
Vol. 44 No. 4 September 2022

Studies in Second Language Acquisition



CAMBRIDGE
UNIVERSITY PRESS

STUDIES IN SECOND LANGUAGE ACQUISITION

Founding Editor: Albert Valdman (*Indiana University*)

Former Editors: Susan Gass (*Michigan State University*), Bill VanPatten (*Michigan State University*)

Editor: Luke Plonsky (*Northern Arizona University*)

Associate Editors: Kimberly L. Geeslin (*Indiana University*), Jill Jegerski (*University of Illinois*), Andrea Révész (*UCL Institute of Education*), Kazuya Saito (*UCL Institute of Education*), Stuart Webb (*University of Western Ontario*)

Editorial Assistants: Andrew Dennis (*Northern Arizona University*) and Lizz Huntley (*Michigan State University*)

Editorial Board

Ali Al-Hoorie (*Royal Commission for Jubail and Yanbu, Saudi Arabia*), Frank Boers (*University of Western Ontario, Canada*), Dustin Crowther (*University of Hawai'i*), Irina Elgort (*Victoria University of Wellington, New Zealand*), Paola Escudero (*Western Sydney University, Australia*), Aline Godfroid (*Michigan State University*), Tania Ionin (*University of Illinois at Urbana-Champaign*), Carrie Jackson (*Pennsylvania State University*), Scott Jarvis (*University of Utah*), Okim Kang (*Northern Arizona University*), Sara Kennedy (*Concordia University, Canada*), Ron Leow (*Georgetown University*), Shaofeng Li (*Florida State University*), Peter MacIntyre (*Cape Breton University, Canada*), Alison J. Mackey (*Georgetown University*), Kevin McManus (*Penn State University*), Kara Morgan-Short (*University of Illinois at Chicago*), Akira Murakami (*University of Birmingham, UK*), Charles Nagle (*Iowa State University*), William O'Grady (*University of Hawaii*), Magali Paquot (*Université Catholique de Louvain, Belgium*), Ana Pellicer-Sanchez (*University College London, UK*), Elke Peters (*KU Leuven, Belgium*), Graeme Porte (*University of Granada, Spain*), Jason Rothman (*Arctic University of Norway, Norway & University of Nebrija, Spain*), Cristina Sanz (*Georgetown University*), Megan Solon (*Indiana University*), Patti Spinner (*Michigan State University*), Yuichi Suzuki (*Kanagawa University, Japan*), Naoko Taguchi (*Northern Arizona University*), Brent Wolter (*Idaho State University*), Stefanie Wulff (*University of Florida*)

EDITORIAL POLICY

Studies in Second Language Acquisition is a refereed journal of international scope devoted to the scientific discussion of acquisition of the use of non-native and heritage languages. Each volume contains five issues, one of which is devoted to a special topic in the field. The other four issues contain research articles of either a quantitative or qualitative nature in addition to essays on current theoretical matters. Other rubrics include Replication Studies, the Methods Forum, and Research Reports.

PUBLISHING, PRODUCTION, AND ADVERTISING OFFICES

Cambridge University Press, One Liberty Plaza, New York, NY 10006, USA; US: USAdSales@cambridge.org; or Cambridge University Press, University Printing House, Shaftesbury Road, Cambridge CB2 8BS, England; UK: ad_sales@cambridge.org

SUBSCRIPTION OFFICES

(For U.S.A. and Canada) Cambridge University Press, One Liberty Plaza New York, NY 10006, U.S.A. (For U.K. and elsewhere) Cambridge University Press, University Printing House, Shaftesbury Road, Cambridge CB2 8BS, England.

SUBSCRIPTION INFORMATION

Studies in Second Language Acquisition (ISSN 0272-2631) is published five times a year in March, May, July, September, and December by Cambridge University Press, One Liberty Plaza, 20th floor, New York, NY 10006. Periodicals postage rate paid at New York, NY, and at additional mailing offices. POSTMASTER: Send address changes in the USA, Canada, and Mexico to: *Studies in Second Language Acquisition*, Cambridge University Press, Journals Fulfillment Department, One Liberty Plaza, 20th floor, New York, NY 10006. Send address changes elsewhere to *Studies in Second Language Acquisition*, Cambridge University Press, Journals Fulfillment Department, UPH, Shaftesbury Road, Cambridge CB2 8BS, England. Volume 44 subscription rates: Institutions, print and electronic US \$686.00 in the U.S.A. and Canada, UK £424.00 in the U.K. and elsewhere; Institution, electronic only US \$535.00 in the U.S.A. and Canada, UK £330.00 in the U.K. and elsewhere; Institution, print only US \$666.00 in the U.S.A. and Canada, UK £408.00 in the U.K. and elsewhere; Individuals, print only US \$216.00 in the U.S.A. and Canada, UK £134.00 in the U.K. and elsewhere. Prices include postage and insurance.

