

PS3022: Language, Communication, and Thought

View Online



-
- Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism: Consequences for Mind and Brain. *Trends in Cognitive Sciences*, 16(4), 240–250.
<https://doi.org/10.1016/j.tics.2012.03.001>
- Binder, J. R., Desai, R. H., Graves, W. W., & Conant, L. L. (2009). Where Is the Semantic System? A Critical Review and Meta-Analysis of 120 Functional Neuroimaging Studies. *Cerebral Cortex*, 19(12), 2767–2796. <https://doi.org/10.1093/cercor/bhp055>
- Carey, D., Krishnan, S., Callaghan, M. F., Sereno, M. I., & Dick, F. (2017). Functional and Quantitative MRI Mapping of Somatomotor Representations of Human Supralaryngeal Vocal Tract. *Cerebral Cortex*. <https://doi.org/10.1093/cercor/bhw393>
- Castles, A., & Coltheart, M. (2004). Is There a Causal Link From Phonological Awareness to Success in Learning to Read? *Cognition*, 91(1), 77–111.
[https://doi.org/10.1016/S0010-0277\(03\)00164-1](https://doi.org/10.1016/S0010-0277(03)00164-1)
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*, 19(1), 5–51.
<https://doi.org/10.1177/1529100618772271>
- Chesters, J., Möttönen, R., & Watkins, K. E. (2018). Transcranial Direct Current Stimulation Over Left Inferior Frontal Cortex Improves Speech Fluency in Adults Who Stutter. *Brain*, 141(4), 1161–1171. <https://doi.org/10.1093/brain/awy011>
- Cook, V. (2003). Introduction: The Changing L1 in the L2 User's Mind. In *Effects of the Second Language on the First* (Vol. 3, pp. 1–18). *Multilingual Matters*.
- Corballis, M. C. (1999). The Gestural Origins of Language: Human Language May Have Evolved From Manual Gestures, Which Survive Today as a 'Behavioral Fossil' Coupled to Speech. *American Scientist*, 87(2), 138–145. <https://www.jstor.org/stable/27857812>
- Cortese, M. J., & Schock, J. (2013). Imageability and Age of Acquisition Effects in Disyllabic Word Recognition. *Quarterly Journal of Experimental Psychology*, 66(5), 946–972.
<https://doi.org/10.1080/17470218.2012.722660>
- Davis, M. H., & Gaskell, M. G. (2009). A Complementary Systems Account of Word Learning: Neural and Behavioural Evidence. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364(1536), 3773–3800. <https://doi.org/10.1098/rstb.2009.0111>
- Dehaene, S., & Cohen, L. (2011). The Unique Role of the Visual Word Form Area in

Reading. *Trends in Cognitive Sciences*, 15(6), 254–262.
<https://doi.org/10.1016/j.tics.2011.04.003>

Dehaene, S., Pegado, F., Braga, L. W., Ventura, P., Filho, G. N., Jobert, A., Dehaene-Lambertz, G., Kolinsky, R., Morais, J., & Cohen, L. (2010). How Learning to Read Changes the Cortical Networks for Vision and Language. *Science*, 330(6009), 1359–1364.
<https://doi.org/10.1126/science.1194140>

Dronkers, N. F., Plaisant, O., Iba-Zizen, M. T., & Cabanis, E. A. (2007). Paul Broca's Historic Cases: High Resolution Mr Imaging of the Brains of Leborgne and Lelong. *Brain*, 130(5), 1432–1441. <https://doi.org/10.1093/brain/awm042>

Duff, F. J., & Hulme, C. (2012). The Role of Children's Phonological and Semantic Knowledge in Learning to Read Words. *Scientific Studies of Reading*, 16(6), 504–525.
<https://doi.org/10.1080/10888438.2011.598199>

Dumay, N., & Gaskell, M. G. (2007). Sleep-Associated Changes in the Mental Representation of Spoken Words. *Psychological Science*, 18(1), 35–39.
<http://www.jstor.org/stable/40064574>

Goldin-Meadow, S., & Mylander, C. (1998). Spontaneous Sign Systems Created by Deaf Children in Two Cultures. *Nature*, 391(6664), 279–281. <https://doi.org/10.1038/34646>

