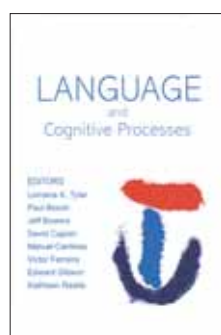
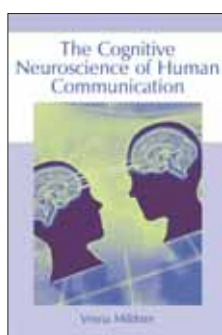
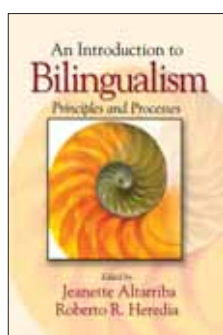
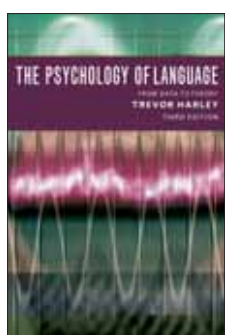


LANGUAGE & READING

2007-2008



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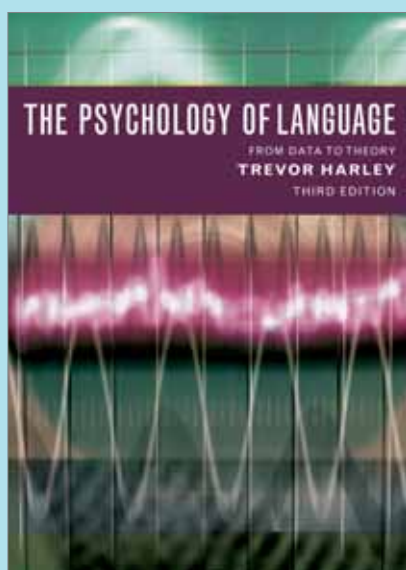
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The Psychology of Language

From Data To Theory

Third Edition

Trevor A. Harley, University of Dundee, UK

"I want this book for me, not just for my students. For the student, it's an exceptionally thorough, but lively, introduction to language use in a wider context. For me, it's a valuable reminder of psycholinguistics's evolution from its concerns with the psychological reality of grammar, to its current spot at the center of modern cognitive neuroscience." - Gary S. Dell, University of Illinois at Urbana-Champaign

"Harley has thoroughly revised his very successful textbook on psycholinguistics in light of new research. The coverage of this work is quite remarkable and it constitutes the ideal resource for advanced undergraduate students, postgraduate students and researchers interested in the field." - Martin Pickering, University of Edinburgh

"I have been using Harley's text in my third year undergraduate 'Psychology of Language' course since the first edition came out because I believe its coverage of the important issues is comprehensive and scholarly while being highly accessible and intellectually stimulating. My students have always found it to be a very useful resource in helping them understand language processing." - Marcus Taft, University of New South Wales

The Psychology of Language, 3rd Edition is a thorough revision and update of the popular second edition. It contains everything the student needs to know about the psychology of language: how we understand, produce, and store language. The new edition contains new chapters on how children learn to read, and how language is used in everyday settings. It also describes recent research on the impact of new techniques of brain imaging.

The text is comprehensive and written in a lively and accessible style. It covers all the main topics in this complex field, focusing on the processes involved in understanding and producing language, including reading, writing, speaking, and listening. The text covers recent connectionist models of language, describing complex ideas in a clear and approachable manner. Following a strong developmental theme, the text describes how children acquire language (sometimes more than one), and also how they learn to read. *The Psychology of Language* demonstrates how language is related to the brain and to other aspects of cognition.

For the first time, a CD-ROM of supplementary materials for lecturers will be available to accompany the textbook. The CD-ROM will include:

- Chapter-by-chapter lecture slides
- An interactive chapter-by-chapter multiple-choice question test bank
- Multiple-choice questions in paper and pen format.

The book is also supported by a student website at www.psypress.com/harley."

The Psychology of Language assumes no prior knowledge other than a grounding in the basic concepts of cognitive psychology. It provides a comprehensive overview of psycholinguistics, covering all major topics, including adult and child language and speech production as well as comprehension, in a lucid and student-friendly style. This third edition of this best-selling textbook will be essential reading for any student studying cognition, psycholinguistics or the psychology of language. It will also be useful for those on speech and language therapy courses.

