THE FOLLOWING LIST INCLUDES CURRENT articles of potential interest to MLJ readers. The list comes from our survey of 104 leading journals that are devoted to foreign and second language learning or related fields such as applied psycholinguistics, curriculum development, educational methodology, educational technology, linguistics, and psychology. Articles on literary topics are not included. Certain journal titles may not appear in a particular listing if no new issue was available to us when our survey was done. For a complete listing of journals, including their Web addresses, if any; readers are referred to the MLJ Web site at http://polyglot.lss.wisc.edu/mlj


Parkin & N. Hunkin, “British memory research: A journey through the 20th century.”


In Other Professional Journals

across subject areas”; T. Wang & M. Kolen, “Evalu-

Russia, and Malaysia.”

function as a two-dimensional construct: An examination in the performance ap-

A. Shah, B. Schubert, A. Upmeyer, & S. Zakaria, “Cross-cul-

tural variations in identifying embedded figures:

U. Kühn, A. Tug, & O. Muhammet-

C. Vanden-


tion, C. Marshall, & M. Snowling, “Phonological and semantic contributions to children’s picture naming skill: Evidence from children with developmental reading disorders”;

J. Dockrell, D. Messer, & R. George, “Patterns of naming objects and actions in children with word finding difficulties”;


N. Rheinhardt & A. Epstein, “The role of English as a central component of success in the professional and social integration of scientists from the former Soviet Union in Israel”;


E. Couper-Kuhlen, “Interactional prosody: High onsets in reason-for-the-call turns”;

R. Queen, “Bilingual intonation patterns: Evidence of language change from Turkish-German bilingual children”;

D. Bonner, “Garifuna children’s language shame: Ethnic stereotypes, national affiliation, and transnational immigration as factors in language choice in southern Belize.”


V. Kempe & P. Brooks, “The role of diminutives in the acquisition of Russian gender: Can elements of child-directed speech aid in learning morphology?”;

R. Ellis, H. Basturkmen, & S. Loewen, “Learner uptake in communicative ESL lessons”;

M. Fender, “A review of L1 and L2/ESL word integration development involved in lower-level text processing.”


E. Day & S. Shapson, “Integrating form and functional approaches to language teaching in French immersion: An experimental study”;

R. DeKeyser & K. Sokalski, “The differential role of comprehension and production practice”;

R. Leow, “Attention, awareness and foreign language behavior”;

J. Norris & L. Ortega, “Does type of instruction make a difference? Substantive findings from a meta-analytic review”;

K. Bardovi-Harlig, “Another piece of the puzzle: The emergence of the present perfect”;

R. Lyster, “Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms”;

J. Williams, “Learner-generated attention to form”;

P. Seedhouse, “The case of the missing ‘no’: The relationship between pedagogy and interaction.”


S. Montrul, “Causatives and transitivity in L2 English”;

K. Noels, “Learning Spanish as a second language: Learners’ orientations and perceptions of their teachers’ communicative style”;

M. van Daalen-Kapteijns, M. Elshout-Morh, & K. de Gloper, “Deriving the meaning of unknown words from multiple contexts.”


B. Godwin-Jones, “Language testing tools and technologies”;

Y. Sawaki, “Comparability of conventional and computerized tests of reading in a second language”;

D. Kenyon & V. Malabonga, “Comparing examinee attitudes toward computer-assisted and other proficiency assessments”;


J. Norris, “Concerns with computerized adaptive oral proficiency assessment (on Kenyon and Malabonga, this issue)”;

D. Kenyon, V. Malabonga, & H. Carpenter, “Response to the Norris commentary (a response to Norris, this issue).”


C. Elder, “Assessing the language proficiency of teachers: Are there any border controls?”;


W. Wu & C. Stansfield, “Towards authenticity of task in test development”;

A. Cumming, “ESL/EFL instructors’ practices for writing assessment: Specific purposes or general purposes?”


B. Bruening, “QR obeys superiority: Fronzen scope and ACD”;


M. Castanheira, T. Crawford, C. Dixon, & J. Green, “Interactional ethnography: An approach to studying the social
construction of literate practices”; G. Kress, “You’ve just got to learn how to see’: Curriculum subjects, young people and schooled engagement with the world.”


MLJ Web Page Links to Other Journals

Journals included in the column “In Other Professional Journals” are listed on the MLJ Web page. When available, their Web addresses are given. We hope these links are useful in your work, and we request that you provide links that we are missing.

MLJ: http://polyglot.lss.wisc.edu/mlj/