

PS3022: Language, Communication, and Thought

View Online



1.

Hay J, Drager K. Sociophonetics. Annual Review of Anthropology [Internet]. Annual Reviews; 2007;36:89–103. Available from: <https://www.jstor.org/stable/25064946>

2.

Kutas M, Federmeier KD. Electrophysiology Reveals Semantic Memory Use in Language Comprehension. Trends in Cognitive Sciences. 2000;4(12):463–470.

3.

Van Berkum JJA, van den Brink D, Tesink CMJY, Kos M, Hagoort P. The Neural Integration of Speaker and Message. Journal of Cognitive Neuroscience. 2008;20(4):580–591.

4.

Johnson K, Strand EA, D'Imperio M. Auditory–visual Integration of Talker Gender in Vowel Perception. Journal of Phonetics. 1999;27(4):359–384.

5.

Tanenhaus MK, Spivey-Knowlton MJ, Eberhard KM, Sedivy JC. Integration of Visual and Linguistic Information in Spoken Language Comprehension. Science [Internet]. American Association for the Advancement of Science; 1995;268(5217). Available from: <https://www.jstor.org/stable/2888637>

6.

Raviv L, Meyer A, Lev-Ari S. Larger Communities Create More Systematic Languages. *Proceedings of the Royal Society B: Biological Sciences*. 2019;286(1907).

7.

Senghas A, Kita S, Özyürek A. Children Creating Core Properties of Language: Evidence from an Emerging Sign Language in Nicaragua. *Science [Internet]*. American Association for the Advancement of Science; 2004;305(5691):1779–1782. Available from: <https://www.jstor.org/stable/3837772>

8.

Singleton JL, Newport EL. When Learners Surpass Their Models: The Acquisition of American Sign Language From Inconsistent Input. *Cognitive Psychology*. 2004;49(4):370–407.

9.

Corballis MC. 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 [Internet]*. Sigma Xi, The Scientific Research Honor Society; 1999;87(2):138–145. Available from: <https://www.jstor.org/stable/27857812>

10.

Goldin-Meadow S, Mylander C. Spontaneous Sign Systems Created by Deaf Children in Two Cultures. *Nature*. 1998;391(6664):279–281.

11.

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

12.

Terrace HS, Petitto LA, Sanders RJ, Bever TG. Can an Ape Create a Sentence? *Science [Internet]*. American Association for the Advancement of Science; 1979;206(4421):891–902. Available from: <https://www.jstor.org/stable/1749272>

13.

PALS0009 Introduction to Speech Science: Audio signals and systems [Internet]. Available from: <https://www.phon.ucl.ac.uk/courses/pals0009/week3.php>

14.

PALS0009 Introduction to Speech Science: Voice [Internet]. Available from: <https://www.phon.ucl.ac.uk/courses/pals0009/week4.php>

15.

PALS0009 Introduction to Speech Science: Vowels [Internet]. Available from: <https://www.phon.ucl.ac.uk/courses/pals0009/week5.php>

16.

PALS0009 Introduction to Speech Science: Consonants [Internet]. Available from: <https://www.phon.ucl.ac.uk/courses/pals0009/week6.php>

17.

Ladefoged P. A Course in Phonetics. New York: Harcourt Brace Jovanovich; 1975.

18.

Dronkers NF, Plaisant O, Iba-Zizen MT, Cabanis EA. Paul Broca's Historic Cases: High Resolution Mr Imaging of the Brains of Leborgne and Lelong. Brain. 2007;130(5):1432–1441.

19.

Carey D, Krishnan S, Callaghan MF, Sereno MI, Dick F. Functional and Quantitative MRI Mapping of Somatomotor Representations of Human Supralaryngeal Vocal Tract. Cerebral Cortex. 2017;

20.

Rauschecker JP, Scott SK. Maps and Streams in the Auditory Cortex: Nonhuman Primates Illuminate Human Speech Processing. *Nature Neuroscience*. 2009;12(6):718–724.

21.

Hickok G, Poeppel D. The Cortical Organization of Speech Processing. *Nature Reviews Neuroscience*. 2007;8(5):393–402.

22.

