

CHILD LANGUAGE TEACHING AND THERAPY

Editor: Ann Locke, Sheffield University, UK

Child Language Teaching and Therapy is the key journal for all teachers and researchers concerned with language-handicapped children. It exists to help those who instruct children handicapped by an inadequate command of spoken or written language. Particular attention is paid to children who have been variously labelled speech or language-disordered, aphasic, dyslexic, with special (language) needs, or with language learning disabilities. In addition the journal provides a forum for expository critical accounts of important theoretical, methodological or technical developments in relevant fields.

'...in the field of child language .. there has been no up-to-date, easily accessible source to provide guidelines, stimulate ideas and relate theory to practice. This is a gap that Child Language Teaching and Therapy aims to fill ... an important resource for anyone who works with or is interested in children's language difficulties.' *Times Higher Education Supplement*.

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SELECTED ARTICLES

- * Jannet A Wright, Teachers and therapists: the evolution of a partnership
- * Myra Kersner, Working together for children with severe learning disabilities
- * Ayshe Talay-Ongan, Infants' phonemic awareness and receptive language profiles: a follow-up study
- * Steven H Long and Linda Hand, Acquisition of lexical semantics: an evaluation of the PRISM-L procedure
- * Kim Schairer and Nickola Wolf Nelson, Communicative possibilities of written conversations with adolescents who have autism

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SECOND LANGUAGE RESEARCH

Edited by: J N Pankhurst and M A Sharwood Smith, University of Utrecht, The Netherlands

Second Language Research publishes theoretical and experimental papers concerned with second language acquisition and second language performance. In addition to providing a forum for investigators in the field of non-native language learning, it seeks to promote interdisciplinary research which links acquisition studies to related non-applied fields such as neurolinguistics, theoretical linguistics and first language developmental psycho-linguistics.

Now published quarterly, each volume includes one special guest-edited number with an in-depth focus on a particularly current theme and extended book review sections providing an excellent source of reference to specialist publications in second language acquisition.

'More than any other journal in the field, Second Language Research reflects the growing interest in relating second language acquisition research to general theoretical concerns in linguistics and psychology ... Highly recommended'. - *Choice, American Library Association*

SELECTED ARTICLES

- * Jennifer Ridley and David Singleton: Strategic L2 lexical innovation: case study of a university level *ab initio* learner of German
- * Peter Broeder, Acquisition of pronominal reference: a longitudinal perspective
- * Florence Myles, Interaction between linguistic theory and language processing in SLA
- * Harald Clahsen and Upyong Hong, Agreement and null subjects in German L2 development: new evidence from reaction-time experiments
- * Donna Lardiere, L2 acquisition of English synthetic compounding is not constrained by level-ordering (and neither, probably, is L1)

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Current research in Britain

The Centre for Information on Language Teaching and Research (CILT) collects information on current research into language teaching and research being carried out in the UK. The results of the last survey of research-in-progress are available in the publication:

Current research into language teaching and learning in the UK (1993–1995)

Wright P (ed.) (CILT, 1996)

Price £20.00, ISBN 1 874016 61 5, 140pp

This research round-up gives an up-to-date overview of current research activity in the field of language teaching and learning. The projects listed cover all areas and sectors of education from early language learning to language learning in higher education and vocational language learning. The register also includes expert commentary on the details of research projects received, and papers spelling out the major issues and concerns for contemporary researchers in the UK and further afield.

The book contains:

- description of over 180 current research projects in the field of language teaching and learning, including bibliographic references to resulting publications and reports;
- qualitative and quantitative analysis of the survey results by leading researchers;
- details of 156 recently completed postgraduate dissertations and theses;
- papers by Professor Christopher Brumfit and Eric Hawkins on the issues and challenges facing researchers today;

and draws on the expertise of the CILT Advisory Group on Research.

A searchable database of current research projects notified to CILT is also available on the World Wide Web on the Lingu@NET: a virtual language centre site:

<http://ncet.csv.warwick.ac.uk/www/temps/linguanet/index.html>

CILT is keen to receive details of new projects in the field of language teaching and learning. Readers interested in having their research project included in the database of current research and in subsequent publications are invited to send for a questionnaire. Further details are available from Philippa Wright at the address on the inside front cover or from research@cilt.org.uk

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Contents

	Page	
State of the art		
David Singleton on learning and processing second language vocabulary	213	
Council of Europe		
European perspectives on modern language learning	226	
Abstracts		
422-538	Language learning and teaching – theory and practice	243
422-481	Language teaching	243
482-526	Language learning	259
527-529	Language testing	272
530-538	Teacher education	273
539-562	Related research and language study	276
539-545	Psycholinguistics	276
546-560	Sociolinguistics	278
561-562	Pragmatics	282
New books	284	
List of abstractors	286	
Subject, author and source indexes to volume 30	287	

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