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Preface. How to Use this Book. **Section A. Introduction.** The Study of Language. Describing Language. **Section B. The Biological and Developmental Bases of Language.** The Foundations of Language. Language Development. Bilingualism and Second Language Acquisition. **Section C. Word Recognition.** Recognizing Visual Words. Reading. Learning to Read and Spell. Understanding Speech. **Section D. Meaning and Using Language.** Understanding the Structures of Sentences. Word Meaning. Comprehension. **Section E. Production and Other Aspects of Language.** Language Production. Using Language. The Structure of Language. New Directions.

January 2008: 7x10: 584pp

Hb: 978-1-84169-381-1 ISBN10: 1-84169-381-2: \$105.00 • Pb: 978-1-84169-382-8 ISBN10: 1-84169-382-0: \$45.00

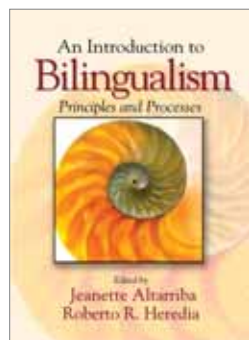
Available as an examination copy



An Introduction to Bilingualism

Principles and Processes

Jeanette Altarriba, State University of New York at Albany, USA
Roberto R. Heredia, Texas A&M International University, USA
(Eds.)



"Excellent book! It covers the field to some of its remotest corners... In my opinion the chapters are well organized, very well written, very accessible, and very informative. Key concepts are very well explained. There are detailed discussions of research designs, and the effects these can have on research outcomes, statistical methods, and the meaning of the outcomes. This is the perfect textbook for undergraduate and

graduate students across the world. The book offers a wide overview of the field, but it is clearly geared towards students of psychology." - Jean-Marc Dewaele, School of Languages, Linguistics & Culture, Birbeck, University of London

This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood intellectual development to educational and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communication disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning.

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Pb: 978-0-8058-5135-9 ISBN10: 0-8058-5135-6: \$49.95

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Crosslinguistic Approaches to the Study of Language

Research in the Tradition of Dan Isaac Slobin

Jiansheng Guo, Elena Lieven, Nancy Budwig, Susan Ervin-Tripp, Kei Nakamura, Seyda Ozcaliskan (Eds.)

Dan Isaac Slobin has been a major intellectual and creative force in the field of child language development, linguistics and psycholinguistics for the past forty years. It is impossible to over-estimate the importance of his contribution. In this volume, conceived as a tribute to Slobin's enormous intellectual contribution, researchers take up the challenge of language differences to forward research in the major areas with which Slobin has been concerned throughout his career: (i) language learning from a crosslinguistic perspective (spoken and sign languages), (ii) the integration of language-specific factors in narrative skill, (iii) theoretical issues in typology, language development and language change, and (iv) the relationship between language and cognition.

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Psychology of Language

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New!

Syllable Development

The Frame/Content Theory and Beyond

Barbara L. Davis, University of Texas, USA
Krisztina Zjado, University of Wyoming, USA (Eds.)

As a testament to the scope of Peter MacNeilage's scholarly work across his forty year career, contributions to this tribute volume represent a broad spectrum of the seminal issues addressed by phonetic and evolutionary science over a number of years. Approaches to the problems raised by attempting to understand these fundamental topics are illustrated in the broad diversity of paradigms represented in the volume. This diversity in itself is a tribute to the breadth of scholarly questions pursued by MacNeilage across his career.

Chapters are arranged around five thematic areas. Two themes, *Evolutionary Perspectives on Speech Production* and *Acquisition of Speech*, reflect the major thrust of Peter's scholarly career over the past twenty-five years. The other themes are reflective of the broad implications of MacNeilage's work for scholars in disparate scientific domains. One of the strengths of this volume is the unitary focus of contributions by scientists from diverse scientific backgrounds in considering the applicability of the Frame Content Theory within their own scholarly perspectives.

Thematic strands in the volume include:

- Evolutionary perspectives on speech production
- Neurobiological aspects of speech
- Perception/action relationships
- Acquisition of speech production skill
- Modeling and movement
- Alternative perspectives on the syllable.

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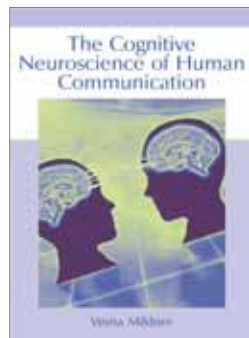


New!

Forthcoming!

The Cognitive Neuroscience of Human Communication

Vesna Mildner
University of Zagreb, Croatia



This book is primarily intended for those interested in speech and its neurophysiological bases: phoneticians, linguists, educators, speech therapists, psychologists, and neuroscientists. Although speech and language are its central topic, it provides information about related topics as well (e.g., structure and functioning of the central nervous system, research methods in neuroscience, theories and

models of speech production and perception, learning, and memory). Data on clinical populations are given in parallel with studies of healthy subjects because such comparisons can give a better understanding of intact and disordered speech and language functions.

