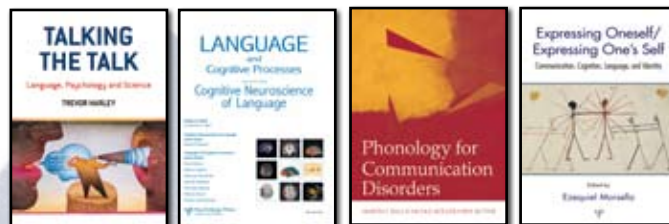


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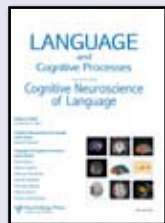
Cognitive Neuroscience of Language

EDITOR-IN-CHIEF

Lorraine K. Tyler, University of Cambridge, UK

COGNITIVE NEUROSCIENCE OF LANGUAGE ACTION EDITOR

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Language and Cognitive Processes (LCP) provides an international forum for the publication of theoretical and experimental research into the mental processes and representations involved in language use.

LCP has recently broadened its remit with a regular Special Section devoted to the Cognitive Neuroscience of Language. The

development of cognitive neuroscience methodologies has significantly broadened the empirical scope of experimental language studies. Both hemodynamic imaging and electrophysiological approaches provide new perspectives on the representation and processing of language, and add important constraints on the development of theoretical accounts of language function.

In light of the strong interest in and growing influence of these new tools *LCP* now publishes a special section on the *Cognitive Neuroscience of Language*. All types of articles will be considered, including reviews, whose submission is encouraged. Submissions should exemplify the subject in its most straightforward sense: linking good cognitive science and good neuroscience to answer key questions about the nature of language and cognition.

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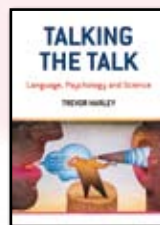
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New!

Talking the Talk

Language, Psychology and Science

Trevor A. Harley, University of Dundee, UK



"A road trip through the varied landscape of psycholinguistics—including photos! Harley's approachable style and frequent personal asides make the esoteric aspects of the field understandable, and he shows how everyday phenomena, such as "slips of the tongue" or children's babblings, provide deep insight into how language works. Despite containing some fun topics, the book does not dumb down the science; it includes the latest findings from neuroscience and computational modeling and can function as quick reference for the expert as well as

a thorough introduction for anyone who has marveled at our ability to speak."

- Gary Dell, Professor of Psychology, University of Illinois at Urbana-Champaign, USA

"This is the kind of book that one needs not simply for ideas on which aspects of psycholinguistics to teach, formally or informally, but also for ideas on how to present those different aspects in an engaging and informative way. Psycholinguistics has become an increasingly broad science, and Trevor Harley is the perfect guide." - Professor Gerry T.M. Altmann, Department of Psychology, University of York, UK

Language makes us human, but how do we use it and how do children learn it? *Talking the Talk* is an introduction to the psychology of language. Written for those with no knowledge of psychology or background in the area, it explains how we actually "do" language: how we speak, listen, and read.

This book provides an accessible and comprehensive introduction to psycholinguistics, the study of the psychological processes involved in language. It shows how it is possible to study language experimentally, and how psychologists use these experiments to build models of language processing. The book focuses on controversy in modern psycholinguistics, covering all the main topics including how children acquire language, how language is related to the brain, and what can go wrong – and what can be done when something does go wrong.

Structured around questions that people often ask about language, *Talking the Talk* emphasizes how scientific knowledge can be applied to practical problems. It also looks at how language is related to other aspects of psychology by examining whether animals can learn language and the relationship between language and thought.

Lively and amusing, the book will be essential reading for all undergraduate students and those new to the topic, as well as the interested lay reader.