Kearney E, Guenther FH. Articulating: The Neural Mechanisms of Speech Production. *Language, Cognition and Neuroscience*. 2019;34(9):1214–1229.

23.

Hickok G. Computational Neuroanatomy of Speech Production. *Nature Reviews Neuroscience*. 2012;13(2):135–145.

24.

Watkins KE, Vargha-Khadem F, Ashburner J, Passingham RE, Connelly A, Friston KJ, Frackowiak RSJ, Mishkin M, Gadian DG. MRI Analysis of an Inherited Speech and Language Disorder: Structural Brain Abnormalities. *Brain*. 2002;125(3):465–478.

25.

Chesters J, Möttönen R, Watkins KE. Transcranial Direct Current Stimulation Over Left Inferior Frontal Cortex Improves Speech Fluency in Adults Who Stutter. *Brain*. 2018;141(4):1161–1171.

26.

Watkins KE, Smith SM, Davis S, Howell P. Structural and Functional Abnormalities of the Motor System in Developmental Stuttering. *Brain*. 2007;131(1):50–59.

27.

Rayner K, Foorman BR, Perfetti CA, Pesetsky D, Seidenberg MS. How Psychological Science Informs the Teaching of Reading. *Psychological Science* [Internet]. 2001;2(2):31–74. Available from: <http://www.jstor.org/stable/40062357>

28.

Manis FR, Seidenberg MS, Doi LM, McBride-Chang C, Petersen A. On the Bases of Two Subtypes of Development Dyslexia. *Cognition*. 1996;58(2):157–195.

29.

McCandliss BD, Cohen L, Dehaene S. The Visual Word Form Area: Expertise for Reading in the Fusiform Gyrus. *Trends in Cognitive Sciences*. 2003;7(7):293–299.

30.

Castles A, Coltheart M. Is There a Causal Link From Phonological Awareness to Success in Learning to Read? *Cognition*. 2004;91(1):77–111.

31.

Seidenberg MS. The Science of Reading and Its Educational Implications. *Language Learning and Development*. 2013;9(4):331–360.

32.

Castles A, Rastle K, Nation K. Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*. 2018;19(1):5–51.

33.

Price CJ, Devlin JT. The Interactive Account of Ventral Occipitotemporal Contributions to Reading. *Trends in Cognitive Sciences*. 2011;15(6):246–253.

34.

Dehaene S, Cohen L. The Unique Role of the Visual Word Form Area in Reading. *Trends in Cognitive Sciences*. 2011;15(6):254–262.

35.

Taylor JSH, Duff FJ, Woollams AM, Monaghan P, Ricketts J. How Word Meaning Influences Word Reading. *Current Directions in Psychological Science*. 2015;24(4):322–328.

36.

Vinckier F, Dehaene S. Hierarchical Coding of Letter Strings in the Ventral Stream: Dissecting the Inner Organization of the Visual Word-Form System. *Neuron*. 2007;55(1):143–156.

37.

Woollams AM. Connectionist Neuropsychology: Uncovering Ultimate Causes of Acquired Dyslexia. *Philosophical Transactions of the Royal Society B: Biological Sciences*. 2013;369(1634).

38.

Dehaene S, Pegado F, Braga LW, Ventura P, Filho GN, Jobert A, Dehaene-Lambertz G, Kolinsky R, Morais J, Cohen L. How Learning to Read Changes the Cortical Networks for Vision and Language. *Science*. 2010;330(6009):1359–1364.

39.

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

40.

Ziegler JC, Ferrand L, Montant M. Visual Phonology: The Effects of Orthographic Consistency on Different Auditory Word Recognition Tasks. *Memory & Cognition*. 2004;32(5):732–741.

41.

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

42.

Patterson K, Nestor PJ, Rogers TT. Where Do You Know What You Know? the Representation of Semantic Knowledge in the Human Brain. *Nature Reviews Neuroscience*. 2007;8(12):976–987.

43.

Purcell JJ, Shea J, Rapp B. Beyond the Visual Word Form Area: The Orthography–semantics Interface in Spelling and Reading. *Cognitive Neuropsychology*. 2014;31(5–6):482–510.

44.

Woollams AM, Patterson K. The Consequences of Progressive Phonological Impairment for Reading Aloud. *Neuropsychologia*. 2012;50(14):3469–3477.