There is a review of literature (more than 600 sources) and research results covering areas such as neuroanatomy, neurophysiology, development of the nervous system, sex differences, history of neurolinguistics, behavioral, neuroimaging and other research methods in neuroscience, linguistics and psychology, theories and models of the nervous system function including speech and language processing, kinds of memory and learning and their neural substrates, critical periods, various aspects of normal speech and language processes (e.g., phonetics, phonology, syntax, semantics, reading), bilingualism, speech and language disorders, and many others.

Newcomers to the field of neurolinguistics will find it as readable as professionals will because it is organized in a way that gives the readers flexibility and an individual approach to the text. The language is simple but all the technical terms are provided, explained, and illustrated. A comprehensive glossary provides additional information.

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Infant Pathways to Language

Methods, Models, and Research Directions

John Colombo, University of Kansas, USA;
Peggy McCardle, Lisa Freund, National Institute of Child Health & Human Development, Maryland, USA (Eds.)

This is an edited collection of papers discussed at a small workshop sponsored by the Merrill Advanced Studies Center of the University of Kansas and cosponsored by NICHD. The contributors and participants are scientists with active programs of research funded by NIH who study processes relevant to language, learning, and cognitive function in infancy, paired with senior scientists who are direct contributors to the field of early language development. This endeavor is relevant to the new 'Roadmap' established by NIH, which identifies translational research as a high priority generalization of basic empirical research to applied, clinical practice.

The mapping of the human genome has given rise to the importance of genetic influences on behavioral functions in infancy and early childhood. This in turn supports the growing consensus around developmental systems theory that brain structure/function is the cause and effect of experience, as experience is the cause and effect of the brain. Now there is a need to put to test some of the long held paradigms used to study infant cognition. These paradigms are being used to study higher-order cognitive functions, many of which may underlie some aspect of language. It is the mission of this workshop to develop a set of tools for assessing early language and cognitive function such that findings would be generalizable over time, through the developmental changes from infancy to preschool.

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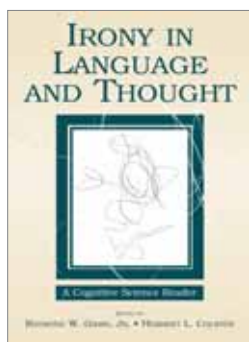
February 2008: 6x9: 312pp
Hb: 978-0-8058-6063-4 ISBN10: 0-8058-6063-0: \$84.95

Irony in Language and Thought

A Cognitive Science Reader

Raymond W. Gibbs, Jr., University of California-Santa Cruz, USA

Herbert L. Colston, University of Wisconsin, USA (Eds.)



Irony in Language and Thought assembles an interdisciplinary collection of seminal empirical and theoretical papers on irony in language and thought into one comprehensive book. A much-needed resource in the area of figurative language, this volume centers on a theme from cognitive science – that irony is a fundamental way of thinking about the human experience. The editors lend perspective in the form of

opening and closing chapters, which enable readers to see how such works have furthered the field, as well as to inspire present and future scholars.

Featured articles focus on the following topics:

- Theories of irony, addressing primarily comprehension of its verbal form
- Context in irony comprehension
- Social functions of irony
- The development of irony understanding
- Situational irony.

Scholars and students in psychology, linguistics, philosophy, literature, anthropology, artificial intelligence, art, and communications will consider this book an excellent resource. It serves as an ideal supplement in courses that present major ideas in language and thought.

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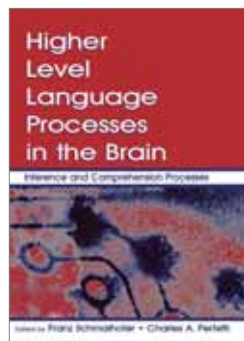
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Higher Level Language Processes in the Brain

Inference and Comprehension Processes

Franz Schmalhofer, University of Osnabruck, Germany
Charles A. Perfetti, University of Pittsburgh, USA (Eds.)



Higher Level Language Processes in the Brain is a groundbreaking book that explains how behavior research, computational models, and brain imaging results can be unified in the study of human comprehension. The volume illustrates the most comprehensive and newest findings on the topic. Each section of the book nurtures the theoretical and practical integration of behavioral, computational, and brain imaging

studies along a different avenue, and each is supplementary. Readers with limited background knowledge on the methods are presented with an easy-to-read, state-of-the-art exposition that is conceptualized and written from a well-established point of view. *Higher Level Language Processes in the Brain* is intended for advanced undergraduate and graduate cognitive science students, as well as researchers and practitioners who seek to learn and apply scientific knowledge about human comprehension to reading analysis.