Hauk, O., Johnsrude, I., & Pulvermüller, F. (2004). Somatotopic Representation of Action Words in Human Motor and Premotor Cortex. *Neuron*, 41(2), 301–307.
[https://doi.org/10.1016/S0896-6273\(03\)00838-9](https://doi.org/10.1016/S0896-6273(03)00838-9)

Hay, J., & Drager, K. (2007). Sociophonetics. *Annual Review of Anthropology*, 36, 89–103.
<https://www.jstor.org/stable/25064946>

Henderson, L. M., Weighall, A. R., Brown, H., & Gareth Gaskell, M. (2012). Consolidation of Vocabulary Is Associated With Sleep in Children. *Developmental Science*, 15(5), 674–687.
<https://doi.org/10.1111/j.1467-7687.2012.01172.x>

Hickok, G. (2012). Computational Neuroanatomy of Speech Production. *Nature Reviews Neuroscience*, 13(2), 135–145. <https://doi.org/10.1038/nrn3158>

Hickok, G., & Poeppel, D. (2007). The Cortical Organization of Speech Processing. *Nature Reviews Neuroscience*, 8(5), 393–402. <https://doi.org/10.1038/nrn2113>

Johnson, K., Strand, E. A., & D'Imperio, M. (1999). Auditory–visual Integration of Talker Gender in Vowel Perception. *Journal of Phonetics*, 27(4), 359–384.
<https://doi.org/10.1006/jpho.1999.0100>

Kearney, E., & Guenther, F. H. (2019). Articulating: The Neural Mechanisms of Speech Production. *Language, Cognition and Neuroscience*, 34(9), 1214–1229.
<https://doi.org/10.1080/23273798.2019.1589541>

Kirby, S., Cornish, H., & Smith, K. (2008). Cumulative Cultural Evolution in the Laboratory: An Experimental Approach to the Origins of Structure in Human Language. *Proceedings of the National Academy of Sciences*, 105(31), 10681–10686.

<https://doi.org/10.1073/pnas.0707835105>

Kutas, M., & Federmeier, K. D. (2000). Electrophysiology Reveals Semantic Memory Use in Language Comprehension. *Trends in Cognitive Sciences*, 4(12), 463–470.
[https://doi.org/10.1016/S1364-6613\(00\)01560-6](https://doi.org/10.1016/S1364-6613(00)01560-6)

Ladefoged, P. (1975). *A Course in Phonetics*. Harcourt Brace Jovanovich.

Levinson, S. C. (1997). Language and Cognition: The Cognitive Consequences of Spatial Description in Guugu Yimithirr. *Journal of Linguistic Anthropology*, 7(1), 98–131.
<https://doi.org/10.1525/jlin.1997.7.1.98>

Linck, J. A., Kroll, J. F., & Sunderman, G. (2009). Losing Access to the Native Language While Immersed in a Second Language: Evidence for the Role of Inhibition in Second-Language Learning. *Psychological Science*, 20(12), 1507–1515.
<https://doi.org/10.1111/j.1467-9280.2009.02480.x>

Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of Automobile Destruction: An Example of the Interaction Between Language and Memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585–589. [https://doi.org/10.1016/S0022-5371\(74\)80011-3](https://doi.org/10.1016/S0022-5371(74)80011-3)

Lucy, J. A., & Gaskins, S. (2001). Grammatical Categories and the Development of Classification Preferences: A Comparative Approach. In *Language Acquisition and Conceptual Development* (Vol. 3, pp. 257–283). Cambridge University Press.

Manis, F. R., Seidenberg, M. S., Doi, L. M., McBride-Chang, C., & Petersen, A. (1996). On the Bases of Two Subtypes of Development Dyslexia. *Cognition*, 58(2), 157–195.
[https://doi.org/10.1016/0010-0277\(95\)00679-6](https://doi.org/10.1016/0010-0277(95)00679-6)

Mano, Q. R., Humphries, C., Desai, R. H., Seidenberg, M. S., Osmon, D. C., Stengel, B. C., & Binder, J. R. (2013). The Role of Left Occipitotemporal Cortex in Reading: Reconciling Stimulus, Task, and Lexicality Effects. *Cerebral Cortex*, 23(4), 988–1001.
<https://doi.org/10.1093/cercor/bhs093>

