

STUDIES IN SECOND LANGUAGE ACQUISITION

Information for Contributors

For guidelines and requirements regarding manuscript submission, please consult the *SSLA* website at <http://journals.cambridge.org/sla>. Click on the Journal Information tab which will lead you to Information for Contributors. Potential authors are advised that all manuscripts are internally reviewed for both content and formatting/style in order to determine their suitability for external evaluation.

Research Article. These manuscripts may be essays or empirical studies, either of which must be motivated by current theoretical issues in second and subsequent language acquisition or heritage language acquisition, including methodological issues in research design and issues related to the context of learning. Maximum length is 11,000 words all-inclusive (i.e., abstract, text, tables, figures, references, notes, and appendices intended for publication must all fall within the 11,000 word limit).

Research Report. These manuscripts are shorter empirical studies motivated by current theoretical issues in second and subsequent language acquisition or heritage language acquisition, including methodological issues in research design. Very often, these are narrowly focused studies or they present part of the results of a larger project in progress. The background and motivation sections are generally shorter than research articles. Maximum length is 6,000 words all-inclusive (i.e., abstract, text, tables, figures, references, notes, and appendices intended for publication must all fall within the 6,000 word limit).

Replication Study. These manuscripts are shorter empirical studies motivated by a previously published study (not necessarily one published in *SSLA*). The background and motivation sections will necessarily be shorter compared to research articles as the maximum length is 6,000 words all-inclusive (i.e., abstract, text, tables, figures, references, notes, and appendices intended for publication must all fall within the 6,000 word limit).

State-of-the-Scholarship Article. These manuscripts are essays that review the extant research on a particular theme or theoretical issue, offering a summary of findings and making critical observations on the research to date. Manuscripts in this category typically fall within the 11,000-word limit of regular research articles; however, longer manuscripts may be considered on a case-by-case basis.

Critical Commentary. These manuscripts are shorter essays (i.e., non-empirical) motivated by current theory and issues in second and subsequent language acquisition or heritage language acquisition, including methodological issues in research design and issues related to the context of learning. Maximum length is 6,000 words all-inclusive (i.e., abstract, text, tables, figures, references, notes, and appendices intended for publication must all fall within the 6,000 word limit).

All manuscripts in all categories are peer reviewed and subject to the same high standards for publication in *SSLA*.

Studies in Second Language Acquisition

Volume 42 Number 3 July 2020

RESEARCH REPORT

- Introduction to the Special Issue Language Learning from Multimodal Input*
Elke Peters and Carmen Muñoz 489

RESEARCH ARTICLES

- Learning Vocabulary through Reading, Listening, and Viewing Which Mode of Input is Most Effective?*
Yanxue Feng and Stuart Webb 499
- Learning Formulaic Sequences through Viewing L2 Television and Factors that Affect Learning*
Eva Puimège and Elke Peters 525
- Examining Adolescent EFL Learners' TV Viewing Comprehension through Captions and Subtitles*
Geòrgia Pujadas and Carmen Muñoz 551
- Young Learners' Processing of Multimodal Input and its Impact on Reading Comprehension: An Eye-Tracking Study*
Ana Pellicer-Sánchez, Elsa Tragant, Kathy Conklin, Michael Rodgers, Raquel Serrano, and Àngels Llanes 577
- Can Captioned Video Benefit Second Language Pronunciation?*
Natalia Wisniewska and Joan C. Mora 599
- Promoting Grammatical Development through Captions and Textual Enhancement in Multimodal Input-Based Tasks*
Minjin Lee and Andrea Révész 625

COMMENTARY

- Multimodal Input in SLA Research*
Maribel Montero Perez 653

CORRIGENDUM

- Young Learners' Processing of Multimodal Input and its Impact on Reading Comprehension: An Eye-Tracking Study – Corrigendum*
Ana Pellicer-Sánchez, Elsa Tragant, Kathy Conklin, Michael Rodgers, Raquel Serrano, and Àngels Llanes 665

Cambridge Core

For further information about this journal please
go to the journal website at:

[cambridge.org/sla](https://doi.org/10.1017/S0272263120000352)

CAMBRIDGE
UNIVERSITY PRESS