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Handbook of Latent Semantic Analysis

Thomas K. Landauer, University of Colorado at Boulder, USA; Danielle S. McNamara, University of Memphis, USA; Simon Dennis, University of Adelaide, Australia; Walter Kintsch, University of Colorado at Boulder, USA (Eds.)
University of Colorado Institute of Cognitive Science Series



The Handbook of Latent Semantic Analysis is the authoritative reference for the theory behind Latent Semantic Analysis (LSA), a burgeoning mathematical method used to analyze how words make meaning, with the desired outcome to program machines to understand human commands via natural language rather than strict programming protocols. The first book of its kind to deliver such a

comprehensive analysis, this volume explores every area of the method and combines theoretical implications as well as practical matters of LSA.

Readers are introduced to a powerful new way of understanding language phenomena, as well as innovative ways to perform tasks that depend on language or other complex systems. The Handbook clarifies

misunderstandings and pre-formed objections to LSA, and provides examples of exciting new educational technologies made possible by LSA and similar techniques. It raises issues in philosophy, artificial intelligence, and linguistics, while describing how LSA has underwritten a range of educational technologies and information systems. Alternate approaches to language understanding are addressed and compared to LSA.

This work is essential reading for anyone – newcomers to this area and experts alike – interested in how human language works or interested in computational analysis and uses of text. Educational technologists, cognitive scientists, philosophers, and information technologists in particular will consider this volume especially useful.

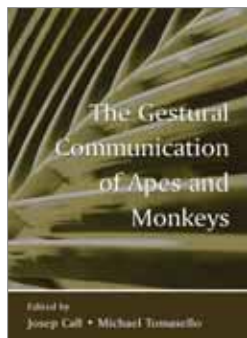
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The Gestural Communication of Apes and Monkeys

Josep Call & Michael Tomasello (Eds.)
Max Planck Institute for Evolutionary Anthropology, Germany
Michael Tomasello: Recipient of the Jean-Nicod Prize for 2006



"This is an edited volume of excellent quality that will make an important contribution to research on primate gestures and the evolution of language. All chapters are very well written and well integrated in terms of both structure and content." - Dario Maestriperi, The University of Chicago

The Gestural Communication of Apes and Monkeys is an intriguing compilation of naturalistic and experimental research conducted over

the course of twenty years on gestural communication in primates, as well as a comparison to what is known about the vocal communication of nonhuman primates. The editors also make systematic comparisons to the gestural communication of prelinguistic and just-linguistic human children. An enlightening exploration unfolds into what may represent the starting point for the evolution of human communication and language.

This especially significant read is organized into nine chapters that discuss:

- The gestural repertoire of chimpanzees
- Gestures in orangutans, subadult gorillas, and siamangs
- Gestural communication in Barbary macaques
- A comparison of the gestures of apes and monkeys.

This book will appeal to psychologists, anthropologists, and linguists interested in the evolutionary origins of language and/or gestures, as well as to all primatologists. A CD insert offers video of gestures for each of the species.

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Incremental Conceptualization for Language Production

Markus Guhe
University of Edinburgh, UK



Incremental Conceptualization for Language Production discusses the simultaneous actions involved in thinking and speaking, as well as the piecemeal way in which individuals construct an internal representation of the external world and use this internal representation for speaking. Author Markus Guhe presents the first computational model that captures these observations in a cognitively adequate fashion. The volume is an

innovative look at the mind's process of producing semantic representations that can be transformed into language.

The first section of the book illustrates four stages of conceptualization: construction of a conceptual representation; selection of content to be verbalized; linearization of the selected content; and generation of preverbal messages. Guhe then analyzes incremental processing – processing that takes place in a piecemeal fashion – and offers a blueprint of incremental models while discussing the dimensions along which the processing principles and the blueprint varies. Finally, incremental processing and conceptualization merge to form the incremental conceptualiser model (inC). The effective use of inC is demonstrated through simulations carried out with the implementation of the model.

Intended for researchers in cognitive science, particularly cognitive modeling of language, this volume will also interest researchers in artificial intelligence, computational linguistics, psycholinguistics, and linguistics and psychology.

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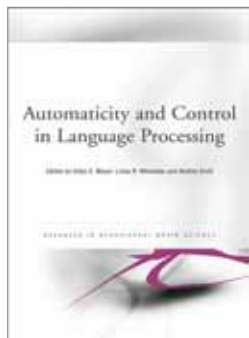
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Automaticity and Control in Language Processing

Antje Meyer, Linda Wheeldon, Andrea Krott, University of Birmingham, UK (Eds.)