45.

Rapcsak SZ, Beeson PM, Henry ML, Leyden A, Kim E, Rising K, Andersen S, Cho H. Phonological Dyslexia and Dysgraphia: Cognitive Mechanisms and Neural Substrates. *Cortex*. 2009;45(5):575–591.

46.

Woollams AM. Connectionist Neuropsychology: Uncovering Ultimate Causes of Acquired Dyslexia. *Philosophical Transactions of the Royal Society B: Biological Sciences*. 2014;369(1634).

47.

Hauk O, Johnsrude I, Pulvermüller F. Somatotopic Representation of Action Words in Human Motor and Premotor Cortex. *Neuron*. 2004;41(2):301–307.

48.

Binder JR, Desai RH, Graves WW, Conant LL. Where Is the Semantic System? A Critical Review and Meta-Analysis of 120 Functional Neuroimaging Studies. *Cerebral Cortex*. 2009;19(12):2767–2796.

49.

Rueckl JG, Paz-Alonso PM, Molfese PJ, Kuo WJ, Bick A, Frost SJ, Hancock R, Wu DH, Mencl WE, Duñabeitia JA, Lee JR, Oliver M, Zevin JD, Hoeft F, Carreiras M, Tzeng OJL, Pugh KR, Frost R. Universal Brain Signature of Proficient Reading: Evidence From Four Contrasting Languages. *Proceedings of the National Academy of Sciences*. 2015;112(50):15510–15515.

50.

Quiroga RQ, Reddy L, Kreiman G, Koch C, Fried I. Invariant Visual Representation by Single Neurons in the Human Brain. *Nature*. 2005;435(7045):1102–1107.

51.

Taylor JSH. The Influence of Consistency, Frequency, and Semantics on Learning to Read: An Artificial Orthography Paradigm. *Journal of Experimental Psychology: Learning, Memory, and Cognition* [Internet]. 2011;37(1):60–76. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2010-20426-001&site=ehost-live>

52.

Cortese MJ, Schock J. Imageability and Age of Acquisition Effects in Disyllabic Word Recognition. *Quarterly Journal of Experimental Psychology*. 2013;66(5):946–972.

53.

Duff FJ, Hulme C. The Role of Children's Phonological and Semantic Knowledge in Learning to Read Words. *Scientific Studies of Reading*. 2012;16(6):504–525.

54.

Ricketts J, Nation K, Bishop DVM. Vocabulary Is Important for Some, but Not All Reading Skills. *Scientific Studies of Reading*. 2007;11(3):235–257.

55.

Trauzettel-Klosinski S, Dietz K. Standardized Assessment of Reading Performance: The New International Reading Speed Texts IReST. *Investigative Ophthalmology & Visual Science*. 2012;53(9):5452–5461.

56.

Mano QR, Humphries C, Desai RH, Seidenberg MS, Osmon DC, Stengel BC, Binder JR. The Role of Left Occipitotemporal Cortex in Reading: Reconciling Stimulus, Task, and Lexicality Effects. *Cerebral Cortex*. 2013;23(4):988–1001.

57.

Wheat KL, Cornelissen PL, Frost SJ, Hansen PC. 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* [Internet]. Society for Neuroscience; 2010;30(15):5229–5233. Available from: <https://www.jneurosci.org/content/30/15/5229.short>

58.

Tamminen J. Lexical Consolidation. In: Wright JD, editor. *International Encyclopedia of the Social & Behavioral Sciences* [Internet]. 2nd Edition. Amsterdam: Elsevier; 2015. p. 920–925. Available from: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=13408681890002671&institutionId=2671&customerId=2670

59.

Walker MP. Sleep to Remember. *American Scientist* [Internet]. 2006;94(4):326–333. Available from: <http://journals.sagepub.com/doi/abs/10.1177/1073858406292647>

60.

Davis MH, Gaskell MG. A Complementary Systems Account of Word Learning: Neural and Behavioural Evidence. *Philosophical Transactions of the Royal Society B: Biological Sciences*. 2009;364(1536):3773–3800.

61.

Tamminen J, Davis MH, Merkx M, Rastle K. The Role of Memory Consolidation in Generalisation of New Linguistic Information. *Cognition*. 2012;125(1):107–112.

