

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
1105 E. Atwater
Indiana University
Bloomington, IN 47405, U.S.A.

Manuscript submissions. *SSLA* welcomes unsolicited articles, including replication studies. State of the Art articles, review articles, articles in thematic issues, responses, 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.

Between 10 and 20 percent of manuscripts submitted are accepted for publication. Publication decision is usually made within four months of submission. Articles are normally published within one year of acceptance.

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

All manuscripts should be submitted in four copies. No materials will be returned to authors. Contributors should keep a copy of the manuscript, as the original will not be included with the page proofs. All submissions must be double-spaced on standard-size paper.

Title page and abstract. A separate double-spaced title page should be provided, including the following information: title, subtitle, all authors' names and affiliations, and the lead author's address, telephone number, and e-mail address (if applicable). These items should each be entered on a separate line, using normal capitalization and no underlining. 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; Lightbown & 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) argues 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 Ph.D. 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). New York: Oxford University Press.

Book reviews. Inquiries regarding book reviews (500–750 words) and notices (350 words) should be directed to: Susan Gass, Associate Editor, *SSLA*, English Language Center, 1 CIP, Michigan State University, East Lansing, MI 48824.

Proofs. First proof of an article or review article will be sent to the lead author (or a nominee), who will be expected to correct and return it to the Editor, via airmail when appropriate, within three days of receipt.

Offprints. 25 offprints will be provided free of charge to the lead author of an article or review article. Additional offprints may be purchased only if ordered at proof stage.

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

Studies in Second Language Acquisition
Volume 18 Number 4 December 1996

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 511

Book Notices 519

Publications Received 525

Acknowledgement of Readers for Volume 18 535

Contents of Volume 18, 1996 539

CAMBRIDGE
UNIVERSITY PRESS



0272-2631(199612)18:4;1-6