McCandliss, B. D., Cohen, L., & Dehaene, S. (2003). The Visual Word Form Area: Expertise for Reading in the Fusiform Gyrus. *Trends in Cognitive Sciences*, 7(7), 293–299.
[https://doi.org/10.1016/S1364-6613\(03\)00134-7](https://doi.org/10.1016/S1364-6613(03)00134-7)

McClelland, J. L., McNaughton, B. L., & O'Reilly, R. C. (1995). Why There Are Complementary Learning Systems in the Hippocampus and Neocortex: Insights From the Successes and Failures of Connectionist Models of Learning and Memory. *Psychological Review*, 102(3), 419–457. <https://doi.org/10.1037/0033-295X.102.3.419>

PALS0009 Introduction to Speech Science: Audio signals and systems. (n.d.).
<https://www.phon.ucl.ac.uk/courses/pals0009/week3.php>

PALS0009 Introduction to Speech Science: Consonants. (n.d.).
<https://www.phon.ucl.ac.uk/courses/pals0009/week6.php>

PALS0009 Introduction to Speech Science: Voice. (n.d.).
<https://www.phon.ucl.ac.uk/courses/pals0009/week4.php>

PALS0009 Introduction to Speech Science: Vowels. (n.d.).
<https://www.phon.ucl.ac.uk/courses/pals0009/week5.php>

Patterson, K., Nestor, P. J., & Rogers, T. T. (2007). Where Do You Know What You Know? the Representation of Semantic Knowledge in the Human Brain. *Nature Reviews Neuroscience*, 8(12), 976–987. <https://doi.org/10.1038/nrn2277>

Price, C. J., & Devlin, J. T. (2011). The Interactive Account of Ventral Occipitotemporal Contributions to Reading. *Trends in Cognitive Sciences*, 15(6), 246–253.
<https://doi.org/10.1016/j.tics.2011.04.001>

Purcell, J. J., Shea, J., & Rapp, B. (2014). Beyond the Visual Word Form Area: The Orthography–semantics Interface in Spelling and Reading. *Cognitive Neuropsychology*, 31(5–6), 482–510. <https://doi.org/10.1080/02643294.2014.909399>

Quiroga, R. Q., Reddy, L., Kreiman, G., Koch, C., & Fried, I. (2005). Invariant Visual Representation by Single Neurons in the Human Brain. *Nature*, 435(7045), 1102–1107.
<https://doi.org/10.1038/nature03687>

Rapcsak, S. Z., Beeson, P. M., Henry, M. L., Leyden, A., Kim, E., Rising, K., Andersen, S., & Cho, H. (2009). Phonological Dyslexia and Dysgraphia: Cognitive Mechanisms and Neural Substrates. *Cortex*, 45(5), 575–591. <https://doi.org/10.1016/j.cortex.2008.04.006>

Rastle, K., McCormick, S. F., Bayliss, L., & Rastle, K. (2011). Orthography Influences the Perception and Production of Speech. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37(6), 1588–1594.
<http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2011-17265-001&site=ehost-live>

Rauschecker, J. P., & Scott, S. K. (2009). Maps and Streams in the Auditory Cortex: Nonhuman Primates Illuminate Human Speech Processing. *Nature Neuroscience*, 12(6), 718–724. <https://doi.org/10.1038/nn.2331>

Raviv, L., Meyer, A., & Lev-Ari, S. (2019). Larger Communities Create More Systematic Languages. *Proceedings of the Royal Society B: Biological Sciences*, 286(1907).
<https://doi.org/10.1098/rspb.2019.1262>

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How Psychological Science Informs the Teaching of Reading. *Psychological Science*, 2(2), 31–74.
<http://www.jstor.org/stable/40062357>

Ricketts, J., Nation, K., & Bishop, D. V. M. (2007). Vocabulary Is Important for Some, but Not All Reading Skills. *Scientific Studies of Reading*, 11(3), 235–257.
<https://doi.org/10.1080/10888430701344306>

Ross, M., Xun, W. Q. E., & Wilson, A. E. (2002). Language and the Bicultural Self. *Personality and Social Psychology Bulletin*, 28(8), 1040–1050.
<https://doi.org/10.1177/01461672022811003>

