

INSTRUCTIONS TO AUTHORS

All submissions to *Applied Psycholinguistics* should proceed online: <http://mc.manuscriptcentral.com/appliedpsych>. For information on the new online submission and review system, please read the Tutorial for Authors or the Tutorial for Reviews at <http://mcv3help.manuscriptcentral.com/tutorials>. For questions on the submission and reviewing process, please contact Susy Bienstock (Editorial Coordinator) at [america@cambridge.org](mailto:america@cambridge.org).

Submissions may be full length articles (original research or theoretical reviews), critical responses to articles previously published in *Applied Psycholinguistics*, or (usually) invited keynote articles with accompanying commentaries.

*Spelling, capitalization, and punctuation* should be consistent within each article and should follow the style recommended in the Fifth Edition of the *Publication Manual of the American Psychological Association*. A title should be given for each article. An auxiliary short title should be given for any article whose title exceeds 50 characters. The author's name should be given in the form preferred for publication: the affiliation should include the author's full mailing address, telephone number, e-mail address, and fax number. An abstract should be prepared for each article (limited to 120 words). Author's personal note(s) should appear in the *acknowledgment* section. Notes should be numbered consecutively throughout the text and typed together on a separate page following the acknowledgment section. Tables and figures should be numbered consecutively throughout the article and appear as a unit following the reference section. *Bibliographic citations in the text* must include the author's last name and the date of publication and may include page references. Complete bibliographic information for each citation must be included in the list of references. Examples of correct styling for bibliographic citations are Brown (2000), Ingram (2001, pp. 54–55), Smith and Miller (2004), (Smith & Miller, 2004), (Peterson, Danner, & Flavell, 2006), and subsequently (Peterson et al., 2006). If more than one, citations should be listed in alphabetical order. *References* should be cited in the text and should be typed in alphabetical order using the following style:

Brown, R. (2000). Schizophrenia, language and reality. *American Psychologist*, 28, 395–403.  
 Ingram, D. (2001). *Phonological disability in children*. New York: Elsevier.  
 Krashen, S. D. (2006). Individual variation in the use of the Monitor. In W. C. Ritchie (Ed.), *Second language acquisition research*. New York: Academic Press.

Smith, F., & Miller, G. A. (Eds.). (2004). *The genesis of language*. Cambridge, MA: MIT Press.

Titles of journals should *not* be abbreviated. Unpublished citations should be listed in the references.

*Preparation of the manuscript*

The entire manuscript, including notes and references, must be typed double-spaced on 8.5 by 11 inch or A4 paper with 1-inch margins. Manuscript pages should be numbered consecutively. Each element of the article should begin on a new page and should be arranged as follows: title page (title, short title, author's full name, affiliation, and mailing address), abstract, text, appendices, acknowledgments, notes, references, tables, and figures.

Each table and figure should be submitted on a separate page and should be titled. Figures should be ready for photographic reproduction; they cannot be redrawn by the publisher. Charts, graphs, or other artwork should be professionally rendered or computer generated. Photographs should be glossy black-and-white prints; 8 by 10 inch enlargements are preferred. All labels and details on figures should be clearly printed and large enough to remain legible after a 50% reduction.

*Copyediting and proofreading*

The publisher reserves the right to copyedit and proofread all articles accepted for publication. The lead author will review the copyedited manuscript only if changes have been substantial. Page proofs of an article will be sent to the lead author for correction of typographical errors only; authors must notify the editorial office of any changes within 48 hours or approval will be assumed.

The Fifth Edition of the *Publication Manual of the American Psychological Association* should be consulted for instructions on aspects of manuscript preparation and style not covered in these instructions. The Editor may find it necessary to return manuscripts for reworking and retyping that do not conform to requirements.

The lead author will receive a high-quality PDF of his or her article without charge; offprint copies may be purchased if ordered at proof stage.

Submission of an article implies that it has not been published elsewhere. Authors are responsible for obtaining written permission to publish material (quotations, illustrations, etc.) for which they do not own the copyright. Contributors of accepted articles will be asked to assign their copyrights, on certain conditions, to Cambridge University Press.

# Applied Psycholinguistics

## Volume 33 Number 2 2012

---

### Articles

- MICHELLE S. TROCHE and LORI J. P. ALTMANN Sentence production in Parkinson disease: Effects of conceptual and task complexity 225
- JAYANTHI SASISEKARAN and CHRISTINE WEBER-FOX Cross-sectional study of phoneme and rhyme monitoring abilities in children between 7 and 13 years 253
- MIEKE PAULINE KETELAARS, KINO JANSONIUS, JULIANE CUPERUS, and LUDO VERHOEVEN Narrative competence and underlying mechanisms in children with pragmatic language impairment 281
- LAURENCE B. LEONARD, ÁGNES LUKÁCS, and BENCE KAS Tense and aspect in childhood language impairment: Contributions from Hungarian 305
- WING CHEE SO and JIA YI LIM Point to a referent, and say, "what is this?" Gesture as a potential cue to identify referents in a discourse 329
- JANINA KAHN-HORWITZ, RICHARD L. SPARKS, and ZAHAVA GOLDSTEIN English as a foreign language spelling development: A longitudinal study 343
- KENN APEL, SHURITA THOMAS-TATE, ELIZABETH B. WILSON-FOWLER, and DANIELLE BRIMO Acquisition of initial mental graphemic representations by children at risk for literacy development 365
- EVAN KIDD Individual differences in syntactic priming in language acquisition 393
- JEFFREY WITZEL, NAOKO WITZEL, and JANET NICOL Deeper than shallow: Evidence for structure-based parsing biases in second-language sentence processing 419

---

**Cambridge Journals Online**  
For further information about  
this journal please go to the  
journal website at:  
[journals.cambridge.org/aps](http://journals.cambridge.org/aps)



**CAMBRIDGE**  
UNIVERSITY PRESS