This journal is part of the Cambridge Journals Online service. Access to online tables of contents and article abstracts is available to all researchers at no cost. Institutional subscribers: Access to full-text articles online is included with the cost of the print subscription. Subscriptions must be activated; see <http://www.journals.cambridge.org> for details.

© CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT 2022

All rights reserved. No part of this publication may be reproduced, in any form or by any means, electronic, photocopying, or otherwise, without permission in writing from Cambridge University Press. For further information see <http://us.cambridge.org/information/rights/> or <http://www.cambridge.org/uk/information/rights/> Photocopying information for users in the U.S.A.: The Item-Fee Code for this publication (0272-2631/15 \$15.00) indicates that copying for internal or personal use beyond that permitted by Sec. 107 or 108 of the U.S. Copyright Law is authorized for users duly registered with the Copyright Clearance Center (CCC), provided that the appropriate remittance of \$15.00 per article is paid directly to: CCC, 222 Rosewood Drive, Danvers, MA 01923. Specific written permission must be obtained for all other copying. Contact the *ISI Tearsheet Service*, 3501 Market Street, Philadelphia, PA 19104, for single copies of separate articles.

Studies in Second Language Acquisition is indexed in the Social Sciences Citation Index, Social SciSearch, and Current Contents/Social & Behavioral Sciences. Coverage began with Vol. 26(1), 2004.

TABLE OF CONTENTS

RESEARCH ARTICLES

- Complex Dynamic Systems Theory in Language Learning: A Scoping Review of 25 Years of Research*
Phil Hiver, Ali H. Al-Hoorie, and Reid Evans 913–941
- Do L1-L2 Differences in Discourse Processing Reflect Processing Demands or Difficulty of Form-Function Mapping? Evidence from Self-Paced Listening of Contrastive Prosody*
Eun-Kyung Lee and Scott Fraundorf 942–966
- Exploring the Relationship Between Second Language Learning Motivation and Proficiency: A Latent Profiling Approach*
Karen Dunn and Janina Iwaniec 967–997
- Exploring Crosslinguistic Influence in Gender Marking in Spanish*
Aarnes Gudmestad and Amanda Edmonds 998–1019
- The Relationship Between Cognitive-Linguistic Task Difficulty and L1-L2 Interaction for Academic Listening Comprehension in Turkish–Dutch Emergent Bilinguals*
Sven Sierens, Koen Van Gorp, Stef Slembrouck, and Piet Van Avermaet 1020–1044
- Sometimes Less is More: The Effects of Phonetically Variable Input on Auditory Processing Instruction for L2 French*
Kiwako Ito and Wynne Wong 1045–1070
- Emotion-Laden Texts and Words: The Influence of Emotion on Vocabulary Learning for Heritage and Foreign Language Learners*
Meagan Driver 1071–1094
- Exploring an Elicited Imitation Task as a Measure of Heritage Language Proficiency*
Megan Solon, Hae In Park, Marzieh Dehghan-Chaleshtori, Carly Carver, and Avizia Y. Long 1095–1123
- Conceptualizing L2 Vocabulary Knowledge: An Empirical Examination of the Dimensionality of Word Knowledge*
Beatriz González-Fernández 1124–1154

METHODS FORUM

- P-Curving as a Safeguard Against P-Hacking in SLA Research: A Case Study*
Seth Lindstromberg 1155–1180

RESEARCH REPORTS

- L2 Learners' Adaptation to an L2 Structure that is Different from L1:
Priming of an English Causative Structure in Korean Learners*
Heeju Hwang 1181–1193
- The Impact of Orthography on Lexical Access: The Case of
Capitalization and Word Category Information in L1 and
L2 German*
Andreas Opitz and Denisa Bordag 1194–1209

CORRIGENDUM

- Complex Dynamic Systems Theory in Language Learning:
A Scoping Review of 25 Years of Research – Corrigendum*
Phil Hiver, Ali H. Al-Hoorie, and Reid Evans 1210–1210