Advances in Behavioural Brain Science Series



The use of language is a fundamental component of much of our day-to-day life. Language often co-occurs with other activities with which it must be coordinated. This raises the question of whether the cognitive processes involved in planning spoken utterances and in understanding them are autonomous or whether they are affected by, and perhaps affect, non-linguistic cognitive processes,

with which they might share processing resources. This question is the central concern of *Automaticity and Control in Language Processing*.

The chapters address key issues concerning the relationship between linguistic and non-linguistic processes, including:

- How can the degree of automaticity of a component be defined?
- Which linguistic processes are truly automatic, and which require processing capacity?
- Through which mechanisms can control processes affect linguistic performance? How might these mechanisms be represented in the brain?
- How do limitations in working memory and executive control capacity affect linguistic performance and language re-learning in persons with brain damage?

This important collection from leading international researchers will be of great interest to researchers and students in the area.

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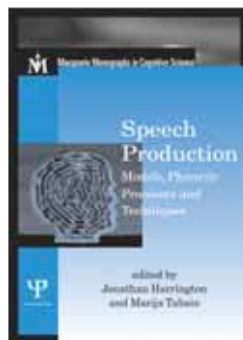
Speech Production

Models, Phonetic Processes and Techniques

Jonathan Harrington, University of Kiel, Germany

Marija Tabain, University of Western Sydney, Australia (Eds.)

Macquarie Monographs in Cognitive Science Series



"The chapters in this volume – by many of the world's leading speech scientists – offer a fascinating snapshot of the state of speech production research today. The scope of the volume is broad and evidence comes from a variety of sources such as computer modeling, first and second language learning, neurogenic speech disorders, hearing impairments, and phonetic characteristics of different languages, making this a very valuable reference source for the graduate student and researcher in the field." -

William J. Hardcastle, Speech Science Research Centre, Queen Margaret University College, Edinburgh

Speech Production: Models, Phonetic Processes and Techniques brings together researchers from many different disciplines – computer science, dentistry, engineering, linguistics, phonetics, physiology, psychology – all with a special interest in how speech is produced. From the initial neural program to the end acoustic signal, it provides an overview of several dominant models in the speech production literature, as well as up-to-date accounts of persistent theoretical issues in the area. A particular focus is on the evaluation of information gleaned from instrumental investigations of the speech production process, including MRI, PET, ultra-sound, video-imaging, EMA, EPG, X-ray, computer simulation – and many others.

The research presented in this volume considers questions such as the feed-back vs. feed-forward control of speech; the acoustic/auditory vs. articulatory/somato-sensory domains of speech planning; the innateness of human speech; the possible architecture of a speech production model; and the realization of prosodic structure in speech. Leaders in speech research from around the world have contributed their most recent work to this volume.

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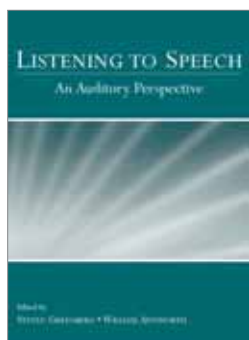
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Listening to Speech

An Auditory Perspective

Steven Greenberg, The Speech Institute, USA

William Ainsworth (deceased), Keele University, UK (Eds.)



"The chapters in Listening to Speech provide a compelling case for the importance of audition in shaping the speech signal. The book will be of interest to professionals such as scientists, engineers and clinicians, as well as graduate students whose work and studies pertain to any aspect of spoken language or hearing science." - SirReadaLot.org

The human species is largely defined by its use of spoken language, so

integral is speech communication to behavior and social interaction. Despite its importance in everyday life, comparatively little is known about the auditory mechanisms that underlie the ability to understand language. The current volume examines the perception and processing of speech from the perspective of the hearing system. The chapters in this book describe a comprehensive set of approaches to the scientific study of speech and hearing, ranging from anatomy and physiology, to psychophysics and perception, and computational modeling. The auditory basis of speech is examined within a biological and an evolutionary context,

and its relevance to applied domains such as communication disorders and speech technology discussed in detail. This volume will be of interest to scientists, engineers, and clinicians whose professional work pertains to any aspect of spoken language or hearing science.