Rueckl, J. G., Paz-Alonso, P. M., Molfese, P. J., Kuo, W.-J., Bick, A., Frost, S. J., Hancock, R., Wu, D. H., Mencl, W. E., Duñabeitia, J. A., Lee, J.-R., Oliver, M., Zevin, J. D., Hoefft, F.,

- Carreiras, M., Tzeng, O. J. L., Pugh, K. R., & Frost, R. (2015). Universal Brain Signature of Proficient Reading: Evidence From Four Contrasting Languages. *Proceedings of the National Academy of Sciences*, 112(50), 15510–15515.
<https://doi.org/10.1073/pnas.1509321112>
- Schick, B., de Villiers, P., de Villiers, J., & Hoffmeister, R. (2007). Language and Theory of Mind: A Study of Deaf Children. *Child Development*, 78(2), 376–396.
<https://doi.org/10.1111/j.1467-8624.2007.01004.x>
- Schooler, J. W., & Engstler-Schooler, T. Y. (1990). Verbal Overshadowing of Visual Memories: Some Things Are Better Left Unsaid. *Cognitive Psychology*, 22(1), 36–71.
[https://doi.org/10.1016/0010-0285\(90\)90003-M](https://doi.org/10.1016/0010-0285(90)90003-M)
- Schreiner, T., & Rasch, B. (2015). Boosting Vocabulary Learning by Verbal Cueing During Sleep. *Cerebral Cortex*, 25(11), 4169–4179. <https://doi.org/10.1093/cercor/bhu139>
- Schwartz, A. I., & Kroll, J. F. (2006). Bilingual Lexical Activation in Sentence Context. *Journal of Memory and Language*, 55(2), 197–212. <https://doi.org/10.1016/j.jml.2006.03.004>
- Seidenberg, M. S. (2013). The Science of Reading and Its Educational Implications. *Language Learning and Development*, 9(4), 331–360.
<https://doi.org/10.1080/15475441.2013.812017>
- Senghas, A., Kita, S., & Özyürek, A. (2004). Children Creating Core Properties of Language: Evidence from an Emerging Sign Language in Nicaragua. *Science*, 305(5691), 1779–1782.
<https://www.jstor.org/stable/3837772>
- Singleton, J. L., & Newport, E. L. (2004). When Learners Surpass Their Models: The Acquisition of American Sign Language From Inconsistent Input. *Cognitive Psychology*, 49(4), 370–407. <https://doi.org/10.1016/j.cogpsych.2004.05.001>
- Spaepen, E., Coppola, M., Spelke, E. S., Carey, S. E., & Goldin-Meadow, S. (2011). Number Without a Language Model. *Proceedings of the National Academy of Sciences*, 108(8), 3163–3168. <https://doi.org/10.1073/pnas.1015975108>
- Spivey, M. J., & Marian, V. (1999). Cross Talk Between Native and Second Languages: Partial Activation of an Irrelevant Lexicon. *Psychological Science*, 10(3), 281–284.
<https://doi.org/10.1111/1467-9280.00151>
- Tamminen, J. (2015). Lexical Consolidation. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (2nd Edition, pp. 920–925). Elsevier.
<https://doi.org/10.1016/B978-0-08-097086-8.51044-7>
- Tamminen, J., Davis, M. H., Merks, M., & Rastle, K. (2012). The Role of Memory Consolidation in Generalisation of New Linguistic Information. *Cognition*, 125(1), 107–112.
<https://doi.org/10.1016/j.cognition.2012.06.014>
- Tamminen, J., & Gaskell, M. G. (2013). Novel Word Integration in the Mental Lexicon: Evidence From Unmasked and Masked Semantic Priming. *The Quarterly Journal of Experimental Psychology*, 66(5), 1001–1025.
<https://doi.org/10.1080/17470218.2012.724694>

