 9</i>	396