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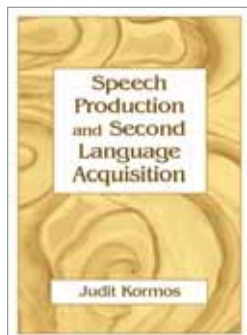
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Speech Production and Second Language Acquisition

Judit Kormos

Eötvös Loránd University of Sciences, Budapest, Hungary
Cognitive Science and Second Language Acquisition Series



"One of the excellent aspects of the book are the references. Kormos has certainly done her homework. Among the approximately 400 citations are many European researchers and journals not widely known in the United States." – PsycCRITIQUES

Speech Production and Second Language Acquisition is the first volume in the exciting new series, *Cognitive Science and Second Language Acquisition*. This new

volume provides a thorough overview of the field and proposes a new integrative model of how L2 speech is produced.

The study of speech production is its own subfield within cognitive science. One of the aims of this new book, as is true of the series, is to make cognitive science theory accessible to second language acquisition. *Speech Production and Second Language Acquisition* examines how research on second language and bilingual speech production can be grounded in L1 research conducted in cognitive science and in psycholinguistics. Highlighted is a coherent and straightforward introduction to the bilingual lexicon and its role in spoken language performance.

Like the rest of the series, *Speech Production and Second Language Acquisition* is tutorial in style, intended as a supplementary textbook for undergraduates and graduate students in programs of cognitive science, second language acquisition, applied linguistics, and language pedagogy.

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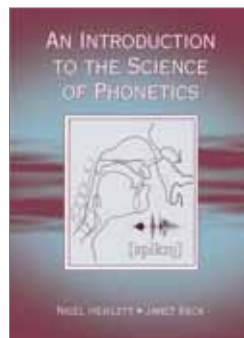
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An Introduction to the Science of Phonetics

Nigel Hewlett & Janet Mackenzie Beck

Queen Margaret University College, Edinburgh, UK



The book is designed as an introduction to the scientific study of speech. No prior knowledge of phonetics is assumed. As far as mathematical knowledge is concerned, all that is assumed is a knowledge of simple arithmetic and as far as possible concepts are dealt with on an intuitive rather than mathematical level. The anatomical material is all fully explained and illustrated.

The book is arranged in four parts. Part 1, Basic Principles, provides an introduction to established phonetic theory and to the principles of phonetic analysis and description, including phonetic transcription. Part 2, Acoustic Phonetics, considers the physical nature of speech sounds as they pass through the air between speaker and hearer. It includes sections on temporal measurement, fundamental frequency, spectra and spectrograms. Part 3, Auditory Phonetics, covers the anatomy of the ear and the perception of loudness, pitch and quality. The final part, Part 4, covers the articulatory production of speech, and shows how experimental techniques and tools can enhance our understanding of the complexities of speech production.

Though the audience for this book is mainly students and professors in the Speech Sciences, it will also be valuable to any students studying hearing science and acoustics. The book is well supported with figures, tables, and practice boxes with experiments.

CONTENTS

Foreword. Preface. Introduction. **Part I: Basic Principles.** Principles of Phonetic Analysis and Transcription. An Introduction to the Vocal Apparatus. Basic Principles of Consonant Description. Basic Principles of Vowel Description. Extending the Set of Speech Sounds. Further Exploration of Speech Complexity. **Part II: Acoustic Phonetics.** Waveforms and Time Management. Fundamental Frequency. Sound Magnitude. Spectra of Speech Sounds. Spectrograms. **Part III: Auditory Phonetics.** The Mechanism of Hearing. Loudness. Pitch and Quality. Speech Perception. **Part IV: Speech Production.** The Vocal Tract as a Resonator. Phonation. Articulation. Appendix A: The International Phonetic Alphabet. Appendix B: The International Phonetic Alphabet: Extended Set of Symbols. Appendix C: Answers to Exercises.

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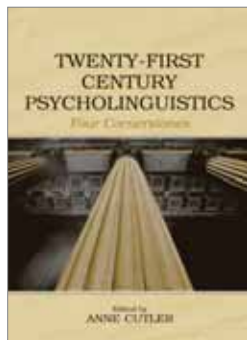
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Twenty-First Century Psycholinguistics

Four Cornerstones

Anne Cutler (Ed.)

Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands



Psycholinguistics is an interdisciplinary field, and hence relationships are at its heart. First and foremost is the relationship between its two parent disciplines, psychology and linguistics, a relationship which has changed and advanced over the half century of the field's independent existence. At the beginning of the 21st Century, psycholinguistics forms part of the rapidly developing enterprise known as cognitive neuroscience, in

which the relationship between biology and behavior plays a central role. Psycholinguistics is about language in communication, so that the relationship between language production and comprehension has always been important, and as psycholinguistics is an experimental discipline, it is likewise essential to find the right relationship between model and experiment.