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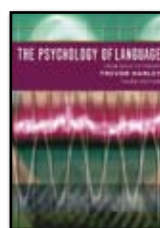
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The Psychology of Language

From Data to Theory, 3rd 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' 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, USA

This thorough revision and update of the popular second edition contains everything the student needs to know about the psychology of language, including how we acquire, understand, produce, and store language. The third 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 reading, writing, speaking, and listening in both adult and child language. There is an emphasis on language processing as well as language production and coverage of the social basis of language. 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* also demonstrates how language is related to the brain and to other aspects of cognition.

For the first time, supplementary materials are available to accompany the textbook, which include:

- Chapter-by-chapter lecture slides
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New!

Expressing Oneself/Expressing One's Self

Communication, Cognition, Language, and Identity

Ezequiel Morsella, San Francisco State University, USA (Ed.)



"This Festschrift is a fitting celebration of, and testament to, the enormous legacy of Robert Krauss's work. Written by a glittering array of associates, his work is used as a springboard to forge new ground in compelling verbal, nonverbal, and new technological domains as well as the applied interfaces between them. Cohering well, the volume provides unique theoretical structures that make it a 'must-read' across disciplines." - Howard Giles, Ph.D., University of California, Santa Barbara

Unlike any book before it, this volume embodies the state-of-the-art regarding the experimental study of human communication, by bringing together cutting edge findings from psycholinguistics, communication, cognition, neuroscience, language, and identity. Whether linguistic or nonverbal, communication poses unique computational challenges -- challenges which reveal secrets of the mind/brain and social cognition unlike anything else.

This volume is both a stimulating journey for the general language/communication reader, as well as a great research tool for graduate students, advanced undergraduate students, and investigators.

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Cognitive and Cultural Influences on Eye Movements

Keith Rayner, University of Massachusetts, USA; Deli Shen, Xuejun Bai, Guoli Yan, Tianjin Normal University, PR China (Eds.)



It is well-known that cognitive variables influence eye movements during reading. To what extent do cultural differences influence eye movements? This volume contains chapters that examine these two issues. The first half documents recent research findings with respect to models of eye movement control in reading, eye movements and visual processing, and eye movements during scene perception, search, and mental rotation. The second half of the volume deals with two main cultural issues: eye movements in reading Chinese and cultural influences on eye movements. A number of experts provide overviews of their research findings concerning the topics in the five sections of the volume.

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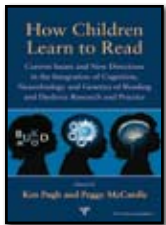
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How Children Learn to Read

Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice

Ken Pugh & Peggy McCardle, National Institute of Child Health and Human Development, USA (Eds.)

Series: Extraordinary Brain Series



This book brings together in one volume information about the neurobiological, genetic, and behavioral bases of reading and reading disabilities. In recent years, research on assessment and treatment of reading disability (dyslexia) has become a magnet for the application of new techniques and technologies from neuroscience, cognitive psychology, and cognitive neuroscience. This interdisciplinary fusion has yielded numerous and diverse findings regarding the brain basis of this syndrome, which are discussed in this volume by leading researchers.

Intervention approaches based on such research are presented. The book also calls for research in specific directions, to encourage the field to continue moving into the bold frontier of how the brain reads.

The volume is essential reading for a range of researchers, clinicians, and other professionals interested in reading and reading disability, and also commemorates the tenth anniversary of the Extraordinary Brain Conferences hosted by The Dyslexia Foundation.

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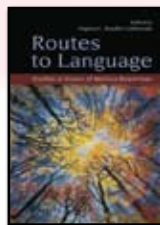
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Routes to Language

Studies in Honor of Melissa Bowerman

Virginia C. Mueller Gathercole, University of Wales at Bangor, UK (Ed.)

Series: Psychology Press Festschrift Series



This volume contains contributions from leaders in the field of child language in honor of one of the preeminent scholars in the field of child language acquisition, Melissa Bowerman. Melissa Bowerman has had a profound, widespread, and enduring influence on research conducted in the field for nearly 40 years.

