

# ORDER FORM

Conference EUROSLA 2023  
 Date 30 August - 2 September 2023  
 Discount 30%  
 Valid until 2 November 2023

We are happy to discuss book and journal proposals.  
 Please contact acquisition editor Kees Vaes at [kees.vaes@benjamins.nl](mailto:kees.vaes@benjamins.nl).

**All Prices are in EUR, excl. VAT, and valid for conference participants only.**

Authors, Title	Series, binding	ISBN	List price	Discount price
<input type="checkbox"/> Avram, Larisa, Anca Sevcenco and Veronica Tomescu (eds.): <i>L1 Acquisition and L2 Learning: The view from Romance</i> . 2021. vi, 380 pp.	LALD 65 HB	978 90 272 2819 2	<del>99.00</del>	69.00
<input type="checkbox"/> Ayoun, Dalila (ed.): <i>The Acquisition of Gender: Crosslinguistic perspectives</i> . 2022. xi, 282 pp.	SIBIL 63 HB	978 90 272 1009 8	<del>99.00</del>	69.00
<input type="checkbox"/> Bayram, Fatih (ed.): <i>Studies in Turkish as a Heritage Language</i> . 2020. xiv, 287 pp.	SIBIL 60 HB	978 90 272 0793 7	<del>99.00</del>	69.00
<input type="checkbox"/> Bednarek, Monika: <i>Language and Characterisation in Television Series: A corpus-informed approach to the construction of social identity in the media</i> . 2023. xii, 265 pp.	SCL 106 HB	978 90 272 1295 5	<del>99.00</del>	69.00
<input type="checkbox"/> Benati, Alessandro G.: <i>Input Processing and Processing Instruction: The acquisition of Italian and Modern Standard Arabic</i> . 2021. xv, 185 pp.	BPA 11 HB	978 90 272 0938 2	<del>95.00</del>	66.00
<input type="checkbox"/> Benati, Alessandro G. and John W. Schwieter (eds.): <i>Second Language Acquisition Theory: The legacy of Professor Michael H. Long</i> . 2022. xxiv, 276 pp.	BPA 14 HB	978 90 272 1256 6	<del>99.00</del>	69.00
<input type="checkbox"/> Bohnacker, Ute and Natalia Gagarina (eds.): <i>Developing Narrative Comprehension: Multilingual Assessment Instrument for Narratives</i> . 2020. vii, 341 pp.	SIBIL 61 HB	978 90 272 0808 8	<del>99.00</del>	69.00
<input type="checkbox"/> Brehmer, Bernhard and Jeanine Treffers-Daller (eds.): <i>Lost in Transmission: The role of attrition and input in heritage language development</i> . 2020. vii, 276 pp.	SIBIL 59 HB	978 90 272 0539 1	<del>99.00</del>	69.00
<input type="checkbox"/> Durrant, Philip, Anna Siyanova-Chanturia, Benjamin Kremmel and Suhad Sonbul: <i>Research Methods in Vocabulary Studies</i> . 2022. xv, 325 pp.	RMAL 2 PB	978 90 272 1109 5	<del>36.00</del>	25.00
<input type="checkbox"/> Dyson, Bronwen Patricia: <i>Dynamic Variation in Second Language Acquisition: A language processing perspective</i> . 2021. xv, 274 pp.	PALART 8 HB	978 90 272 1052 4	<del>99.00</del>	69.00
<input type="checkbox"/> Elgort, Irina, Anna Siyanova-Chanturia and Marc Brysbaert (eds.): <i>Cross-language Influences in Bilingual Processing and Second Language Acquisition</i> . 2023. vi, 321 pp.	BPA 16 HB	978 90 272 1291 7	<del>99.00</del>	69.00
<input type="checkbox"/> Erlam, Rosemary and Constanza Tolosa: <i>Pedagogical Realities of Implementing Task-Based Language Teaching</i> . 2022. ix, 282 pp.	TBLT 14 PB	978 90 272 1079 1	OPEN ACCESS	
<input type="checkbox"/> Fogal, Gary G. and Marjolijn H. Verspoor (eds.): <i>Complex Dynamic Systems Theory and L2 Writing Development</i> . 2020. xvii, 304 pp.	LL&LT 54 PB	978 90 272 0558 2	<del>33.00</del>	23.00
<input type="checkbox"/> Gubitosi, Patricia and Michelle F. Ramos Pellicia (eds.): <i>Linguistic Landscape in the Spanish-speaking World</i> . 2021. xi, 395 pp.	IHLL 35 HB	978 90 272 0886 6	<del>105.00</del>	73.00
<input type="checkbox"/> Guillén-Galve, Ignacio and Ana Bocanegra-Valle (eds.): <i>Ethnographies of Academic Writing Research: Theory, methods, and interpretation</i> . 2021. xi, 162 pp.	RMAL 1 PB	978 90 272 1007 4	<del>33.00</del>	23.00
<input type="checkbox"/> Gurzynski-Weiss, Laura (ed.): <i>Cross-theoretical Explorations of Interlocutors and their Individual Differences</i> . 2020. xii, 270 pp.	LL&LT 53 PB	978 90 272 0488 2	<del>33.00</del>	23.00
<input type="checkbox"/> Gurzynski-Weiss, Laura and YouJin Kim (eds.): <i>Instructed Second Language Acquisition Research Methods</i> . 2022. xxiv, 388 pp.	RMAL 3 PB	978 90 272 1268 9	<del>36.00</del>	25.00



