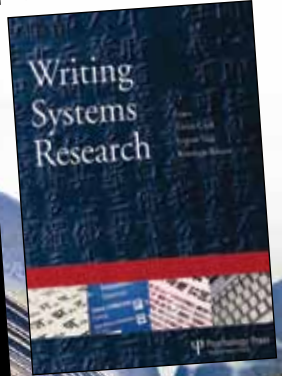
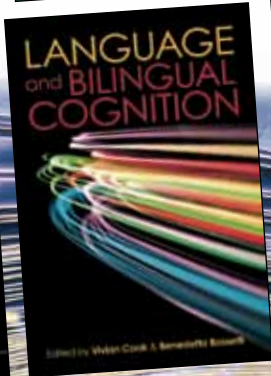
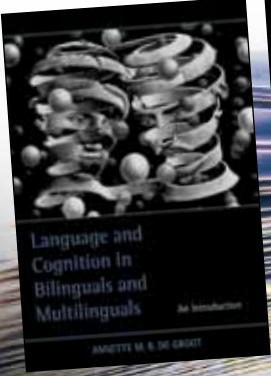
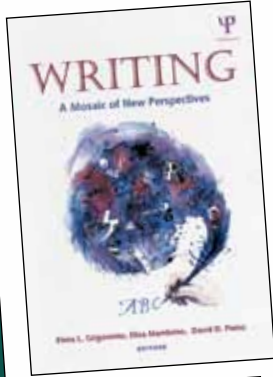
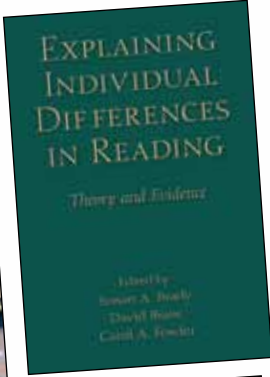
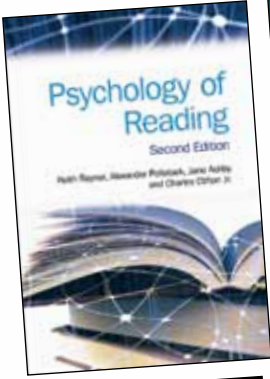


# The Psychology of Language, Reading and Writing



## CONTENTS

Psychology of Reading, 2 <sup>nd</sup> Ed., <i>Rayner et al.</i> .....	4
Explaining Individual Differences in Reading, <i>Brady et al., Eds.</i> .....	5
Reading and Dyslexia in Different Orthographies, <i>Brunswick et al., Eds.</i> .....	6
How Children Learn to Read, <i>Pugh &amp; McCardle, Eds.</i> .....	7
Writing, <i>Grigorenko, et al., Eds.</i> .....	8
Translation of Thought to Written Text While Composing, <i>Fayol et al., Eds.</i> .....	9
Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology, <i>Berninger</i> .....	10
Talking Heads, <i>Denes</i> .....	11
The Tip of the Tongue State, <i>Brown</i> .....	12
Language and Bilingual Cognition, <i>Cook &amp; Bassetti, Eds.</i> .....	13
Language and Cognition in Bilinguals and Multilinguals, <i>de Groot</i> .....	14
Crosslinguistic Approaches to the Psychology of Language, <i>Guo et al. Eds.</i> .....	15
Perspectives on Framing, <i>Keren, Eds.</i> .....	16
Talking the Talk, <i>Harley</i> .....	17
Expressing Oneself / Expressing One’s Self, <i>Morsella, Ed.</i> .....	18
Starting from Scratch, <i>Matthews</i> .....	19
Generalization of Knowledge, <i>Banich &amp; Caccamise</i> .....	20
Visual Word Recognition Volume 1, <i>Adelman, Ed.</i> .....	21
Visual Word Recognition Volume 2, <i>Adelman, Ed.</i> .....	22
Sentence Processing, <i>Gompel, Ed.</i> .....	23
Therapeutic Processes for Communication Disorders, <i>Fourie, Ed.</i> .....	24
Expository Discourse in Children, Adolescents, and Adults, <i>Nippold &amp; Scott, Eds.</i> .....	25
Communication Sciences and Disorders, <i>Williams</i> .....	26
Recovery from Stuttering, <i>Howell</i> .....	27
Cluttering, <i>Ward &amp; Scott, Eds.</i> .....	28
Perspectives on Individual Differences Affecting Therapeutic Change in Communication Disorders, <i>Weiss, Ed.</i> .....	29
The Handbook of Psycholinguistic and Cognitive Processes, <i>Guendouzi et al., Eds.</i> .....	30
Phonology for Communication Disorders, <i>Ball et al.</i> .....	31

