

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL)
ANNUAL MEETING, FEBRUARY 28 - MARCH 2, 1992
SEATTLE, WASHINGTON

PLENARY SPEAKERS

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CALL FOR ABSTRACTS

Abstracts are invited for both individual papers and half-day colloquia on topics in applied linguistics, including (but not limited to) discourse analysis, sociolinguistics, pidgins and creoles, second language acquisition, second and foreign language teaching, language for specific purposes, immersion and content-based L2 instruction, language evaluation, rhetoric and stylistics, translation, language planning, language policy, and lexicography.

Individual papers will be 20 minutes long, with 10 minutes' discussion time. Send three copies of a typed abstract no more than 250 words long. In the upper left-hand corner of the page, place the submitter's name, address, phone, e-mail address and institution affiliation. Include a 50-word abstract typed single-space on a 4x6 card, headed by your name, affiliation and the title of the paper; this will be used for photo-reproduction and publication in the meeting handbook.

American Association for Applied Linguistics
1325 18th Street, NW, Suite 211
Washington, DC 20036

CALL FOR PAPERS

INTERNATIONAL CONFERENCE on LANGUAGE AWARENESS. 6th - 9th April 1992

School of English and Linguistics, University of Wales Bangor, UK

The National Consortium of centres for Language Awareness (NCcLA) is to hold an international conference, hosted by the School of English and Linguistics, University of Wales, Bangor, from Mon. 6th April (evening) to Thurs. 9th April (lunchtime).

The role of the NCcLA is to promote work in the area of Language Awareness both at the practical level of supporting initiatives by teachers, and also at the level of organising seminars, symposia and conferences.

A maximum of 40 papers will be accepted for this event, each lasting 25 minutes + 15 minutes for discussion in parallel sessions allocated by theme. The standard equipment (OHP, chalk/whiteboard) will be available, and video or computer on request. Papers for delivery by proxy cannot be accepted.

There will be keynote, plenary and section papers. We anticipate papers falling into themes such as different fields of Language Awareness (mother tongue learning, foreign language learning etc.), different levels of Language Awareness (primary, secondary, tertiary education), different domains of Language Awareness (performance, affective etc.), and evaluation of Language Awareness work in all of these. However, themes are not being strictly imposed from the outset, and we welcome proposed papers falling outside the above areas. There is every possibility that the Proceedings will be published.

Abstracts for consideration should be no longer than 300 words, and are to be submitted to the addresses below by October 31st 1991. If faxed or posted, they should be typed or word-processed, double-spaced, with a separate sheet giving the author's name and address. Alternatively, abstracts may be sent by electronic mail.

The Conference fee (including full board) is £100 (£110 if booked after 30th Nov. 1991). Cheques should be made payable to UCNW.

Further information may be obtained from:

Peter Garrett, School of English and Linguistics, UCNW, Bangor, Gwynedd, LL57 2DG, UK. Phone: 0248 - 351151 Ext. 2269.
Fax: 0248 - 370451. E-mail: els006@uk.ac.bangor.vaxa

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**NATIONAL CENTER FOR RESEARCH ON
CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING**

Eugene Garcia and Barry McLaughlin, Co-directors
399 Kerr Hall
University of California
Santa Cruz, CA 95064
408-459-3501(o)/408-459-3502(fax)

The National Center for Research on Cultural Diversity and Second Language Learning has been funded by the Office of Educational Research and Improvement, U.S. Department of Education, effective January 1, 1991. The University of California, Santa Cruz (UCSC), through the university's statewide Linguistic Minority Research Project, received the award to coordinate this Center and will collaborate with the Center for Applied Linguistics (CAL) in Washington, DC and other institutions to conduct the research and provide dissemination activities.

This new national research center is designed to promote the intellectual development, literacy, and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people. The Center will initiate new projects as well as build on and expand to the national level ongoing research, dissemination, and teaching efforts. The Center's work will involve researchers from a variety of disciplines, include participants from throughout the country, and address the needs of students from a variety of language minority groups in pre-K to grade 12 classrooms.

Several of the research projects deal with the relationship between first and second language learning, and between cultural and linguistic factors in the acquisition of literacy. Other projects focus on teaching strategies to assist children from diverse cultural backgrounds in gaining access to content material. Studies that develop alternate models of assessment for these students are included as are studies that examine various instructional programs for language minority children, and how modifications in the social organization of schools affect their academic performance.

Dissemination will be a key feature for the Center as a whole as well as for each project. The dissemination efforts will be directed to the parents and teachers of language minority students, and to the resource centers, policymakers, advocacy groups, researchers, and professional organizations concerned with their needs.