JOHN BENJAMINS PUBLISHING COMPANY

[www.benjamins.com](http://www.benjamins.com)

# ORDER FORM

Authors, Title	Series, binding	ISBN	List price	Discount price
<input type="checkbox"/> Herschensohn, Julia: <i>Bilingualism, Language Development and Processing across the Lifespan</i> . 2022. xxi, 292 pp.	BPA 15 HB	978 90 272 1165 1	<del>99.00</del>	69.00
<input type="checkbox"/> Jeon, Eun Hee and Yo In'nami (eds.): <i>Understanding L2 Proficiency: Theoretical and meta-analytic investigations</i> . 2022. xi, 388 pp.	BPA 13 HB	978 90 272 1117 0	OPEN ACCESS	
<input type="checkbox"/> Kaan, Edith and Theres Grüter (eds.): <i>Prediction in Second Language Processing and Learning</i> . 2021. xiii, 234 pp.	BPA 12 HB	978 90 272 0970 2	<del>95.00</del>	66.00
<input type="checkbox"/> Kawaguchi, Satomi, Bruno Di Biase and Yumiko Yamaguchi (eds.): <i>Processability and Language Acquisition in the Asia-Pacific Region</i> . 2023. vii, 309 pp.	PALART 9 HB	978 90 272 1287 0	<del>99.00</del>	69.00
<input type="checkbox"/> Kayi-Aydar, Hayriye and Jonathon Reinhardt (eds.): <i>Language Teacher Development in Digital Contexts</i> . 2022. x, 196 pp.	LL&LT 57 PB	978 90 272 1058 6	<del>33.00</del>	23.00
<input type="checkbox"/> Kirkova-Naskova, Anastazija, Alice Henderson and Jonás Fouz-González (eds.): <i>English Pronunciation Instruction: Research-based insights</i> . 2021. xix, 388 pp.	AALS 19 HB	978 90 272 0935 1	<del>99.00</del>	69.00
<input type="checkbox"/> Lázaro-Ibarrola, Amparo: <i>Child L2 Writers: A room of their own</i> . 2023. xi, 236 pp.	TILAR 32 HB	978 90 272 1292 4	<del>99.00</del>	69.00
<input type="checkbox"/> Leal, Tania, Elena Shimanskaya and Casilde A. Isabelli (eds.): <i>Generative SLA in the Age of Minimalism: Features, interfaces, and beyond. Selected proceedings of the 15th Generative Approaches to Second Language Acquisition Conference</i> . 2022. vii, 318 pp.	LALD 67 HB	978 90 272 1144 6	<del>99.00</del>	69.00
<input type="checkbox"/> Leeser, Michael J., Gregory D. Keating and Wynne Wong (eds.): <i>Research on Second Language Processing and Processing Instruction: Studies in honor of Bill VanPatten</i> . 2021. viii, 359 pp.	SIBIL 62 HB	978 90 272 0844 6	<del>99.00</del>	69.00
<input type="checkbox"/> Leńko-Szymańska, Agnieszka and Sandra Götz (eds.): <i>Complexity, Accuracy and Fluency in Learner Corpus Research</i> . 2022. vi, 327 pp.	SCL 104 HB	978 90 272 1258 0	<del>99.00</del>	69.00
<input type="checkbox"/> Li, Mimi and Meixiu Zhang (eds.): <i>L2 Collaborative Writing in Diverse Learning Contexts</i> . 2023. vii, 248 pp. + index	LL&LT 59 PB	978 90 272 1400 3	<del>36.00</del>	25.00
<input type="checkbox"/> Luk, Gigi, John A.E. Anderson and John G. Grundy (eds.): <i>Understanding Language and Cognition through Bilingualism: In honor of Ellen Bialystok</i> . 2023. vi, 394 pp.	SIBIL 64 HB	978 90 272 1374 7	<del>99.00</del>	69.00
<input type="checkbox"/> Manchón, Rosa M. (ed.): <i>Writing and Language Learning: Advancing research agendas</i> . 2020. vii, 432 pp.	LL&LT 56 PB	978 90 272 0775 3	<del>36.00</del>	25.00
<input type="checkbox"/> Manchón, Rosa M. and Julio Roca de Larios (eds.): <i>Research Methods in the Study of L2 Writing Processes</i> . 2023. vi, 382 pp. + index	RMAL 5 PB	978 90 272 1409 6	<del>36.00</del>	25.00
<input type="checkbox"/> Martínez-Flor, Alicia, Ariadna Sánchez-Hernández and Júlia Barón (eds.): <i>L2 Pragmatics in Action: Teachers, learners and the teaching-learning interaction process</i> . 2023. xxii, 343 pp.	LL&LT 58 PB	978 90 272 1365 5	<del>36.00</del>	25.00
<input type="checkbox"/> Mattes, Veronika, Sabine Sommer-Lolei, Katharina Korecky-Kröll and Wolfgang U. Dressler (eds.): <i>The Acquisition of Derivational Morphology: A cross-linguistic perspective</i> . 2021. ix, 307 pp.	LALD 66 HB	978 90 272 0982 5	<del>99.00</del>	69.00
<input type="checkbox"/> Messenger, Katherine (ed.): <i>Syntactic Priming in Language Acquisition: Representations, mechanisms and applications</i> . 2022. viii, 226 pp.	TILAR 31 HB	978 90 272 1163 7	<del>99.00</del>	69.00
<input type="checkbox"/> Nation, I.S.P. and Averil Coxhead: <i>Measuring Native-Speaker Vocabulary Size</i> . 2021. xiii, 160 pp.	Z 233 PB	978 90 272 0813 2	<del>33.00</del>	23.00
<input type="checkbox"/> Papageorgiou, Spiros and Venessa F. Manna (eds.): <i>Meaningful Language Test Scores: Research to enhance score interpretation</i> . 2023. x, 172 pp.	ILLA 1 HB	978 90 272 1384 6	<del>99.00</del>	69.00
<input type="checkbox"/> Pérez-Vidal, Carmen and Cristina Sanz (eds.): <i>Methods in Study Abroad Research: Past, present, and future</i> . 2023. ix, 393 pp.	RMAL 4 PB	978 90 272 1285 6	<del>36.00</del>	25.00
<input type="checkbox"/> Plonsky, Luke (ed.): <i>Professional Development in Applied Linguistics: A guide to success for graduate students and early career faculty</i> . 2020. vi, 204 pp.	Z 229 PB	978 90 272 0712 8	<del>33.00</del>	23.00



