

STUDIES IN SECOND LANGUAGE ACQUISITION

Notes for Contributors

Contributions. Contributions written in English are welcomed from all countries. Articles should be sent to:

Albert Valdman, Editor
Studies in Second Language Acquisition
Ballantine Hall 602
Indiana University
1020 East Kirkwood Avenue
Bloomington, IN 47405 - 7103, USA
ssla@indiana.edu
<http://www.indiana.edu/~ssla>

Manuscript submissions. *SSLA* welcomes unsolicited articles, including replication studies. State of the Art articles, review articles, articles in thematic issues, responses, Point and Counterpoint articles, and book reviews are commissioned by the editors.

Manuscripts should not have been published previously or be under consideration for publication elsewhere in any form. In addition, *SSLA* will consider only one submission per author per volume. Manuscripts undergo a two-tier evaluation process. First, they are read by an in-house committee. If topic and scope are deemed appropriate, they are then sent out for blind review to at least three readers selected from the Editorial Board, Advisory Committee, and other experts in the field. The names of all readers consulted will be listed in the final issue of each volume.

A publication decision is usually made within four months of submission (10 to 20 percent of manuscripts submitted are accepted for publication). Articles are normally published within one year of acceptance.

Format. *SSLA* requires that all submissions conform to the requirements of the *Publication Manual of the American Psychological Association* (Fifth Edition), which can be obtained from the American Psychological Association, Order Department, P.O. Box 2710, Hyattsville, MD 20784. It is also available in bookstores and libraries.

Three manuscript copies and a diskette should be submitted for each manuscript. All submissions must be double-spaced on standard-size paper. The target length for submissions is 50 pages all inclusive. Contributors should keep a copy of the manuscript, as the original will not be included with the page proofs.

Title page and abstract. A separate double-spaced title page should be provided, including on separate lines (with normal capitalization and no underlining): title, subtitle, all authors' names and affiliations, and the lead author's address, phone number, and e-mail address. Each paper must begin with a 100–150 word abstract.

Tables, figures, and illustrations. Authors are responsible for providing camera-ready copy of tables, figures, and illustrations with the submission of an article.

References. Sources cited or referred to in the text should indicate the author's surname, publication date, and page number(s) when pertinent: (Gass, 1994; Light-

born & Spada, 1994, p. 563); if more than one, citations should appear in alphabetical order. When the author's name is part of the text, follow this form: Schumann (1994) argued that. . . .

All in-text citations must be listed in full in the reference list at the end of each article following the specifications of the *APA* manual. Begin the reference list on a separate page entitled "References" and double-space it throughout. Each entry must include the author's name, co-authors (if any), publication date, and title of work. For a journal article, also provide the name of the journal, volume number, and page numbers for the article. For an article in an edited volume, list the editor's name, title of the collection, and page numbers of the article. For a book or monograph, list the edition, volume number, series, place of publication, and name of publisher. Punctuate and capitalize as in the following examples:

Eckman, F. R. (1993, April). *Local and long-distance anaphora in second language acquisition*. Paper presented at the American Association of Applied Linguistics Annual Conference, Atlanta, GA.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Lakshmanan, U. (1989). *Accessibility to Universal Grammar in child second language acquisition*. Unpublished doctoral dissertation, University of Michigan, Ann Arbor.

Meisel, J. (Ed.). (1994). *Bilingual first language acquisition: French and German grammatical development*. Amsterdam: Benjamins.

Trahey, M., & White, L. (1993). Positive evidence and preemption in the second language classroom. *Studies in Second Language Acquisition*, 15, 181–201.

Zuengler, J. (1993). Explaining NNS interactional behavior: The effect of conversational topic. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 184–195). Oxford: Oxford University Press.

Book reviews. Inquiries regarding book reviews (500–750 words) and notices (350 words) should be directed to: Deborah Piston-Hatlen, Review Editor, *SSLA*, Indiana University, Ballantine Hall 602, 1020 East Kirkwood Ave., Bloomington, IN 47405-7103 USA; e-mail: sslabook@indiana.edu.

Proofs. First proofs of an article or review article will be sent to the lead author as a PDF attached to e-mail. Within 4 business days of receipt of proofs, a list of corrections should be returned to the editor (via e-mail).

Offprints. Offprints may be purchased only if ordered at proof stage.

Copyright. Contributors of accepted articles will be required to assign their copyrights on certain conditions to Cambridge University Press to help protect their material, particularly in the U.S.A.

ARTICLES

<i>Proficiency Assessment Standards in Second Language Acquisition Research: "Clozing" the Gap</i>	
Annie Tremblay	339
<i>Word Association in L1 and L2: An Exploratory Study of Response Types, Response Times, and Interlingual Mediation</i>	
Tess Fitzpatrick and Cristina Izura	373
<i>Left Dislocation in Near-Native French</i>	
Bryan Donaldson	399
<i>Vocabulary Size is Associated with Second-Language Vowel Perception Performance in Adult Learners</i>	
Rikke L. Bundgaard-Nielsen, Catherine T. Best, and Michael D. Tyler	433
<i>Book Reviews</i>	463
<i>Book Notices</i>	481
<i>Publications Received</i>	487

Cambridge Journals Online

For further information about this journal please go to the journal website at:

journals.cambridge.org/sla



CAMBRIDGE
UNIVERSITY PRESS