

---

Vol. 47 No. 1 March 2025

---

---

# Studies in Second Language Acquisition

---



CAMBRIDGE  
UNIVERSITY PRESS

---

# STUDIES IN SECOND LANGUAGE ACQUISITION

**Editor:** Luke Plonsky (*Northern Arizona University*)

**Associate Editors:** Laura Gurzynski-Weiss (*Indiana University*), Jill Jegerski (*University of Illinois*), Kevin McManus (*Pennsylvania State University*), Kazuya Saito (*UCL Institute of Education*), Stuart Webb (*University of Western Ontario*)

**Managing Editor:** Lizz Huntley (*University of Colorado Denver*)

**Editorial Assistant:** Shujing Zhao (*Northern Arizona University*)

**Founding Editor:** Albert Valdman

**Former Editors:** Susan Gass, Bill VanPatten

## 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*), Aline Godfroid (*Michigan State University*), Phil Hiver (*Florida State University*), Amanda Huensch (*University of Pittsburgh*), Bronson Hui (*University of Maryland*), Tania Ionin (*University of Illinois at Urbana-Champaign*), Carrie Jackson (*Pennsylvania State University*), Scott Jarvis (*Northern Arizona University*), 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*), Kara Morgan-Short (*University of Illinois at Chicago*), Akira Murakami (*University of Birmingham, UK*), Charles Nagle (*Iowa State University*), Tatsuya Nakata (*Rikkyo University, Japan*), Reza Norouzian (*Oregon Department of Education*), 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*), Simone Pfenninger (*University of Zurich, Switzerland*), Graeme Porte (*University of Granada, Spain*), Jason Rothman (*Lancaster University, UK*), Cristina Sanz (*Georgetown University*), Raquel Serrano (*University of Barcelona, Spain*), Megan Solon (*Indiana University*), Suhad Sonbul (*Umm Al-Qura University, Saudi Arabia*), Patti Spinner (*Michigan State University*), Ekaterina Sudina (*University of Maryland*), Yuichi Suzuki (*Waseda University, Japan*), Naoko Taguchi (*Northern Arizona University*), Rining (Tony) Wei (*Xi'an Jiaotong-Liverpool University, China*), Brent Wolter (*Idaho State University*), Stefanie Wulff (*University of Florida*), Janire Zalbidea (*Maynooth University, Ireland*)

## 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 47 subscription rates: Institutions, print and electronic US \$793.00 in the U.S.A. and Canada, UK \$490.00 in the U.K. and elsewhere; Institution, electronic only US \$557.00 in the U.S.A. and Canada, UK \$343.00 in the U.K. and elsewhere; Institution, print only US \$806.00 in the U.S.A. and Canada, UK \$494.00 in the U.K. and elsewhere; Individuals, print only US \$262.00 in the U.S.A. and Canada, UK \$162.00 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 2025

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

## ANNOUNCEMENTS

|                                                               |     |
|---------------------------------------------------------------|-----|
| <i>Announcing the 2025 Susan Gass Award for Impact in SLA</i> | 1–1 |
| <i>The 2024 Albert Valdman Award</i>                          | 2–2 |