JOHN BENJAMINS PUBLISHING COMPANY

[www.benjamins.com](http://www.benjamins.com)

# ORDER FORM

Authors, Title	Series, binding	ISBN	List price	Discount price
<input type="checkbox"/> Prinz, Patricia and Birna Arnbjörnsdóttir: <i>The Art and Architecture of Academic Writing</i> . 2021. x, 299 pp.	Z 231 PB	978 90 272 0751 7	<del>33.00</del>	23.00
<input type="checkbox"/> Rühlemann, Christoph: <i>Visual Linguistics with R: A practical introduction to quantitative Interactional Linguistics</i> . 2020. ix, 258 pp.	Z 228 PB	978 90 272 0710 4	<del>36.00</del>	25.00
<input type="checkbox"/> Santesteban, Mikel, Jon Andoni Duñabeitia and Cristina Baus (eds.): <i>Bilingualism through the Prism of Psycholinguistics: In honour of Albert Costa</i> . 2023. vi, 285 pp. + index	BPA 17 HB	978 90 272 1396 9	<del>115.00</del>	80.00
<input type="checkbox"/> Silleresi, Silvia: <i>Developmental Profiles in Autism Spectrum Disorder: Theoretical and methodological implications</i> . 2023. xxi, 265 pp.	LALD 68 HB	978 90 272 1293 1	<del>99.00</del>	69.00
<input type="checkbox"/> Smith, Richard and Tim Giesler (eds.): <i>Innovation in Language Learning and Teaching: Historical perspectives</i> . 2023. x, 220 pp.	AALS 20 HB	978 90 272 1370 9	<del>95.00</del>	66.00
<input type="checkbox"/> Suzuki, Wataru and Neomy Storch (eds.): <i>Languaging in Language Learning and Teaching: A collection of empirical studies</i> . 2020. vii, 313 pp.	LL&LT 55 PB	978 90 272 0744 9	<del>33.00</del>	23.00
<input type="checkbox"/> Twardzisz, Piotr: <i>English Complex Words: Exercises in construction and translation</i> . 2023. xi, 392 pp.	Z 242 PB	978 90 272 1392 1	<del>36.00</del>	25.00
<input type="checkbox"/> Van den Branden, Kris: <i>How to Teach an Additional Language: To task or not to task?</i> . 2022. xiii, 292 pp.	TBLT 15 PB	978 90 272 1096 8	<del>36.00</del>	25.00
<input type="checkbox"/> Zahler, Sara L., Avizia Y. Long and Bret Linford (eds.): <i>Study Abroad and the Second Language Acquisition of Sociolinguistic Variation in Spanish</i> . 2023. xxi, 371 pp.	IHLL 37 HB	978 90 272 1371 6	<del>105.00</del>	73.00