This book focuses in turn on each of these four cornerstone relationships: Psychology and Linguistics, Biology and Behavior, Production and Comprehension, and Model and Experiment. The authors are from different disciplinary backgrounds, but share a commitment to clarify the ways that their research illuminates the essential nature of the psycholinguistic enterprise.

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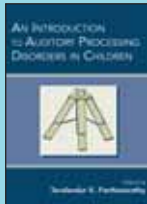
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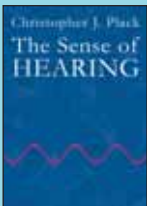
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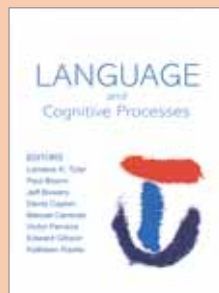
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The journal emphasises the importance of an interdisciplinary approach to the study of language. Apart from research in experimental and developmental psychology, *Language and Cognitive Processes* publishes work derived from linguistics, philosophy, cognitive neuropsychology, cognitive neuroscience and computational modelling. Contributions are accepted in the form of experimental and observational studies, theoretical discussions, short notes and replies, and review articles.

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Diane Lillo-Martin & William Snyder,
University of Connecticut, USA (Eds.)



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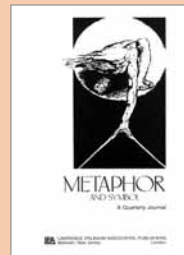
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Reading Comprehension Strategies

Theories, Interventions, and Technologies

Danielle S. McNamara

University of Memphis, USA (Ed.)



"What an exciting discovery, to find a book containing so many outstanding chapters on reading comprehension, many of which were written by the world's most famous scholars on this topic. For those who want to find out how the mind works as the reader engages in the most mysterious task of making sense out of what is printed on a page, and for those who want to find ways to increase the reading comprehension of their students, this

book is essential reading." - **Jay Samuels, National Reading Panel**

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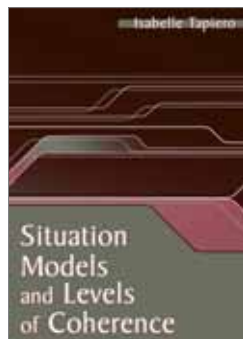
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Situation Models and Levels of Coherence

Toward a Definition of Comprehension

Isabelle Tapiero

University of Lyon 2, France



The mental representation of what one reads is called a "situation model" or a "mental model." The process of reading causes an interaction of the new knowledge with what is already known. Though a number of theories and models have been proposed to describe this interaction, Tapiero proposes a new model that assumes a variety of storage areas to previous knowledge, and that the reader picks and chooses which of these models is most relevant to what is being read. These are called "levels of coherence." It's a dynamic process as well, as the reader

Psychology of Reading

chooses and abandons the storage units of previous knowledge as he or she reads on. *Situation Models and Levels of Coherence* is of professional and scholarly interest to cognitive scientists who specialize in reading, knowledge representation, mental models, discourse analysis, and metaphor/symbol.

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Single-Word Reading

Behavioral and Biological Perspectives

Elena L. Grigorenko & Adam J. Naples

Yale University, USA (Eds.)

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As the first title in the new series, *New Directions in Communication Disorders Research: Integrative Approaches*, this volume discusses a unique phenomenon in cognitive science, single-word reading, which is an essential element in successful reading competence. Single-word reading is an interdisciplinary area of research that incorporates phonological, orthographic, graphemic, and semantic information in the

representations suitable for the task demands of reading. Editors Elena L. Grigorenko and Adam J. Naples have organized a collection of essays written by an outstanding group of scholars in order to systematically sample research on this important topic, as well as to describe the research within different experimental paradigms. *Single-Word Reading* provides an introduction to unfamiliar areas of research, and is an inspiration for future study. The

introductory chapter sets up a contextual stage for connections between spoken and written word processing, the stage-based nature of their development, and the role of education. Succeeding chapters address visual word processing; the role of morphology in word recognition; the role of lexical representation; the biological bases of single-word reading and related processes; and more. Reading researchers will take interest in this substantial book, as will professionals and practitioners linked to the teaching of reading in the departments of school psychology, special education, communication disorders, neuroscience, cognitive science, linguistics, and reading.

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Improving Literacy by Teaching Morphemes

Terezinha Nunes & Peter Bryant, Oxford Brookes University, UK

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With reports from several studies showing the benefits of teaching young children about morphemes, this book is essential reading for anyone concerned with helping children to read and write.

