

Psychological and Linguistic Studies Across 語 Linguagem भाषा Yazyk Tλώσσο **Languages and Learners**

Editor: Rachel Hayes-Harb University of Utah

ASSOCIATE EDITORS

Francesca Foppolo Università degli Studi di Milano - Bicocca

Carla Contemori University of Texas at El Paso

Anne Cook University of Utah

Ethan Kutlu University of Iowa

Yuuko Uchikoshi Tonkovich University of California, Davis

Jorge Valdes Kroff University of Florida

Peng Zhou Tsinghua University

Amanda Huensch University of Pittsburgh

Agnieszka Konopka University of Aberdeen

Natalia Meir Bar-llan University

Seth Wiener Camegie Mellon University

Arhonto Terzi University of Patras

Joan Carlos Mora Bonilla University of Barcelona

Alayo Tripp University of Minnesota

Rafal Jonczyk Adam Mickiewicz University, Poland

Filip Smolik The Czech Academy of Sciences, Czech Republic

Maria Carlo University of South Florida, USA



APPLIED PSYCHOLINGUISTICS

EDITOR

Rachel Haves-Harb

University of Utah E-mail: ap.america@cambridge.org

ASSOCIATE EDITORS

Francesca Foppolo Università degli Studi di Milano - Bicocca

Anne Cook University of Utah **Ethan Kutlu** University of Iowa

Jorge Valdes Kroff University of Florida Peng Zhou Tsinghua University

Filip Smolik The Czech Academy of Sciences, University of South Florida Czech Republic

Arhonto Terzi

University of Patras

Yuuko Uchikoshi Tonkovich University of California, Davis

Amanda Huensch University of Pittsburgh

Carla Contemori University of Texas at El Paso Alayo Tripp

University of Minnesota Maria Carlo

USA

Joan Carlos Mora Bonilla

University of Barcelona

Agnieszka Konopka University of Aberdeen

Natalia Meir Bar-Ilan University Seth Wiener

Carnegie Mellon University Rafal Jonczyk

Adam Mickiewicz University, Poland

EDITORIAL BOARD

Ubiratã Alves, Universidade Federal do Rio Grande do Sul, Departamento de Línguas Modernas; Alison Bailey, University of California; Naomi Casselli, Boston University; Juli Cebrian, Universitat Autonoma de Barcelona; Patricia Cleave, Dalhousie University; Carla Contemori, University of Texas; Helene Deacon, Dalhousie University; Mon Thomas Enlli, Bangor University; Roberto Ferreira, Universidad Católica del Maule; Cheryl Frenck-Mestre, Aix-Marseille University; Tomohiro Inoue, Chinese University of Hong Kong; Alan Juffs, University of Pittsburgh; Young-Suk Kim, Harvard Graduate School of Education; Theo Marinis, University of Konstanz/University of Reading; Catherine McBride, Chinese University of Hong Kong; Daniela O'Neill. University of Waterloo: Patrick Proctor, Boston College: Letícia Schiavon Kolberg, post doc in france; Joan Sereno, University of Kansas; Miquel Simonet, University of Arizona; Suhad Sonbul, Umm Al-Qura University; Antonella Sorace, University of Edinburgh; Beyza Sümer, University of Amsterdam; Yuichi Suzuki, Associate Professor of Second Language Acquisition, Kanagawa University; Annie Tremblay, University of Kansas; Laurice Tuller, Université François Rabelais de Tours; Susanne Brouwer, Radboud University; Shelley Xiuli Tong, University of Hong Kong; Jie Zhang, University of Houston.

FOUNDING EDITOR EMERITUS (1980–1983) **Sheldon Rosenberg,** *University of Illinois, Chicago*

Applied Psycholinguistics publishes original articles on the psychological processes involved in language. The articles address the development, use, and impairment of language in all its modalities, including spoken, signed, and written, with a particular emphasis on crosslinguistic studies. Studies appearing in Applied Psycholinguistics need to have clear applied relevance to professionals in a variety of fields, including linguistics, psychology, speech and hearing, reading, language teaching, special education, and neurology. Contributors should explicitly consider the relevance of their work to the larger community, as well as its theoretical and psychological significance. Specific topics featured in the journal include language development (the development of speech perception and production across languages, the acquistion and use of sign language, bilingualism, and second language learning), language disorders in children and adults (including those associated with brain damage, retardation and autism, specific learning disabilities, and hearing impairment), literacy development (early literacy skills, dyslexia and other reading disorders, and spelling development and disorders), and psycholinguistic processing (lexical access, time course of language processing, semantics, and syntax). In addition to research reports, theoretical reviews will be considered for publication, as will keynote articles and commentaries (the latter normally invited by the Editors). The journal will occasionally publish issues devoted to special topics within its purview.