**To order copies of the print edition**, please tick the book(s) of your choice on this form, fill in your name and address, and return this form to [bookorder@benjamins.nl](mailto:bookorder@benjamins.nl). You can also obtain the 30% conference discount using the code **EUROSLA2023** at the checkout on [www.benjamins.com](http://www.benjamins.com). The discount is valid for individuals only, not institutions, until **2 November 2023**.

**To buy the ebook edition** of any of the books on this form, go to [jbe-platform.com](http://jbe-platform.com). Log in to your personal account (or create an account if you do not have one), select the relevant book and add it to your shopping cart. On checkout you will obtain 30% conference discount with this code: **EUSLA2023-M4L2q**. The discount is valid for individuals only, not institutions, until **2 November 2023**.

Name (please print): \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Please send this form to [bookorder@benjamins.nl](mailto:bookorder@benjamins.nl):

or: **John Benjamins Publishing Company**

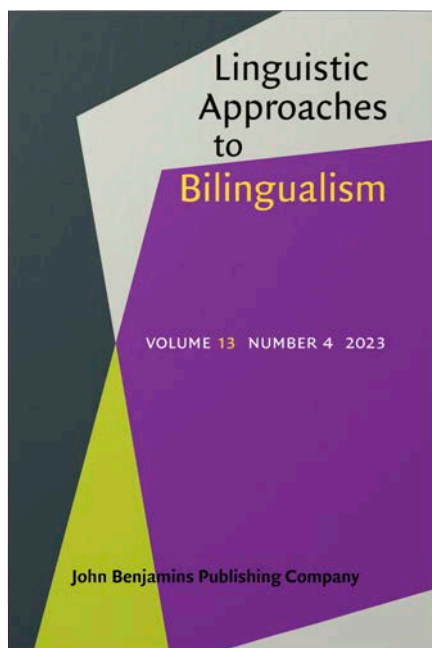
P.O. Box 36224, 1020 ME Amsterdam, The Netherlands

Tel: +31 20 6304747, Fax: +31 20 6739773



**JOHN BENJAMINS PUBLISHING COMPANY**

*www.benjamins.com*



## Linguistic Approaches to Bilingualism

Edited by Holger Hopp and Tanja Kupisch

University of Braunschweig / University of Konstanz & UiT the Arctic University of Norway

LAB offers online submission. More details can be found below in the Submission section and in the guidelines.

LAB is an international peer-reviewed journal which provides an outlet for cutting-edge studies on linguistic aspects of bilingualism. LAB assumes a broad definition of bilingualism, including work on: adult L2 acquisition/processing, simultaneous child bilingualism, child L2 acquisition/processing, adult and child heritage language bilingualism, L1 attrition in L2/Ln environments, and adult/child L3/Ln acquisition/processing. LAB publishes original research with a linguistic focus on the understanding of bilingual language acquisition and processing and the effects bilingualism has on cognition and the brain. LAB does not publish papers predominantly dealing with educational, psychological or social topics.

To mark its 10-year anniversary, LAB granted the first Junior Research LAB Award at EuroSLA 30 in Barcelona in 2021. We are offering this award again at EuroSLA 32 in Birmingham in 2023. Please see EuroSLA 32 website for more information.

