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 1020 E. Kirkwood Avenue, Ballantine Hall 602, Indiana University Bloomington, IN 47405-7103, U.S.A. ssla@indiana.edu

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.

All manuscripts must be submitted electronically to ssla@indiana.edu or via direct submission to the CUP website. Upon acceptance for external review, authors are then asked to submit one blinded hardcopy and one blinded electronic copy of the manuscript in which all references to the author(s) and their work have been removed

Format. *SSLA* requires that all submissions conform to the requirements of the *Publication Manual of the American Psychological Association* (Sixth Edition), which can be obtained from the American Psychological Association, Order Department, P.O. Box 92984, Washington, DC 20090. All submissions must be double-spaced and formatted for standard-size paper. The target length for submissions is 50 pages all inclusive.

Title page and abstract. A separate double-spaced title page should be provided, including on separate lines: title, subtitle, all authors' names and affiliations, and the lead author's address 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; 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) argued that....

All in-text citations must be listed in full in the reference conditions to Cambridge University Press to https://doi.org/10.1017/50372263113000284 Published online by Cambridge University Press to Universi

fications 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:

Boersma, P., & Weenink, D. (2008). Praat: doing phonetics by computer (Version 5.0.25) [Computer software]. Retrieved from http://www.praat.org.

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. (2004). Individual differences in second language learning. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 525-551). Oxford: Blackwell.

Gass, S. M., & Mackey, A. (Eds.). (2012). The Routledge handbook of second language acquisition. London: Routledge.

Hulstijn, J. H. (2012). Is the second language acquisition discipline disintegrating? *Language Teaching*. Advance online publication. doi: 10.1017/ S0261444811000620.

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 Accessibility to Universal Grammar in child second language acquisition (Unpublished doctoral dissertation).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

Long, M. H. (2007). *Problems in SLA*. Mahwah, NJ: Erlbaum.

Lyster, R. (2004). Differential effects of promtps and recasts in dyadic interaction. *Studies in Second Language Acquisition*, 26, 399-432.

Book reviews. Inquiries regarding book reviews (500–750 words) and notices (350 words) should be directed to: Deborah Piston-Hatlen, Book Review Editor, *SSLA*, 1020 E. Kirkwood Avenue, Ballantine Hall 602, Indiana University, Bloomington, IN 47405-7103, U.S.A.; email: 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 5 business days of receipt of proofs, a list of corrections should be returned to the editor (via e-mail). List only typographical or factual errors; stylistic changes are not to be made at this stage of production.

Offprints. The lead author of an article or review article will receive a high-quality PDF of his or her article without charge; offprints may be purchased 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 "ONEYSITY Bress" activated by the U.S.A.

Studies in Second Language Acquisition Volume 35 Number 3 September 2013

ARTICLES

The Construct Validity of Grammaticality Judgment Tests as Measures of Implicit and Explicit Knowledge	
Xavier Gutiérrez	423
Frequency of Input and L2 Collocational Processing: A Comparison of Congruent and Incongruent Collocations Brent Wolter and Henrik Gyllstad	451
An Eye for Words: Gauging the Role of Attention in Incidental L2 Vocabulary Acquisition by Means of Eye-Tracking Aline Godfroid, Frank Boers, and Alex Housen	483
Transfer-of-Training Effects in Processing Instruction: The Role of Form-Related Explicit Information Justin P. White and Andrew J. DeMil	519
Implicit Learning in SLA and the Issue of Internal Validity: A Response to Leung and Williams's (2011) "The Implicit Learning of Mappings between Forms and Contextually Derived Meanings"	
Ronald P. Leow and Mika Hama	545
Book Reviews	559
Book Notices	569
Publications Received	571
Erratum	581
Book Review–Erratum	583
Addendum	585

Cambridge Journals Online

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

journals.cambridge.org/sla



