

# 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 10,000 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 empirical studies that replicate the research design and methods of a previously published study, with or without changes. The study selected for replication should have impacted empirical and/or theoretical work relevant to SLA. Replications can be direct (exact, close, approximate) or conceptual, and should identify and motivate the study selected for replication as well as any changes made. The maximum length is 10,000 words all-inclusive (i.e., abstract, text, tables, figures, references, notes, and appendices intended for publication).

**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 10,000-word limit; 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).

**Methods Forum.** Recognizing the need to discuss and advance SLA research methods, these manuscripts seek to advance methodological understanding, training, and practices in the field. Submissions can be conceptual or empirical; we also encourage articles introducing novel techniques. All research paradigms, epistemologies, ontologies, and theoretical frameworks relevant to SLA are welcome. The target length is up to 10,000 words, although longer manuscripts will be considered with justification.

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 47 Number 2 May 2025

---

### RESEARCH ARTICLES

- Disentangling the causal role of motivation, enjoyment, and anxiety in second language speech learning: A final report*  
Kazuya Saito, Jean-Marc Dewaele, Yo In'nami, and Mariko Abe 461–487
- The relationship between boredom and second language achievement: A multilevel meta-analysis*  
Fangwei Huang and Haijing Zhang 488–511
- The role of multiword sequences in fluent speech: The case of listener-based judgment in L2 argumentative speech*  
Kotaro Takizawa and Shungo Suzuki 512–532

### ADDENDUM

- The role of multiword sequences in fluent speech – ADDENDUM*  
Kotaro Takizawa and Shungo Suzuki 533–533

### RESEARCH ARTICLES

- Affect as a component of second language speech perception*  
John Dylan Burton and Paula Winke 534–559
- Disfluency doesn't happen in isolation: Exploring how individual disfluency features co-occur in L2 speaking performances*  
Xun Yan, Ping-Lin Chuang, Yulin Pan, Huiying Cai, Shelley Staples, and Mariana Centanin Bertho 560–591
- The interplay of learners' cognitive abilities in the learning and automatization of miniature language grammar: What matters beyond general IQ?*  
Małgorzata Forys-Nogala, Olga Broniś, and Aleksandra Janczarska 592–616
- Testing the three-stage model of second language skill acquisition*  
Ryo Maie and Aline Godfroid 617–649
- Validity evidence for an EIT as an assessment for Spanish heritage speakers and L2 learners*  
Sara Saez-Fajardo and Melissa A. Bowles 650–676

### DATA REPORT

- New data on text reading in English as a second language: The Wave 2 expansion of the Multilingual Eye-Movement Corpus (MECO)*  
Victor Kuperman, Sascha Schroeder, Cengiz Acartürk, Niket Agrawal, Dominick M. Alexandre, Lena S. Bolliger, Jan Brasser, César Campos-Rojas, Denis Drieghe, Dušica Filipović Đurđević, Luiz Vinicius Gadelha de Freitas, Sofya Goldina, Romualdo Ibáñez Orellana, Lena A. Jäger, Omar I. Jóhannesson, Anurag Khare, Nik Kharlamov, Hanne B. S. Knudsen, Árni Kristjánsson, Charlotte E. Lee, Jun Ren Lee, Marina P. T. Leite, Simona Mancini, Nataša Mihajlović, Ksenija Mišić, Miloslava Orekhova, Olga Parshina, Milica Popović Stijačić, Athanasios Protopapas, David R. Reich, Anurag Rimzhim, Rui Rothe-Neves, Thais M. M. Sá, Andrea Santana Covarrubias, Irina Sekerina, Heida M. Sigurdardottir, Anna Smirnova, Priyanka Srivastava, Elisangela N. Teixeira, Ivana Ugrinic, Kerem Alp Usal, Karolina Vakulya, João M. M. Vieira, Ark Verma, Denise H. Wu, Jin Xue, Sunčica Zdravković, Junjing Zhuo, Laoura Ziaka, and Noam Siegelman 677–695

### METHODS FORUM

- Exploring the potential of content-embedded working memory capacity tasks for advancing second language acquisition research*  
Janire Zalbidea and Bernard I. Issa 696–720
- Study and instrument quality in perception-based L2 pronunciation research: A methodological synthesis*  
Maria Kostromitina, Ekaterina Sudina, and Eman Baghlaif 721–754

### ADDENDUM

- L2 learning outcomes of a research-based digital app for Japanese children – ADDENDUM*  
Hee Jin Bang, Eric Setoguchi, Alison Mackey, and Akiko Fujii 755–755

---

### Cambridge Core

For further information about this journal please  
go to the journal website at:  
**cambridge.org/sla**



**CAMBRIDGE**  
UNIVERSITY PRESS