ISSN: 1879-9264 (print) / 1879-9272 (electronic)

### Board

#### Editors

Holger Hopp, *University of Braunschweig*

Tanja Kupisch, *University of Konstanz & UiT the Arctic University of Norway*

#### Editorial Assistant

Anika Lloyd-Smith, *University of Konstanz*

### Associate Editors

Jennifer Cabrelli, *University of Illinois at Chicago*

Vicky Chondrogianni, *University of Edinburgh*

Ian Cunnings, *University of Reading*

Cristina Flores, *University of Minho*

Carrie N. Jackson, *Pennsylvania State University*

Margaret M. Kehoe, *University of Zurich*

Gerrit Jan Kootstra, *Radboud University*

Tania Leal, *University of Arizona*

Eleonora Rossi, *University of Florida*

Neal Snape, *Gunma Prefectural Women's University & Chuo University*

### Founding Editors

Jason Rothman, *UiT the Arctic University of Norway & Universidad Nebrija*

Roumyana Slabakova, *University of Southampton & University of Iowa*

### Editorial Board

Ellen Bialystok, *York University*

Mirjam Broersma, *Radboud University Nijmegen*

Emanuel Bylund, *Stockholm University*

Susanne Elizabeth Carroll, *University of Calgary*

Deborah Chen Pichler, *Gallaudet University*

Paola E. Dussias, *Pennsylvania State University*

María del Pilar García Mayo, *Universidad del País Vasco UPV/EHU*

Jorge González Alonso, *UiT the Arctic University of Norway*

Stefan Th. Gries, *University of California at Santa Barbara*

Theres Grüter, *University of Hawaii*

Ayşe Gürel, *Bogazici University*

Erika Hoff, *Florida Atlantic University*

Noriko Hoshino, *Tsuda University*

Tania Ionin, *University of Illinois at Urbana-Champaign*

Alan Juffs, *University of Pittsburgh*

Edith Kaan, *University of Florida at Gainesville*

Tihana Kraš, *University of Rijeka*

Judith F. Kroll, *University of California, Irvine*

Donna Lardiere, *Georgetown University*

Li Wei, *UCL IOE*

Terje Lohndal, *NTNU Trondheim*

Viorica Marian, *Northwestern University*

Theodoros Marinis, *University of Konstanz*

David Miller, *University of Illinois at Chicago*

Mary Grantham O'Brien, *University of Calgary*

William O'Grady, *University of Hawaii*

Öner Özçelik, *Indiana University*

Johanne Paradis, *University of Alberta*

Maria Polinsky, *University of Maryland*

Michael T. Putnam, *Pennsylvania State University*

Yulia Rodina, *UiT the Arctic University of Norway*

Monika S. Schmid, *University of Essex*

Bonnie D. Schwartz, *University of Hawaii*

Ludovica Serratrice, *University of Reading*

Antonella Sorace, *University of Edinburgh*

Debra Titone, *McGill University*

Ianthi Maria Tsimpli, *University of Cambridge*

Sharon Unsworth, *Radboud University Nijmegen*

Bill VanPatten, *Michigan State University*

Shigenori Wakabayashi, *Chuo University*

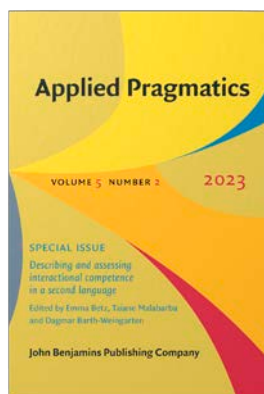
Marit Westergaard, *UiT the Arctic University of Norway*

Lydia White, *McGill University*

Magdalena Wrembel, *Adam Mickiewicz University*

Stefanie Wulff, *University of Florida at Gainesville*





## Applied Pragmatics

Edited by Zia Tajeddin and Naoko Taguchi

Tarbiat Modares University / Northern Arizona University

*Applied Pragmatics* aims to enhance research on acquisitional pragmatics and hence accepts studies which have strong implications for teaching, learning, and assessing L2 pragmatics, including L2 English and other languages. We encourage submissions from a wide range of topics falling within the scope of the journal. The topics can be approached from various interdisciplinary perspectives like globalization, world Englishes, teacher education, critical pedagogy, and conversation analysis.

*Applied Pragmatics* publishes its articles Online First.

ISSN: 2589-109X (print) / 2589-1103 (electronic)



## ITL - International Journal of Applied Linguistics

Edited by Elke Peters

KU Leuven

*ITL - International Journal of Applied Linguistics* is a refereed journal devoted to studies in the field of language acquisition in a multilingual society. It is particularly interested in manuscripts reporting on studies that apply a multidisciplinary approach to research on second/foreign language acquisition of any language, mother tongue education, educational linguistics, computer-assisted language learning, classroom-based research, language policy, and language assessment. ITL welcomes manuscripts that critically discuss the pedagogical or policy implications of research results. The journal publishes reports of empirical studies, critical position papers and ground-breaking theoretical articles. Each volume also contains book reviews.