## JOURNALS

Writing Systems Research .....	32
Language and Cognitive Processes .....	33
Language Acquisition .....	33
Language Learning and Development.....	34
Aphasiology .....	34
Evidence-Based Communication Assessment and Intervention .....	34



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### FORTHCOMING!

**Sentence Processing**, Roger van Gompel (page 23)

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2nd Edition

**Keith Rayner**, University of California, USA; **Alexander Pollatsek**, **Jane Ashby**, **Charles Clifton**, University of Massachusetts, USA

*"I don't think it's possible to overstate the importance of this book. It's written by some of the very best-known and respected researchers in the field who, to a very large degree, have defined the field itself. In short, reading research would not have been the same without these authors, and to the present day they're still amongst the most prominent scholars in the world."* - Steven Frisson, University of Birmingham, UK

*"I absolutely loved reading this book. The level of detail and analysis provided in several of the chapters was exceptional. In fact, given the attention to detail, and the continual use of presenting data followed by argument/criticism to build a position, results in a book that will be valuable at many levels."* - Edward O'Brien, University of New Hampshire, USA

Reading is a highly complex skill that is prerequisite to success in many societies in which a great deal of information is communicated in written form. Since the 1970s, much has been learned about the reading process from research by cognitive psychologists. This book summarizes that important work and puts it into a coherent framework.

The book's central theme is how readers go about extracting information from the printed page and comprehending the text. Like its predecessor, this thoroughly updated 2nd Edition encompasses all aspects of the psychology of reading with chapters on writing systems, word recognition, the work of the eyes during reading, inner speech, sentence processing, discourse processing, learning to read, dyslexia, individual differences and speed reading.

*Psychology of Reading, 2nd Edition*, is essential reading for undergraduates, graduates, and researchers in cognitive psychology and could be used as a core textbook on courses on the psychology of reading and related topics. In addition, the clear writing style makes the book accessible to people without a background in psychology but who have a personal or professional interest in the process of reading.

**CONTENTS**

Preface. **Part 1. Background Information.** 1. Introduction and Preliminary Information. 2. Writing Systems. 3. Word Perception I: Some Basic Issues and Methods. **Part 2. Skilled Reading of Text.** 4. The Work of the Eyes. 5. Word Processing II: Word Identification in Text. 6. A Model of Eye Movements in Reading. **Part 3. Understanding Text.** 7. Inner Speech. 8. Words and Sentences. 9. Comprehension of Discourse. **Part 4. Beginning Reading, Reading Disability, Individual Differences.** 10. Stages of Reading Development. 11. Learning to Read. 12. Reading Disorders. 13. Speed Reading, Proofreading, and Individual Differences. 14. Overview.

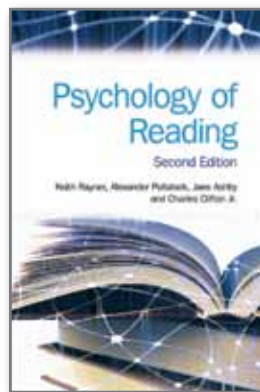
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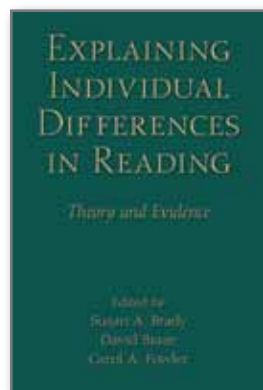
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# Explaining Individual Differences in Reading

Theory and Evidence

**Susan A. Brady**, University of Rhode Island and Haskins Laboratories, USA; **David Braze**, Haskins Laboratories, USA; **Carol A. Fowler**, Haskins Laboratories and of Connecticut, USA (Eds.)



