

# ANNUAL REVIEW OF APPLIED LINGUISTICS

## An Official Journal of the American Association for Applied Linguistics

*Alison Mackey, Editor*

The current issue, Volume 37, is entitled *Younger Second Language Learners*

Past volumes:

1. A broad survey of the entire field of applied linguistics
2. Language and language-in-education policy
3. Written discourse
4. Literacy
5. A broad survey of the entire field of applied linguistics
6. International bilingual communities
7. Language and the professions
8. Communicative language
9. Second language acquisition research
10. A broad survey of the entire field of applied linguistics
11. Discourse analysis
12. Literacy
13. Issues in second language teaching and learning
14. Language policy and planning
15. A broad survey of the entire field of applied linguistics
16. Technology and language
17. Multilingualism
18. Foundations of second language teaching
19. A survey of applied linguistics
20. Applied linguistics as an emerging discipline
21. Language and psychology
22. Discourse and dialogue
23. Language contact and change
24. Advances in language pedagogy
25. A survey of applied linguistics
26. Lingua franca languages
27. Language and Technology
28. Neurolinguistics and Cognitive Aspects of Language Processing
29. Language Policy and Language Assessment
30. A Survey of Selected Topics in Applied Linguistics
31. Topics in Second Language Pedagogy
32. Topics in Formulaic Language
33. Topics in Multilingualism
34. Topics in Research Methods
35. Identity in Applied Linguistics
36. Tasks in Applied Linguistics

CONTENTS

|   |     |
|---|-----|
| <b>JENEFER PHILP, MARGARET BOROWCZYK AND ALISON MACKEY</b><br>Exploring the Uniqueness of Child Second Language Acquisition (SLA): Learning, Teaching, Assessment, and Practice   | 1   |
| <b>NELSON FLORES AND OFELIA GARCÍA</b><br>A Critical Review of Bilingual Education in the United States: From Basements and Pride to Boutiques and Profit   | 14  |
| <b>JUDIT KORMOS</b><br>The Effects of Specific Learning Difficulties on Processes of Multilingual Language Development  | 30  |
| <b>ASTA CEKAITE</b><br>What Makes a Child a Good Language Learner? Interactional Competence, Identity, and Immersion in a Swedish Classroom   | 45  |
| <b>RHONDA OLIVER AND AGURTZANE AZKARAI</b><br>Review of Child Second Language Acquisition (SLA): Examining Theories and Research  | 62  |
| <b>EVA ALCÓN-SOLER</b><br>Pragmatic Development During Study Abroad: An Analysis of Spanish Teenagers' Request Strategies in English Emails   | 77  |
| <b>GIGLIANA MELZI, ADINA R. SCHICK AND KELLY ESCOBAR</b><br>Early Bilingualism Through the Looking Glass: Latino Preschool Children's Language and Self-Regulation Skills   | 93  |
| <b>MARÍA DEL PILAR GARCÍA MAYO AND UDANE LOIDI LABANDIBAR</b><br>The Use of Models as Written Corrective Feedback in English as a Foreign Language (EFL) Writing  | 110 |
| <b>CASEY LEW-WILLIAMS</b><br>Specific Referential Contexts Shape Efficiency in Second Language Processing: Three Eye-Tracking Experiments With 6- and 10-Year-Old Children in Spanish Immersion Schools                 | 128 |
| <b>JOHANNE PARADIS, BRIAN RUSK, TAMARA SORENSON DUNCAN AND KRITHIKA GOVINDARAJAN</b><br>Children's Second Language Acquisition of English Complex Syntax: The Role of Age, Input, and Cognitive Factors                 | 148 |
| <b>CARMEN MUÑOZ</b><br>Tracing Trajectories of Young Learners: Ten Years of School English Learning   | 168 |
| <b>KATE MENKEN AND SHARON AVNI</b><br>Challenging Linguistic Purism in Dual Language Bilingual Education: A Case Study of Hebrew in a New York City Public Middle School  | 185 |
| <b>VIRGINIA P. COLLIER AND WAYNE P. THOMAS</b><br>Validating the Power of Bilingual Schooling: Thirty-Two Years of Large-Scale, Longitudinal Research   | 203 |
| <b>JEFF MACSWAN, MARILYN S. THOMPSON, KELLIE ROLSTAD, KARA MCALISTER AND GERDA LOBO</b><br>Three Theories of the Effects of Language Education Programs: An Empirical Evaluation of Bilingual and English-Only Policies | 218 |
| <b>ALISON L. BAILEY</b><br>Progressions of a New Language: Characterizing Explanation Development for Assessment With Young Language Learners   | 241 |
| <b>TARA W. FORTUNE AND ZHONGKUI JU</b><br>Assessing and Exploring the Oral Proficiency of Young Mandarin Immersion Learners   | 264 |

CAMBRIDGE CORE

For further information about this journal

please go to the journal website at:

[cambridge.org/apl](http://cambridge.org/apl)

**CAMBRIDGE**  
UNIVERSITY PRESS