*ITL* was previously published by Peeters Publishers. John Benjamins Publishing Company is the official publisher as of Volume 165 (2013/2014).

*ITL* publishes its articles Online First.

ISSN: 0019-0829 (print) / 1783-1490 (electronic)



## Journal of English for Research Publication Purposes

Edited by Pejman Habibie and Sue Starfield

The University of Western Ontario / University of New South Wales

The *Journal of English for Research Publication Purposes* will provide a scholarly venue for the construction and dissemination of discourses related to the fast-expanding field of English for research publication purposes (ERPP). This will help academics and practitioners working in (sub)disciplines such as Applied Linguistics, EAP, ESP, Education, and Writing Studies to communicate their relevant scholarly works and perspectives with international members of their community of practice, keep current with the new discourses and practices within and surrounding this domain, and contribute to the further enrichment and development of this field of scholarship. The Journal will publish conceptual and empirical articles, book reviews, and academic discourses and exchanges on a wide range of topics including writing for scholarly publication, graduate writing, pedagogy of ERPP, writing centers, mentorship, ERPP teacher education, international policies and practices related to ERPP, evaluation and review processes, discourse analysis of academic output, needs analysis, ERPP curriculum design and materials development, research communication support services, and international ERPP initiatives and programs.

ISSN: 2590-0994 (print) / 2590-1001 (electronic)



## Journal of English-Medium Instruction

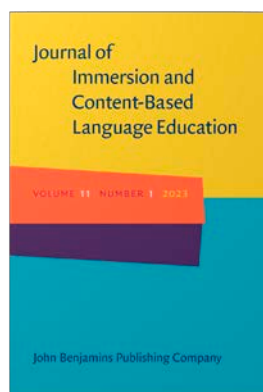
Edited by Diane Pecorari and Hans Malmström

University of Leeds / Chalmers University of Technology

Around the globe, varied instructional settings use English for teaching and learning purposes, despite the fact that it is not the first language of some or all participants. The *Journal of English-Medium Instruction* provides a home for research on this important and rapidly growing phenomenon. The journal adopts a broad understanding of what constitutes English-medium instruction (EMI), while differentiating it from other multilingual pedagogies. EMI is an inherently interdisciplinary field, spanning multiple branches of applied linguistics and (higher) education pedagogy and didactics. A key objective of *JEMI* is to unite these strands of EMI research and enable scholarly work in one corner of this interdisciplinary area to reach both researchers and practitioners in others. *JEMI* welcomes contributions on a range of topics of relevance to EMI, e.g., forms of instruction, translanguaging, language policy, assessment, support for instructors, the transition from content and language integrated learning to EMI, and the development of academic as well as disciplinary literacy.

*JEMI* publishes its articles Online First.

ISSN: 2666-8882 (print) / 2666-8890 (electronic)



## Journal of Immersion and Content-Based Language Education

**Edited by Susan Ballinger, Laurent Cammarata and Pádraig Ó Duibhir**

McGill University / University of Alberta / Dublin City University

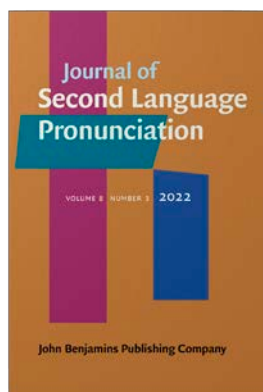
The Journal of Immersion and Content-Based Language Education (JICB) invites research and theoretical papers related to all levels (from pre-Kindergarten to university) of language education contexts in which language is used as the vehicle to teach subject matter content, including but not limited to: bi- and multilingual education; all forms of language immersion education that strive for additive bilingualism; subject-matter driven minority, heritage, and Indigenous language education; dual language education; content-based language instruction (CBI); content and language integrated learning (CLIL); English-medium instruction (EMI); language across the curriculum; sheltered English as a second language (ESL); language for specific and academic purposes. More details can be found in the general submission guidelines.

JICB editors welcome submissions that report on empirical research and/or offer theoretical discussions, with a preference for innovative submissions that push the field forward and generate new knowledge. The content of the journal is geographically broad and multidisciplinary (e.g., education; applied linguistics; anthropology; sociology; psychology; speech, language, hearing sciences; language policy and planning; etc.). The JICB supports the use of a wide range of research methodologies (qualitative, quantitative, mixed methods, action research).

