

PS3022: Language, Communication, and Thought

View Online



1.

Hay J, Drager K. Sociophonetics. Annual Review of Anthropology [Internet]. 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):463–70.

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):580–91.

4.

Johnson K, Strand EA, D'Imperio M. Auditory–visual Integration of Talker Gender in Vowel Perception. Journal of Phonetics. 1999;27(4):359–84.

5.

Tanenhaus MK, Spivey-Knowlton MJ, Eberhard KM, Sedivy JC. Integration of Visual and Linguistic Information in Spoken Language Comprehension. Science [Internet]. 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]. 2004;305(5691):1779–82. 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]. 1999;87(2):138–45. 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):279–81.

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):10681–6.

12.

Terrace HS, Petitto LA, Sanders RJ, Bever TG. Can an Ape Create a Sentence? *Science* [Internet]. 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):1432-41.

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):718–24.

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):1214–29.

23.

Hickok G. Computational Neuroanatomy of Speech Production. *Nature Reviews Neuroscience*. 2012;13(2):135–45.

24.

Watkins KE, Vargha-Khadem F, Ashburner J, Passingham RE, Connelly A, Friston KJ, et al. MRI Analysis of an Inherited Speech and Language Disorder: Structural Brain Abnormalities. *Brain*. 2002;125(3):465–78.

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):1161–71.

26.

Watkins KE, Smith SM, Davis S, Howell P. Structural and Functional Abnormalities of the Motor System in Developmental Stuttering. *Brain*. 2007;131(1):50–9.

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):157–95.

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):293–9.

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):331–60.

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):246–53.

34.

Dehaene S, Cohen L. The Unique Role of the Visual Word Form Area in Reading. *Trends in Cognitive Sciences*. 2011;15(6):254-62.

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):322-8.

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):143-56.

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, et al. How Learning to Read Changes the Cortical Networks for Vision and Language. *Science*. 2010;330(6009):1359-64.

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):1588-94. 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):732-41.

41.

Woollams AM. SD-Squared: On the Association Between Semantic Dementia and Surface Dyslexia. *Psychological Review* [Internet]. 2007;114(2):316–39. 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):976–87.

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):3469–77.

45.

Rapcsak SZ, Beeson PM, Henry ML, Leyden A, Kim E, Rising K, et al. Phonological Dyslexia and Dysgraphia: Cognitive Mechanisms and Neural Substrates. *Cortex*. 2009;45(5):575–91.

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):301–7.

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):2767–96.

49.

Rueckl JG, Paz-Alonso PM, Molfese PJ, Kuo WJ, Bick A, Frost SJ, et al. Universal Brain Signature of Proficient Reading: Evidence From Four Contrasting Languages. *Proceedings of the National Academy of Sciences*. 2015;112(50):15510–5.

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):1102–7.

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):946–72.

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):504–25.

54.

Ricketts J, Nation K, Bishop DVM. Vocabulary Is Important for Some, but Not All Reading Skills. *Scientific Studies of Reading*. 2007;11(3):235–57.

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):5452–61.

56.

Mano QR, Humphries C, Desai RH, Seidenberg MS, Osmon DC, Stengel BC, et al. 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]. 2010;30(15):5229–33. 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. 920–5. 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):326–33. 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):3773–800.

61.

Tamminen J, Davis MH, Merkx M, Rastle K. The Role of Memory Consolidation in Generalisation of New Linguistic Information. *Cognition*. 2012;125(1):107–12.

62.

Dumay N, Gaskell MG. Sleep-Associated Changes in the Mental Representation of Spoken Words. *Psychological Science* [Internet]. 2007;18(1):35–9. 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):1001–25.

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):419–57.

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):14356–60. 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):4169–79.

67.

Henderson LM, Weighall AR, Brown H, Gareth Gaskell M. Consolidation of Vocabulary Is Associated With Sleep in Children. *Developmental Science*. 2012;15(5):674–87.

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):3163–8.

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):7780–5. Available from: <http://www.jstor.org/stable/25427570>

72.

Lucy JA, Gaskins S. Grammatical Categories and the Development of Classification Preferences: A Comparative Approach. In: *Language Acquisition and Conceptual Development*. Cambridge: Cambridge University Press; 2001. p. 257–83.

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):585–9.

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):376–96.

75.

Ross M, Xun WQE, Wilson AE. Language and the Bicultural Self. *Personality and Social Psychology Bulletin*. 2002;28(8):1040–50.

76.

Spivey MJ, Marian V. Cross Talk Between Native and Second Languages: Partial Activation of an Irrelevant Lexicon. *Psychological Science*. 1999;10(3):281–4.

77.

Bialystok E, Craik FIM, Luk G. Bilingualism: Consequences for Mind and Brain. *Trends in Cognitive Sciences*. 2012;16(4):240–50.

78.

Cook V. Introduction: The Changing L1 in the L2 User's Mind. In: *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):1507–15.

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.