The volume is essential reading for researchers in child language and development, linguistics, psychology, education, and speech pathology, as well as researchers and practitioners specializing in the many specific languages discussed in the book.

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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, USA (Eds.)



The recent progress in cognitive neuroscience, and the importance of genetic factors and gene-environment interactions in shaping behavioral functions in early childhood, have both underscored the primacy of early experience and development on brain development and function.

The contributors to this volume discuss different paradigms and approaches in infant language and cognition, pushing the frontiers of research by innovatively combining methods, introducing new measures, and demonstrating the use of technologies and measurement approaches that can inform the study of word learning and categorization, gaze, attention, gesture, and physiological functions. The volume offers a blend of theories and empirical evidence to

support, refute, or modify them. Most chapters examine the link between theory and methodology, and their appearance together in a single volume serves to inform and engage multiple disciplines, to engage everyone to think across disciplines and paradigms, to embrace the integration of creativity and science as the field continues to study, in greater depth and with innovative measures and approaches, the infant pathways to language.

The volume is essential reading for a wide range of students, researchers, and professionals with an interest in infant cognitive and language development.

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The Resilience of Language

What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language

Susan Goldin-Meadow, University of Chicago, USA

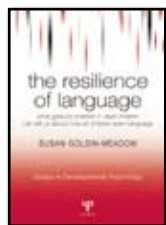
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Crosslinguistic Approaches to the Psychology of Language

Research in the Tradition of Dan Isaac Slobin

Jiansheng Guo, California State University, East Bay, USA; **Elena Lieven**, Max Planck Institute for Evolutionary Anthropology, Germany; **Nancy Budwig**, Clark University, USA; **Susan Ervin-Tripp**, University of California at Berkeley, USA; **Kei Nakamura**, Yale University, USA; **Seyda Özçaliskan**, University of Chicago, USA (Eds.)

Series: Psychology Press Festschrift Series



This volume covers state-of-the-art research in the field of crosslinguistic approaches to the psychology of language. The forty chapters cover a wide range of topics that represent the many research interests of a pioneer, Dan Isaac Slobin, who has been a major intellectual and creative force in the field of child language development, linguistics, and psycholinguistics for the past four decades.

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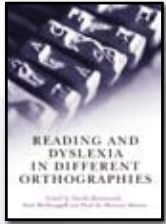
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Reading and Dyslexia in Different Orthographies

Nicola Brunswick, Paul de Mornay Davies, Middlesex University, UK; **Siné McDougall**, University of Bournemouth, UK (Eds.)



This book provides a unique and accessible insight into current research in different orthographies. While most research into reading and spelling has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages.

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This book will be of great use to advanced undergraduates and postgraduates who have an interest in language acquisition, reading and spelling as well as speech and language therapists, teachers and special educational needs professionals.

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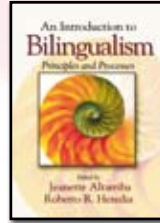
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Principles and Processes

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Roberto R. Heredia, Texas A&M International University, USA (Eds.)



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

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 courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning.

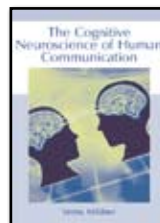
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The Cognitive Neuroscience of Human Communication

Vesna Mildner, University of Zagreb, Croatia



"Newcomers to the field of neurolinguistics will find this book readable. A notably appealing aspect of this book is that it is organised in a way that gives the reader a flexible and individual approach to the text. ... The language is kept simple but all the technical terms are provided, explained, and illustrated, and a comprehensive glossary provides additional information." - **Prof. Dr. Lutz Jancke, University of Zurich, Switzerland, in Laterality**

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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.

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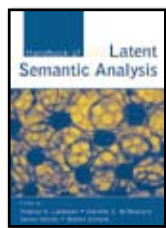
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Handbook of Latent Semantic Analysis

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

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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.