**Peer Review Policy:** All articles submitted to this journal undergo rigorous peer review, based on initial editor screening and blind review by at least three anonymous referees.

JICB publishes its articles Online First.

ISSN: 2212-8433 (print) / 2212-8441 (electronic)



## Journal of Second Language Pronunciation

**Edited by John M. Levis**

Iowa State University

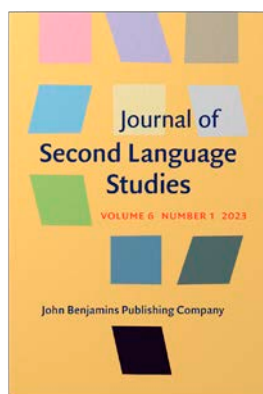
The *Journal of Second Language Pronunciation* is a scholarly journal devoted to research into the acquisition, perception, production, teaching, assessment, and description of prosodic and segmental pronunciation of second languages in all contexts of learning. The journal encourages research that connects theory and practice, enhances our understanding of L2 phonological learning processes, and provides connections between L2 pronunciation and other areas of applied linguistics such as pragmatics, CALL, and speech perception.

The *Journal* publishes papers in four main areas: experimental, instructed, and naturalistic research about second language pronunciation; review articles that synthesize research perspectives of key pronunciation issues from different disciplines; teaching-oriented papers detailing successful practices and research-based instruction; and reviews of technology and books focused on second language pronunciation.

Contributions focusing on empirical research will represent all portions of the methodological spectrum including quantitative, qualitative, and mixed-methods studies. The journal invites papers on topics such as intelligibility and comprehensibility, accent, phonological acquisition, the use of technology (such as automatic speech recognition, text-to-speech, and CAPT), spoken language assessment, the social impact of L2 pronunciation, the ethics of pronunciation teaching, pronunciation acquisition in less commonly taught languages, speech perception and its relationship to speech production, and other topics.

The *Journal of Second Language Pronunciation* publishes its articles Online First.

ISSN: 2215-1931 (print) / 2215-194X (electronic)



## Journal of Second Language Studies

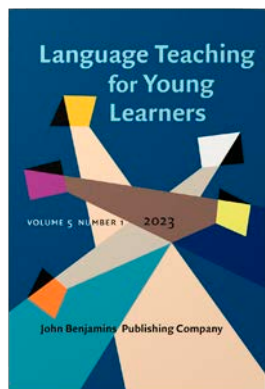
**General Editor: Boping Yuan**

University of Cambridge, UK

*Journal of Second Language Studies* (JLS) is an international refereed journal that is dedicated to promoting scholarly exchanges, advancing theoretical knowledge, and exploring pedagogical implications in second language acquisition and teaching. The journal particularly welcomes interdisciplinary research dealing with theoretical and practical issues of second language learning and acquisition in relation to linguistics, psychology, cognitive science, neuroscience, and social cultural studies. It also seeks to promote scientific studies on the learning and teaching of Chinese as a second (foreign) language.

JLS publishes its articles Online First.

ISSN: 2542-3835 (print) / 2542-3843 (electronic)



## Language Teaching for Young Learners

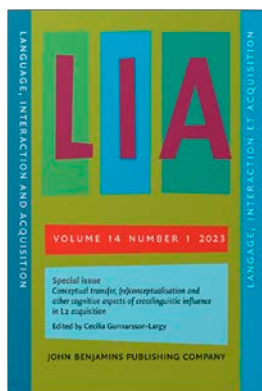
Edited by Dingfang Shu, Rod Ellis and Janet Enever

Shanghai International Studies University / Curtin University / Umeå University Sweden / King's College London

*Language Teaching for Young Learners* is an academic, refereed journal, which publishes articles relating to the teaching and learning of foreign / second languages for young learners. 'Young' is defined as including both children and adolescents. Although some young learners receive language instruction in out-of-school contexts, in the main the journal publishes articles reporting on teaching languages in state and private elementary and secondary school contexts. This journal publishes articles about a range of foreign/second languages – not just English.

LTYL publishes its articles Online First.