- Tamminen, J., Payne, J. D., Stickgold, R., Wamsley, E. J., & Gaskell, M. G. (2010). Sleep Spindle Activity is Associated with the Integration of New Memories and Existing Knowledge. *Journal of Neuroscience*, 30(43), 14356–14360. <http://www.jneurosci.org/content/30/43/14356>
- Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of Visual and Linguistic Information in Spoken Language Comprehension. *Science*, 268(5217). <https://www.jstor.org/stable/2888637>
- Taylor, J. S. H. (2011). The Influence of Consistency, Frequency, and Semantics on Learning to Read: An Artificial Orthography Paradigm. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37(1), 60–76. <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2010-20426-001&site=ehost-live>
- Taylor, J. S. H., Duff, F. J., Woollams, A. M., Monaghan, P., & Ricketts, J. (2015). How Word Meaning Influences Word Reading. *Current Directions in Psychological Science*, 24(4), 322–328. <https://doi.org/10.1177/0963721415574980>
- Terrace, H. S., Petitto, L. A., Sanders, R. J., & Bever, T. G. (1979). Can an Ape Create a Sentence? *Science*, 206(4421), 891–902. <https://www.jstor.org/stable/1749272>
- Trauzettel-Klosinski, S., & Dietz, K. (2012). Standardized Assessment of Reading Performance: The New International Reading Speed Texts IReST. *Investigative Ophthalmology & Visual Science*, 53(9), 5452–5461. <https://doi.org/10.1167/iovs.11-8284>
- Valian, V. (2015). Bilingualism and Cognition. *Bilingualism: Language and Cognition*, 18(1), 3–24. <https://doi.org/10.1017/S1366728914000522>
- Van Berkum, J. J. A., van den Brink, D., Tesink, C. M. J. Y., Kos, M., & Hagoort, P. (2008). The Neural Integration of Speaker and Message. *Journal of Cognitive Neuroscience*, 20(4), 580–591. <https://doi.org/10.1162/jocn.2008.20054>
- Vinckier, F., & Dehaene, S. (2007). Hierarchical Coding of Letter Strings in the Ventral Stream: Dissecting the Inner Organization of the Visual Word-Form System. *Neuron*, 55(1), 143–156. <https://doi.org/10.1016/j.neuron.2007.05.031>
- Walker, M. P. (2006). Sleep to Remember. *American Scientist*, 94(4), 326–333. <http://journals.sagepub.com/doi/abs/10.1177/1073858406292647>
- Watkins, K. E., Smith, S. M., Davis, S., & Howell, P. (2007). Structural and Functional Abnormalities of the Motor System in Developmental Stuttering. *Brain*, 131(1), 50–59. <https://doi.org/10.1093/brain/awm241>
- Watkins, K. E., Vargha-Khadem, F., Ashburner, J., Passingham, R. E., Connelly, A., Friston, K. J., Frackowiak, R. S. J., Mishkin, M., & Gadian, D. G. (2002). MRI Analysis of an Inherited Speech and Language Disorder: Structural Brain Abnormalities. *Brain*, 125(3), 465–478. <https://doi.org/10.1093/brain/awf057>
- Wheat, K. L., Cornelissen, P. L., Frost, S. J., & Hansen, P. C. (2010). During Visual Word Recognition, Phonology Is Accessed within 100 ms and May Be Mediated by a Speech

Production Code: Evidence from Magnetoencephalography. *Journal of Neuroscience*, 30 (15), 5229–5233. <https://www.jneurosci.org/content/30/15/5229.short>

Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian Blues Reveal Effects of Language on Color Discrimination. *Proceedings of the National Academy of Sciences of the United States*, 104(19), 7780–7785. <http://www.jstor.org/stable/25427570>

Woollams, A. M. (2007). SD-Squared: On the Association Between Semantic Dementia and Surface Dyslexia. *Psychological Review*, 114(2), 316–339. <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2007-05396-004&site=ehost-live>

Woollams, A. M. (2013). Connectionist Neuropsychology: Uncovering Ultimate Causes of Acquired Dyslexia. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 369(1634). <https://doi.org/10.1098/rstb.2012.0398>

Woollams, A. M. (2014). Connectionist Neuropsychology: Uncovering Ultimate Causes of Acquired Dyslexia. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 369(1634). <https://doi.org/10.1098/rstb.2012.0398>

Woollams, A. M., & Patterson, K. (2012). The Consequences of Progressive Phonological Impairment for Reading Aloud. *Neuropsychologia*, 50(14), 3469–3477. <https://doi.org/10.1016/j.neuropsychologia.2012.09.020>

Ziegler, J. C., Ferrand, L., & Montant, M. (2004). Visual Phonology: The Effects of Orthographic Consistency on Different Auditory Word Recognition Tasks. *Memory & Cognition*, 32(5), 732–741. <https://doi.org/10.3758/BF03195863>