This new Research Center on Cultural Diversity and Second Language Learning will undertake a dynamic, process-oriented research program that places language learning within a broader social and cultural context. Because it is inherently applied and contextual, this approach should produce lasting practical consequences, assisting parents, practitioners, and policymakers in better educating our nation's culturally diverse children.

For more information about the individual research projects and/or to join the mailing list, please contact the Center at the address above.

INTERNATIONAL CALL BIBLIOGRAPHY:SECOND VOLUME IN PREPARATION

A second volume to the partly annotated (1988) International Bibliography of Computer-Assisted Language Learning (Frankfurt a.M.:Peter Lang) is being planned. The compiler, Udo O.H. Jung, calls on researchers and practitioners to co-operate in the compilation of this reference tool by sharing information. Please send offprints of articles, manuscripts accepted for publication, and, of course, books on CALL to Dr. Jung. English, French and German publications will be considered for annotation. Publications in other languages are welcome. They will be included, but cannot be annotated. Please note that papers not included in the first volume are also welcome. If interested in contributing to this international co-operative venture, send your publications to

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ISSN 0026-7902

Published quarterly at The University of Wisconsin Press

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NOTES FOR CONTRIBUTORS

Contributions. Contributions are welcomed from all countries. They should be written in English. All articles should be sent to:

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Manuscripts. *SSLA* requires that all submissions conform to the requirements of the *Publication Manual of the American Psychological Association* (Third Edition), which can be obtained from the American Psychological Association, Order Department, 1200 17th St., N.W., Washington, DC 20036. It is also available in many bookstores and libraries.

All manuscripts should be submitted in four copies, three copies for book reviews. No materials will be returned to authors unless postage is provided. Contributors should keep a copy of the manuscript; the original manuscript will not be included with the page proof. All submissions must be typewritten, double-spaced, on standard-size paper, 8 1/2 x 11 inches. Provide a separate title page including the following information: title; subtitle; all authors' names and affiliations; and the lead author's full mailing address and telephone number. These items must each be entered on separate lines, double-spaced, using normal capitalization and no underscoring. 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. Authors should be prepared to furnish such copy within two weeks after notification by *SSLA* that their article has been accepted for publication.

References. Brief citations should be made in the text by listing the author's surname, publication date, and page number(s) when pertinent: (Chomsky, 1974, p. 240; Gass, 1973); if more than one, citations should appear in alphabetical order. When the author's name is part of the text, follow this form: Gass (1983) argues that . . .

Research referred to in the text *must* be listed in full in the reference list at the end of each article, review article, or book review following the specifications of the *Publication Manual of the American Psychological Association*. Begin the reference list on a separate page entitled "References." The references must be double-spaced throughout. Each entry is to include the following: author's name, co-authors (if any), publication date, title of work. For a journal article, also provide the journal's name, volume number, and page numbers for the article. For an article in a collection, 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 as in the following examples:

Ard, J. (1983). *Towards an applied phonology*. Paper presented at the Conference on the Uses of Phonology, Southern Illinois University, Carbondale.

Bialystok, E. (1978). A theoretical model of second language learning. *Language Learning*, 28, 169–183.

Cole, R. A. (Ed.). (1980). *Perception and production of fluent speech*. Hillsdale, NJ: Erlbaum.

Krashen, S. (1978). The monitor model for adult second language acquisition. In R. C. Gingras (Ed.), *Second language acquisition and foreign language teaching* (pp. 1–26). Arlington, VA: Center for Applied Linguistics.

Krashen, S., & Terrell, T. (1983). *The natural approach*. New York: Pergamon.

Plann, S. (1976). *The Spanish immersion program: Towards native-like proficiency or a classroom dialect?* Unpublished master's thesis, University of California, Los Angeles.

Book reviews. Book reviews should be sent to: Susan Gass, Review Editor, Department of English, Morrill Hall, Michigan State University, East Lansing, MI 48824. Begin each book review with a separate title page that includes a full citation of the work under review. The citation is to be double-spaced and must include the title of the work, edition (if not the first), name of the author or editor, place, publisher, date of publication, and pagination. The by-line stands below the last text or reference line. It contains the reviewer's name and affiliation on separate lines, flush right. For example:

A FOUNDATION COURSE FOR LANGUAGE TEACHERS.
Tom McArthur. New York: Cambridge University Press, 1983. Pp. 192.

Albert Valdman
Indiana University

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Studies in Second Language Acquisition
Volume 13 Number 2 June 1991

METHODS IN SECOND LANGUAGE RESEARCH

Edited by Gabriele Kasper and Rüdiger Grotjahn

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CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

40 West 20th Street, New York, NY 10011, U.S.A.

10 Stamford Road, Oakleigh, Melbourne 3166, Australia

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Printed in the United States of America