62.

Dumay N, Gaskell MG. Sleep-Associated Changes in the Mental Representation of Spoken Words. *Psychological Science* [Internet]. 2007;18(1):35–39. Available from: <http://www.jstor.org/stable/40064574>

63.

Tamminen J, Gaskell MG. Novel Word Integration in the Mental Lexicon: Evidence From Unmasked and Masked Semantic Priming. *The Quarterly Journal of Experimental Psychology*. 2013;66(5):1001–1025.

64.

McClelland JL, McNaughton BL, O'Reilly RC. 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*. 1995;102(3):419–457.

65.

Tamminen J, Payne JD, Stickgold R, Wamsley EJ, Gaskell MG. Sleep Spindle Activity is Associated with the Integration of New Memories and Existing Knowledge. *Journal of Neuroscience* [Internet]. 2010;30(43):14356–14360. Available from: <http://www.jneurosci.org/content/30/43/14356>

66.

Schreiner T, Rasch B. Boosting Vocabulary Learning by Verbal Cueing During Sleep. *Cerebral Cortex*. 2015;25(11):4169–4179.

67.

Henderson LM, Weighall AR, Brown H, Gareth Gaskell M. Consolidation of Vocabulary Is Associated With Sleep in Children. *Developmental Science*. 2012;15(5):674–687.

68.

Levinson SC. Language and Cognition: The Cognitive Consequences of Spatial Description in Guugu Yimithirr. *Journal of Linguistic Anthropology*. 1997;7(1):98–131.

69.

Spaepen E, Coppola M, Spelke ES, Carey SE, Goldin-Meadow S. Number Without a Language Model. *Proceedings of the National Academy of Sciences*. 2011;108(8):3163–3168.

70.

Schooler JW, Engstler-Schooler TY. Verbal Overshadowing of Visual Memories: Some Things Are Better Left Unsaid. *Cognitive Psychology*. 1990;22(1):36–71.

71.

Winawer J, Witthoft N, Frank MC, Wu L, Wade AR, Boroditsky L. Russian Blues Reveal Effects of Language on Color Discrimination. *Proceedings of the National Academy of Sciences of the United States* [Internet]. 2007;104(19):7780–7785. Available from: <http://www.jstor.org/stable/25427570>

72.

Lucy JA, Gaskins S. Grammatical Categories and the Development of Classification Preferences: A Comparative Approach. *Language Acquisition and Conceptual Development*. Cambridge: Cambridge University Press; 2001. p. 257–283.

73.

Loftus EF, Palmer JC. Reconstruction of Automobile Destruction: An Example of the Interaction Between Language and Memory. *Journal of Verbal Learning and Verbal Behavior*. 1974;13(5):585–589.

74.

Schick B, de Villiers P, de Villiers J, Hoffmeister R. Language and Theory of Mind: A Study of Deaf Children. *Child Development*. 2007;78(2):376–396.

75.

Ross M, Xun WQE, Wilson AE. Language and the Bicultural Self. *Personality and Social Psychology Bulletin*. 2002;28(8):1040–1050.

76.

Spivey MJ, Marian V. Cross Talk Between Native and Second Languages: Partial Activation of an Irrelevant Lexicon. *Psychological Science*. 1999;10(3):281–284.

77.

Bialystok E, Craik FIM, Luk G. Bilingualism: Consequences for Mind and Brain. *Trends in Cognitive Sciences*. 2012;16(4):240–250.

78.

Cook V. Introduction: The Changing L1 in the L2 User's Mind. *Effects of the Second Language on the First*. Clevedon: Multilingual Matters; 2003. p. 1–18.

79.

Linck JA, Kroll JF, Sunderman G. Losing Access to the Native Language While Immersed in a Second Language: Evidence for the Role of Inhibition in Second-Language Learning. *Psychological Science*. 2009;20(12):1507–1515.

80.

Schwartz AI, Kroll JF. Bilingual Lexical Activation in Sentence Context. *Journal of Memory and Language*. 2006;55(2):197-212.

81.

Valian V. Bilingualism and Cognition. *Bilingualism: Language and Cognition*. 2015;18(1):3-24.