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Situation Models and Levels of Coherence

Toward a Definition of Comprehension

Isabelle Tapiero, University of Lyon, 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

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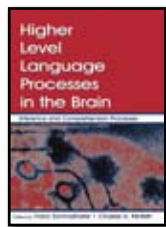
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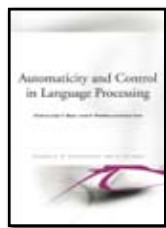
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Automaticity and Control in Language Processing

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

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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*.

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The Syllable in Speech Production

Perspectives on the Frame Content Theory

Barbara L. Davis, University of Texas at Austin, USA
Krisztina Zajdo, University of Wyoming, USA (Eds.)



As a testament to the scope of Peter MacNeilage's scholarly work across his 40 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 25 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:

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Incremental Conceptualization for Language Production

Markus Guhe, University of Edinburgh, UK



This book 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. It offers an innovative look at the mind's process of producing semantic representations that can be transformed into language.

Guhe 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.

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Josep Call & Michael Tomasello, Max Planck Institute for Evolutionary Anthropology, Germany (Eds.)



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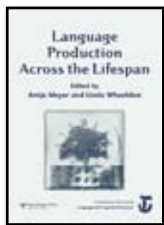
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Jens Bölte, Pienie Zwitserlood, Westfälische Wilhelms-Universität Münster, Germany; Matthew Goldrick, Northwestern University, USA (Eds.)



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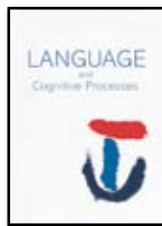
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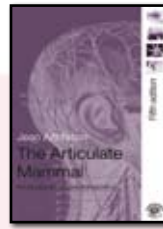
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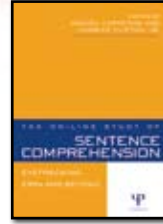
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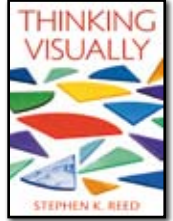
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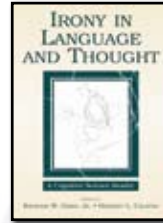


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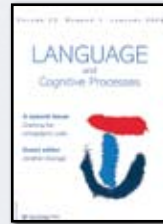
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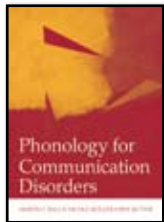
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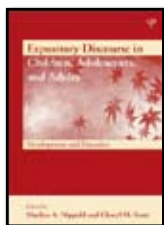
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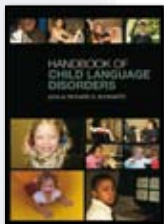
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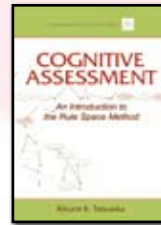
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The book opens with an overview of cognitive assessment research and nonparametric and parametric person-fit statistics. The Q-matrix theory is then introduced followed by the Rule Space method. Various properties of attribute mastery probabilities are then introduced along with the reliability theory of attributes and its connection to classical and item response theory. The book concludes with a discussion of how the construct validity of a test can be clarified with the Rule Space method.

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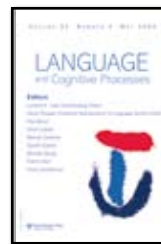
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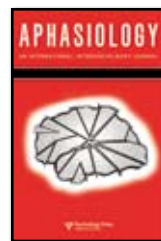
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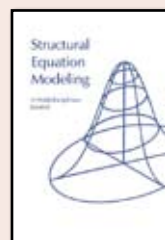
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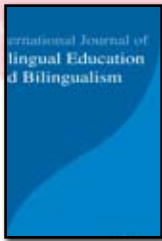
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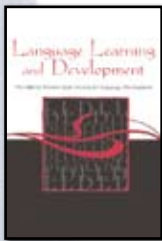
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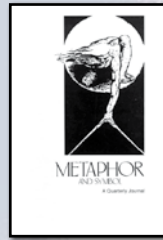
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