## *New Directions in Communication Disorders Research Series*

*“The contributors to this book provide the most appropriate tribute to Don Shankweiler, one of the giants of our field—a description of the cumulative and continuing impact of his seminal ideas. In this volume, the reader gets what would be expected from this All Star list of contributors: a comprehensive treatment of our understanding of individual differences in the development of reading ability with particular emphasis on the phonological deficit hypothesis.”* - Keith Stanovich, University of Toronto, Canada, author of *Progress in Understanding Reading* and winner of the 2010 Grawemeyer Award in Education

*“These chapters provide a brilliant overview of the last decade of research in reading. In addition, each chapter also provides a solid overview of the research base that has led to the current insights. It is an excellent book precisely in the spirit of one of the most creative, knowledgeable and persistent minds in reading research.”* - Carston Elbro, University of Copenhagen, Denmark

Research into reading development and reading disabilities has been dominated by phonologically guided theories for several decades. In this volume, the authors of 11 chapters report on a wide array of current research topics, examining the scope, limits and implications of a phonological theory.

The volume is an essential resource for researchers interested in the cognitive foundations of reading and literacy, language and communication disorders, or psycholinguistics; and those working in reading disabilities, learning disabilities, special education, and the teaching of reading.

## CONTENTS

Foreword by *William Tunmer*. Preface. **Part 1. Theoretical Foundations: Phonology and Reading.** C.A. Fowler, How Theories of Phonology May Enhance Understanding of the Role of Phonology in Reading Development and Reading Disability. **Part 2. Phonological Factors in Learning to Read.** D. Braze, G.W. McRoberts, C. McDonough, Early Precursors of Reading-Relevant Phonological Skills. D.L. Share, On the Role of Phonology in Reading Acquisition: The Self-Teaching Hypothesis. S.A. Brady, Efficacy of Phonics Teaching for Reading Outcomes: Indications from Post NRP Research. N. Patton Terry, H. Scarborough, The Phonological Hypothesis as a Valuable Framework for Studying the Relation of Dialect Variation to Early Reading Skills. **Part 3. Sources of Individual Differences Beyond Phonological Deficits.** M.J. Snowling, Beyond Phonological Deficits: Sources of Individual Differences in Reading Disability. H.W. Catts, S. Adlof, Phonological and Other Language Deficits Associated with Dyslexia. C. Perfetti, Phonology is Critical in Reading -- But a Phonological Deficit is Not the Only Source of Low Reading Skill. **Part 4. Unraveling the Biology of Reading and Reading Differences.** B. Byrne, Evaluating the Role of Phonological Factors in Early Literacy Development: Insights from Experimental and Behavior-Genetic Studies. R. Olson, Genetic and Environmental Influences on Phonological Abilities and Reading Achievement. J.J. Diehl, S.J. Frost, W.E. Mencl, K.R. Pugh, Neuroimaging and the Phonological Deficit Hypothesis.

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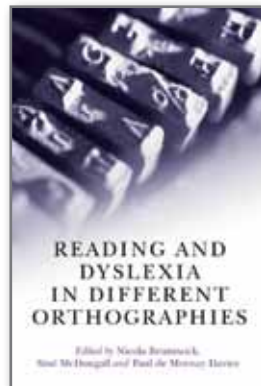
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## Reading and Dyslexia in Different Orthographies

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

*"This book is aimed at advanced undergraduates and postgraduates, but its structure, the excellent index, the inclusion of a glossary, and the fluid writing by the contributing authors all make it very accessible both for those who know little about dyslexia and for those who have a particular interest in this area and want to find out more. This book will undoubtedly help anyone wishing to further their understanding of dyslexia by considering its manifestation in languages other than English, and I recommend it wholeheartedly to all those who are working with individuals who have dyslexia."* - Nichola Stuart in *International Journal of Language and Communication Disorders*



This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. Bringing together contributions from a group of leading literacy researchers from around the world, it is ideal reading for 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.