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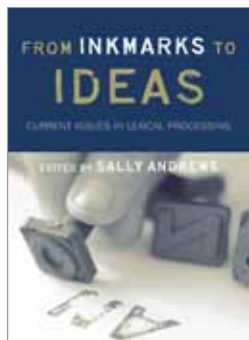
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From Inkmarks to Ideas

Current Issues in Lexical Processing

Sally Andrews (Ed.)

University of Sydney, Australia



"Sally Andrews, the editor of this excellent book, has got it right. The chapters in this book provide a state-of-the-art summary of current theories and methods of investigating lexical processing of orthographic input as seen by some of the most influential researchers in the field. Readers will find this book very well written, broad, informative, absorbing and thought provoking." – Derek Besner, University of Waterloo, Canada

Reading is one of the most sophisticated demonstrations of human pattern recognition and symbolic processing skill. Skilled readers effortlessly comprehend written text at rates of at least 300 words per minute, despite the complex interactions between perceptual, cognitive and memory processes required for effective comprehension. Understanding how we achieve this remarkable feat has been a focus of investigation since the birth of experimental psychology. Over the last two decades, visual word recognition has been at the forefront of developments in cognitive science. This book brings together many of the most influential contributors to these developments to reflect on current issues in the cognitive science of lexical processing and the methods required for further progress. The first section focuses on computational models. Written words provide a fertile context for large-scale modeling and the domain of lexical retrieval has become a test-bed for evaluating competing theoretical frameworks. The later sections draw upon cognitive psychology, linguistics, philosophy, computer science and neuroscience to elaborate critical theoretical issues and to develop novel research tools.

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Reading Acquisition and Developmental Dyslexia

Liliane Sprenger-Charolles, The French National Scientific Research Centre; Pascale Colé, University of Savoy, France; Willy Serniclaes, The French National Scientific Research Centre

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"This new book on reading acquisition and dyslexia offers exciting new insights and thought provoking perspectives on well established issues in dyslexia research for researchers and students alike. This book is a milestone in the last decade of publishing on dyslexia." – Leo Blomert, University of Maastricht

Most studies on reading have been conducted with English-speaking subjects. It is crucial to also examine studies conducted in different

languages, in order to highlight which aspects of reading acquisition and dyslexia appear to be language-specific, and which are universal.

Reading Acquisition and Developmental Dyslexia sheds new light on dyslexia and its relationship with reading acquisition, presenting two unique advancements in this area. Looking at studies conducted in different languages, the prerequisites of reading acquisition are examined, and the findings from studies of skilled adult readers are presented. The manifestations of developmental dyslexia and the main contemporary explanations for it are outlined, providing an in-depth, well researched discussion of the topic. The authors conclude by offering a new framework which could explain both reading acquisition and developmental dyslexia.

A fascinating book offering a unique insight into the topic of dyslexia, it will be of great interest to students and lecturers in cognitive psychology, educational psychology, and psycholinguistics, as well as those with a more everyday involvement with the disorder such as speech and language therapists.

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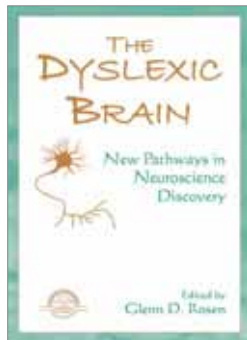
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New Pathways in Neuroscience Discovery

Glenn D. Rosen (Ed.)

Harvard University Medical School, Boston, USA

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"This impressive volume provides us with the most up-to-date research available on a disorder that affects millions... It is a very good book, and if the science it reports leads to improved interventions that help mitigate dyslexia... that will be a very good thing." - PsycCRITIQUES

The Dyslexic Brain: New Pathways in Neuroscience Discovery offers a state-of-the art examination of the neural components and functions

involved in reading and in the possible sources of breakdown. Suggestions for intervention are introduced throughout the book.

The book is based on presentations at a summer 2004 symposium, which was part of an ongoing symposia series titled The Extraordinary Brain, convened by The Dyslexia Foundation. The participants are top scholars in the multidisciplinary research programs related to the neuroscience of brain development in general and reading disorders in specific.

The Dyslexic Brain: New Pathways in Neuroscience Discovery will be important to researchers and scholars interested in dyslexia, as well as those interested in issues involving the cognitive consequences of unusual brain development. Graduate students looking at reading and reading disorders in schools of education and communication disorders will also find substantial new information.

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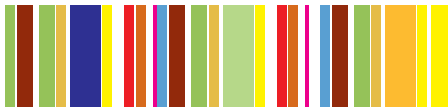
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