Studies in Second Language Acquisition

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Irina Elgort, Natalia Beliaeva, and Frank Boers

Why are Lexical Tones Difficult to Learn? Insights from the Incidental Learning of Tone-Segment Connections
Ricky KW Chan and Janny HC Leung

Effects of Implicit Versus Explicit Corrective Feedback on Mandarin Tone Acquisition in a SCMC Learning Environment
Lara Bryfonski and Xue Ma

Bilingual Children’s Phonology Shows Evidence of Transfer, but not Deceleration in Their L1
Marta Marecka, Magdalena Wrembel, Agnieszka Otwinowska, Jakub Szewczyk, Natalia Banasik-Jemielniak, and Zofia Wodniecka

Emotions in Incidental Language Learning: An Individual Differences Approach
Zachary F. Miller and Aline Godfroid

Linguistic Dimensions of Comprehensibility and Perceived Fluency: An Investigation of Complexity, Accuracy, and Fluency in Second Language Argumentative Speech
Shungo Suzuki and Judit Kormos

Dynamic Interplay Between Practice Type and Practice Schedule in a Second Language: The Potential and Limits of Skill Transfer and Practice Schedule
Yuichi Suzuki and Midori Sunada

STATE OF THE SCHOLARSHIP

A Bibliometric Analysis of Second Language Acquisition Between 1997 and 2018
Xian Zhang

RESEARCH REPORTS

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Elaine Schmidt, Ana Pérez, Luca Cilibrasi, and Ianthi Tsimpli

The Processing of English Prefixed Words by Chinese-English Bilinguals
Junmin Li and Marcus Taft

CORRIGENDUM

Linguistic Dimensions of Comprehensibility and Perceived Fluency: An Investigation of Complexity, Accuracy, and Fluency in Second Language Argumentative Speech – Corrigendum
Shungo Suzuki and Judit Kormos