### CONTENTS

*U. Frith*, Foreword. **Part 1. The Development of Reading Skills in Different Orthographies.** *S. McDougall, N. Brunswick, P. de Mornay Davies*, Reading and Dyslexia in Different Orthographies: An Introduction and Overview. *U. Goswami*, A Psycholinguistic Grain Size View of Reading Acquisition Across Languages. *L.G. Duncan*, Phonological Development from a Cross-Linguistic Perspective. *M. Ktori, N. Pitchford*, Letter Positioning Encoding Across Deep and Transparent Orthographies. *J.R. Hanley*, Differences in Reading Ability Between Children Attending Welsh and English-Speaking Primary Schools in Wales. *T. Nunes, D. Burman, D. Evans, D. Bell*, Writing a Language you Can't Hear. **Part 2. Developmental Dyslexia in Different Orthographies.** *N. Brunswick*, Unimpaired Reading Development and Dyslexia Across Different Languages. *R. Davies, F. Cuetos*, Reading Acquisition and Dyslexia in Spanish. *D. Paizi, P. Zoccolotti, C. Burani*, Lexical Reading in Italian Developmental Dyslexic Readers. *I. Su, K. Klingebiel, B. Weekes*, Dyslexia in Chinese: Implications for Connectionist Models of Reading. *J. Everett, D. Ocampo, K. Veii, S. Nenopoulou, I. Smythe, H. al Mannai, G. Elbeheri*, Dyslexia in Biscrptal Readers. **Part 3. Neuroimaging Studies of Reading in Different Orthographies.** *E. Paulesu, N. Brunswick, F. Paganelle*, Cross-Cultural Differences in Normal and Dyslexic Reading: Behavioural and Functional Anatomical Observations in Readers of Regular and Irregular Orthographies. *B. Weekes*, Lexical Retrieval in Alphabetic and Non-Alphabetic Scripts: Evidence From Brain Imaging.

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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** (Eds.)

National Institute of Child Health and Human Development,  
USA

### Extraordinary Brain Series

*"This volume is a valuable contribution to our growing understanding of the biological and cognitive bases of dyslexia. We believe that researchers in neuroscience, genetics, and cognitive science will find useful summaries of current research in these areas. Reading instructors looking for current research that is relevant to the development of intervention programs will find the volume challenging but rewarding."* - David W. Carroll and Debora P. Carroll in *PsycCRITIQUES*

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.

### CONTENTS

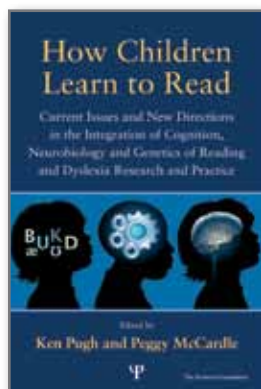
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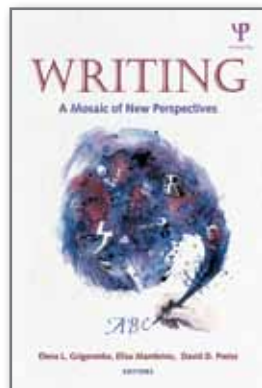


## Writing

A Mosaic of New Perspectives

**Elena L. Grigorenko**, Yale University, USA; **Elisa Mambrino**, Licensed Psychologist, USA; **David D. Preiss**, Pontificia Universidad Catolica de Chile (Eds.)

This book captures the diversity and richness of writing as it relates to different forms of abilities, skills, competencies, and expertise. Psychologists, educators, researchers, and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered, but they lack a handy, unified, and comprehensive source of information to satisfy their interest. The goal of this book is to fill this void by reflecting on the phenomenon of writing from a developmental perspective.



