APPLIED PSYCHOLINGUISTICS

INSTRUCTIONS TO AUTHORS

All submissions to Applied Psycholinguistics should proceed online: http://mc.manuscriptcentral.com/appliedpsych. For information on the new online submission and review system, please read the Tutorial for Authors or the Tutorial for Reviews at http://mcv3help.manuscriptcentral.com/tutorials. For questions on the submission and reviewing process, please contact Susy Bienstock (Editorial Coordinator) at ap. america@cambridge.org.

Submissions may be full length articles (original research or theoretical reviews), critical responses to articles previously published in *Applied Psycholinguistics*, or (usually) invited keynote articles with accompanying commentaries.

Spelling, capitalization, and punctuation should be consistent within each article and should follow the style recommended in the Fifth Edition of the Publication Manual of the American Psychological Association, A title should be given for each article. An auxiliary short title should be given for any article whose title exceeds 50 characters. The author's name should be given in the form preferred for publication: the affiliation should include the author's full mailing address, telephone number, e-mail address, and fax number. An abstract should be prepared for each article (limited to 120 words). Author's personal note(s) should appear in the acknowledgment section. Notes should be numbered consecutively throughout the text and typed together on a separate page following the acknowledgment section. Tables and figures should be numbered consecutively throughout the article and appear as a unit following the reference section. Bibliographic citations in the text must include the author's last name and the date of publication and may include page references. Complete bibliographic information for each citation must be included in the list of references. Examples of correct styling for bibliographic citations are Brown (2000), Ingram (2001, pp. 54-55), Smith and Miller (2004), (Smith & Miller, 2004), (Peterson, Danner, & Flavell, 2006), and subsequently (Peterson et al., 2006). If more than one, citations should be listed in alphabetical order. References should be cited in the text and should be typed in alphabetical order using the following style:

Brown, R. (2000). Schizophrenia, language and reality. *American Psychologist*, 28, 395–403.

Ingram, D. (2001). Phonological disability in children. New York: Elsevier.

Krashen, S. D. (2006). Individual variation in the use of the Monitor. In W. C. Ritchie (Ed.), Second language acquisition research. New York: Academic Press. Smith, F., & Miller, G. A. (Eds.). (2004). *The genesis of language*. Cambridge, MA: MIT Press.

Titles of journals should *not* be abbreviated. Unpublished citations should be listed in the references.

Preparation of the manuscript

The entire manuscript, including notes and references, must be typed double-spaced on 8.5 by 11 inch or A4 paper with 1-inch margins. Manuscript pages should be numbered consecutively. Each element of the article should begin on a new page and should be arranged as follows: title page (title, short title, author's full name, affiliation, and mailing address), abstract, text, appendices, acknowledgments, notes, references, tables, and figures.

Each table and figure should be submitted on a separate page and should be titled. Figures should be ready for photographic reproduction; they cannot be redrawn by the publisher. Charts, graphs, or other artwork should be professionally rendered or computer generated. Photographs should be glossy black-and-white prints; 8 by 10 inch enlargements are preferred. All labels and details on figures should be clearly printed and large enough to remain legible after a 50% reduction.

Copyediting and proofreading

The publisher reserves the right to copyedit and proofread all articles accepted for publication. The lead author will review the copyedited manuscript only if changes have been substantial. Page proofs of an article will be sent to the lead author for correction of typographical errors only; authors must notify the editorial office of any changes within 48 hours or approval will be assumed.

The Fifth Edition of the *Publication Manual of the American Psychological Association* should be consulted for instructions on aspects of manuscript preparation and style not covered in these instructions. The Editor may find it necessary to return manuscripts for reworking and retyping that do not conform to requirements.

The lead author will receive a high-quality PDF of his or her article without charge; offprint copies may be purchased if ordered at proof stage.

Submission of an article implies that it has not been published elsewhere. Authors are responsible for obtaining written permission to publish material (quotations, illustrations, etc.) for which they do not own the copyright. Contributors of accepted articles will be asked to assign their copyrights, on certain conditions, to Cambridge University Press.

Applied Psycholinguistics

VOLUME 34 | NUMBER 6 | 2013

ARTICLES

е ца	làma D	eacon and	Dilyo	011100
Э. ПЕ	lene i	15/2 (0(0) 0 10 15 10 (0	LUIIVS	

Testing the statistical learning of spelling patterns by manipulating semantic and orthographic frequency

1093

Pi-Lan Yang and Su-Chin Shih

A reading-time study of the main verb versus reduced relative clause ambiguity resolution by English learners in Taiwan

1109

Chiara Cantiani, Maria Luisa Lorusso, Paolo Perego, Massimo Molteni, and Maria Teresa Guasti

Event-related potentials reveal anomalous morphosyntactic processing in developmental dyslexia

1135

Paul D. Toth and Pedro Guijarro-Fuentes

The impact of instruction on second-language implicit knowledge: Evidence against encapsulation

1163

M. Cremer and R. Schoonen

The role of accessibility of semantic word knowledge in monolingual and bilingual fifth-grade reading

1195

Gabriela Simon-Cereijido, Vera F. Gutiérrez-Clellen, and Monica Sweet

Predictors of growth or attrition of the first language in Latino children with specific language impairment

1219

Pui-Sze Yeung, Connie Suk-Han Ho, Yau-Kai Wong, David Wai-Ock Chan, Kevin Kien-Hoa Chung, and Lap-Yan Lo

Longitudinal predictors of Chinese word reading and spelling among elementary grade students

1245

CAMBRIDGE JOURNALS ONLINE

For further information about this journal please go to the journal website at: journals.cambridge.org/aps

CAMBRIDGE UNIVERSITY PRESS www.cambridge.org