ISSN: 2589-2053 (print) / 2589-207X (electronic)



## Language, Interaction and Acquisition

Langage, Interaction et Acquisition

Edited by Sandra Benazzo, Marianne Gullberg, Henriëtte Hendriks and Georges Daniel Véronique

Université Paris 8 / Lund University / University of Cambridge / Université d'Aix-Marseille

*LIA* is a bilingual English-French journal that publishes original theoretical and empirical research of high scientific quality at the forefront of current debates concerning language acquisition. It covers all facets of language acquisition among different types of learners and in diverse learning situations, with particular attention to oral speech and/or to signed languages. Topics include the acquisition of one or more foreign languages, of one or more first languages, and of sign languages, as well as learners' use of gestures during speech; the relationship between language and cognition during acquisition; bilingualism and situations of linguistic contact – for example pidginisation and creolisation. The bilingual nature of *LIA* aims at reaching readership in a wide international community, while simultaneously continuing to attract intellectual and linguistic resources stemming from multiple scientific traditions in Europe, thereby remaining faithful to its original French anchoring. *LIA* is the direct descendant of the French-speaking journal *AILE*.

ISSN: 1879-7865 (print) / 1879-7873 (electronic)



## Linguistic Landscape

An international journal

Edited by Elana Shohamy and Robert Blackwood

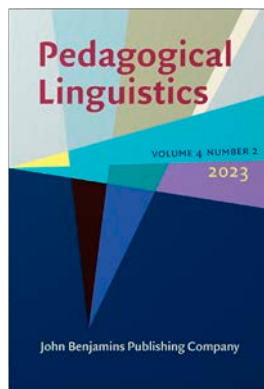
Tel Aviv University, Israel / University of Liverpool, UK

In this day and age languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law. The peer reviewed journal, *Linguistic Landscape. An international journal* (LL), publishes highly rigorous research anchored in a variety of disciplines. It is open to all research methodologies (e.g., qualitative, quantitative and others) and concerned with all domains and perspectives of LL. It will also include thematic issues around a given topic, book reviews and discussion forums.

LL publishes its articles Online First.

ISSN: 2214-9953 (print) / 2214-9961 (electronic)

# JOURNALS



## Pedagogical Linguistics

Edited by Andreas Trotzke and Tom Rankin

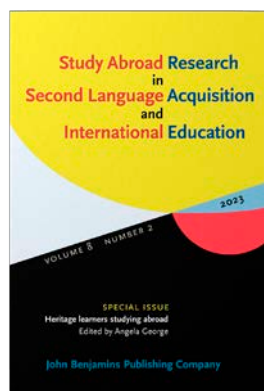
Universität Konstanz / Masaryk University, Brno

*Pedagogical Linguistics* publishes work on educational applications of theoretical and descriptive linguistics. The general aim of the journal is to bring the formal and the functional strands of linguistics together in order to establish a forum where they can cross-fertilize each other with the aim of discussing and developing linguistics' potential contribution to language pedagogy.

*Pedagogical Linguistics* publishes research originating in theoretical linguistics, psycholinguistics, and linguistic approaches to acquisition which outlines the didactic and educational relevance of recent research findings. The primary audience for this journal are researchers interested in state-of-the-art approaches to questions of language acquisition and linguistic theory that find applications in pedagogy, as well as a more general audience whose training is in education and pedagogy.

*Pedagogical Linguistics* publishes its articles Online First.

ISSN: 2665-9581 (print) / 2665-959X (electronic)



## Study Abroad Research in Second Language Acquisition and International Education

Edited by Rachel L. Shively

Illinois State University

Reflecting the growth of international exchange programmes in an educational context, *Study Abroad Research in Second Language Acquisition and International Education* has as its focus the role of study abroad in language learning and educational development. In the area of language learning, articles explore all facets of second language acquisition during study abroad such as the nature of linguistic development, input engagement and interaction, and the role of contextual, social and socio-biographical factors underpinning the learner's experience abroad. The journal also explores issues beyond the linguistic, such as the relationship between study abroad and academic, professional, personal and social development. A complementary area of focus is educational policy and planning issues in study abroad exchange programmes within international education. The journal publishes peer-reviewed articles, thematic issues, invited state-of-the-art articles, and short squibs and research reports.

ISSN: 2405-5522 (print) / 2405-5530 (electronic)



## TASK

Journal on Task-Based Language Teaching and Learning

Edited by Kris Van den Branden and Koen Van Gorp

KU Leuven / Michigan State University | KU Leuven

TASK is an international refereed journal dedicated to promoting and disseminating scholarship and research in the field of Task-Based Language Teaching (TBLT) and learning. The journal welcomes reports of empirical studies, ground-breaking theoretical articles, critical position papers and practitioner papers on task-based language teaching and learning as it occurs both inside and outside the language classroom. The journal aims to bridge the gap between theory and praxis and support the development of TBLT as a researched pedagogy.

ISSN: 2666-1748 (print) / 2666-1756 (electronic)



JOHN BENJAMINS PUBLISHING COMPANY

[www.benjamins.com](http://www.benjamins.com)