## RESEARCH ARTICLES

|                                                                                                                                                                                                                                                                        |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Why are some articles highly cited in applied linguistics? A bibliometric study</i><br>Sai Zhang and Vahid Aryadoust                                                                                                                                                | 3–25    |
| <i>Individual differences in L2 listening proficiency revisited: Roles of form, meaning, and use aspects of phonological vocabulary knowledge</i><br>Kazuya Saito, Takumi Uchihara, Kotaro Takizawa, and Yui Suzukida                                                  | 26–52   |
| <i>Modulating motion event categorization through brief training: Meaning-focused versus form-focused instructional conditions</i><br>Yuyan Xue and John N. Williams                                                                                                   | 53–79   |
| <i>Do they like me? Exploring the role of metaperception in L1–L2 speaker interaction</i><br>Chaoqun Zheng, Pavel Trofimovich, Rachael Lindberg, Kim McDonough, and Masatoshi Sato                                                                                     | 80–103  |
| <i>Different variables hold varying significance from childhood to adolescence: Exploring individual differences in grammar development of Japanese heritage speakers</i><br>Maki Kubota, Yuka Goto, Satsuki Kurokawa, Yuko Matsuoka, Masashi Otani, and Jason Rothman | 104–135 |
| <i>The role of processing goals in second language predictive processing: A visual–world eye–tracking study of Korean honorific agreement</i><br>Hyunwoo Kim, Kitaek Kim, and Joonhee Kim                                                                              | 136–156 |
| <i>Contextual learning and retention of phrasal verbs: The effects of definition placement and typographic enhancement</i><br>Mojtaba Tadayonifar, Irina Elgort, and Anna Siyanova-Chanturia                                                                           | 157–180 |
| <i>Embarrassment in English language classrooms: Conceptualization, antecedents, and consequences</i><br>Gholam Hassan Khajavy, Dávid Smid, Sarah Mercer, and Carlos Murillo-Miranda                                                                                   | 181–204 |
| <i>The light side of darkness? The dark triad of personality as positive and negative predictors of L2 language learning</i><br>Faramarz Ebn-Abbasi, Nazila Fattahi, Jean-Marc Dewaele, and Elouise Botes                                                              | 205–229 |
| <i>Assessing accent anxiety: A measure of foreign English speakers' concerns about their accents</i><br>Qingyao Xue and Kimberly Noels                                                                                                                                 | 230–256 |

|                                                                                                                                              |         |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Cross-language interactions of phonetic and phonological processes:<br/>Intervocalic plosive lenition in Afrikaans-Spanish bilinguals</i> |         |
| Andries W. Coetzee, Nicholas Henriksen, and Lorenzo<br>García-Amaya                                                                          | 257–281 |
| <i>The relationships among L2 fluency, intelligibility, comprehensibility,<br/>and accentedness: A meta-analysis</i>                         |         |
| Tuc Chau and Amanda Huensch                                                                                                                  | 282–307 |
| <i>Challenges in inflected word processing for L2 speakers: The role<br/>of stem allomorphy</i>                                              |         |
| Rosa Salmela, Minna Lehtonen, Seppo Vainio, and<br>Raymond Bertram                                                                           | 308–335 |
| <i>The impact of collocational proficiency features on expert ratings<br/>of L2 English learners' writing</i>                                |         |
| Ben Naismith and Alan Juffs                                                                                                                  | 336–360 |

## STATE OF THE SCHOLARSHIP

|                                                                                                                       |         |
|-----------------------------------------------------------------------------------------------------------------------|---------|
| <i>Phonological processing and the L2 mental lexicon: Looking back<br/>and moving forward</i>                         |         |
| Isabelle Darcy, Miquel Llompart, Rachel Hayes-Harb, Joan C.<br>Mora, Miren Adrian, Svetlana Cook, and Mirjam Ernestus | 361–387 |
| <i>A meta-analysis of the reliability of second language reading<br/>comprehension assessment tools</i>               |         |
| Huijun Zhao and Vahid Aryadoust                                                                                       | 388–416 |

## REPLICATION STUDY

|                                                                                                     |         |
|-----------------------------------------------------------------------------------------------------|---------|
| <i>Optimizing distributed practice online: A conceptual replication of<br/>Cepeda et al. (2009)</i> |         |
| John Rogers, Tatsuya Nakata, and Ming Ming Chiu                                                     | 417–439 |

## RESEARCH REPORT

|                                                                                                                                |         |
|--------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Effects of phonetic training and cognitive aptitude on the<br/>perception and production of non-native speech contrasts</i> |         |
| Susana Correia, Anabela Rato, Yuxin Ge, João Dinis Fernandes,<br>Magdalena Kachlicka, Kazuya Saito, and Patrick Rebuschat      | 440–457 |

## RETRACTION

|                                                                                                                                                                          |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Effects of retrieval schedules on the acquisition of explicit,<br/>automatized-explicit, and implicit knowledge of L2 collocations –<br/>CORRIGENDUM – RETRACTION</i> |         |
| Nan Fang, Irina Elgort, and Zhuo Chen                                                                                                                                    | 458–458 |

## CORRIGENDUM

|                                                                                                                                                             |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Effects of retrieval schedules on the acquisition of explicit,<br/>automatized-explicit, and implicit knowledge of L2 collocations –<br/>CORRIGENDUM</i> |         |
| Nan Fang, Irina Elgort, and Zhuo Chen                                                                                                                       | 459–460 |