### CONTENTS

*D.D. Preiss, E. Mambrino, E.L. Grigorenko*, Preface. **Part 1. The Origins of Writing.** *D. Schmandt-Besserat*, Tokens as Precursors of Writing. *A. Lock, M. Gers*, The Cultural Evolution of Written Language and Its Effects: A Darwinian Process from Prehistory to The Modern Day. *D. Olson*, Language, Literacy and Mind: The Literacy Hypothesis. **Part 2. Writing and Human Development.** *J. Zins, S.R. Hooper*, The Inter-Relationship of Child Development and Written Language Development. *V.W. Berninger, L. Chanquoy*, What Writing Is and How It Changes Across Early and Middle Childhood Development: A Multi-Disciplinary Perspective. *T.L. Richards, V.W. Berninger, M. Fayol*, The Writing Brain of Normal Child Writers and Children with Writing Disabilities: Generating Ideas and Transcribing Them through the Orthographic Loop. **Part 3. Working Memory and Expertise in Writing.** *R.T. Kellogg, A.P. Whiteford*, The Development of Writing Expertise. *T. Olive*, Writing and Working Memory: A Summary of Theories and Findings. *M. Fayol, J. Foulin, S. Maggio, B. L  t  *, Towards a Dynamic Approach of How Children. *D.L. Coker, Jr.*, Descriptive Writing. **Part 4. The Teaching of Writing.** *M. Chuy, M. Scardamalia, C. Bereiter*, Development of Writing through Knowledge Building: Theoretical and Empirical Bases. *J. Randi, T. Neuman, L. Jarvin*, Creative Writing as Assessment of Content. *C.R. Fallahi*, Improving the Writing Skills of College Students. *J.S. Hedgcock*, Second Language Writing Processes Among Adolescent and Adult Learners. **Part 5. Creativity and Emotions in Writing.** *J. Piirto*, Themes in the Lives of Creative Writers. *J.C. Kaufman, J.D. Sexton, A.E. White*, The Creative Writer and Mental Health: The importance of domains and style. *M. Tan, J. Randi, B. Barbot, C. Levenson, L. Friedlaender, E.L. Grigorenko*, Seeing, Connecting, Writing: Developing Creativity and Narrative Writing in Children. *P. Smagorinsky, E.A. Daigle*, The Role of Affect in Students' Writing for School. **Part 6. Disorder of Written Language: Diagnostic Criteria, Prevalence, and Biological Bases.** *A. Ardila*, Neuropsychology of Writing. *E. Mambrino*, Written Expression's Neuropsychological Nexus (WENN): A Working Clinical Theory. *J. Reich, E.L. Grigorenko*, The Effect of Language and Orthography On Writing Disabilities and the Necessity for Cross-Linguistic Research. *M. Leung, S. Law, R. Fung, H. Lui, B.S. Weekes*, A Model of Writing Chinese Characters: Data From Acquired Dysgraphia and Writing Development. **Part 7. The Diagnosis and Assessment of Writing as a Skill and a Competence.** *J. Lee, L. Stankov*, Large-Scale Writing Assessment: New Approaches Adopted in The National Assessment of Educational Progress (NAEP). *J. Manzi, P. Flotts, D.D. Preiss*, Design of a College-Level Test of Written Communication: Theoretical and Methodological Challenges. **Part 8. Testimonials.** *R. Couch*, Burning Down the House: Ethics and Reception in Poetry Translation. *J. Felstiner*, Bringing Redemption to the World: A Translation Sampler. *A. Jęftanovic*, A Narrator's Testimony Between Reading, Writing, and Displacements. *G.J. Rose*, The Story Behind My Being A Writer. *R.J. Sternberg*, Twelve Hundred Publications Later: Reflections on a Career of Writing in Psychology.

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# Translation of Thought to Written Text While Composing

Advancing Theory, Knowledge, Research Methods, Tools, and Applications

**Michel Fayol**, Université Blaise-Pascale, Clérmont-Ferrand, France; **M. Denis Alamargot**, Université de Poitiers, France; **Virginia Berninger**, University of Washington, USA (Eds.)

Translation of cognitive representations into written language is one of the most important processes in writing. This volume provides a long-awaited updated overview of the field.

The contributors discuss each of the commonly used research methods for studying translation; theorize about the nature of the cognitive and language representations and cognitive/linguistic transformation mechanisms involved in translation during writing; and make the case that translation is a higher-order executive function that is fundamental to the writing process.

The book also reviews the application of research to practice -- that is, the translation of the research findings in education and the work-world for individuals who interact with others using written language to communicate ideas.

This volume provides a rich resource for students, theorists, and empirical researchers in cognitive psychology, linguistics and education. In addition to teachers and clinicians who can use the research in their work.



## CONTENTS

**Part 1: Reexamining What Translation Is and Its Role in Writing.** *Fayol, Alamargot, Berninger*, Introduction to the Volume: From Cave Writers to Elite Scribes to Professional Writers to Universal Writers: Translation is Fundamental to Writing. *Hayes*, Translation and its Relation to Other Writing Processes: Evidence from Language Bursts, Revision, and Transcription. *Berninger, Rijlaarsdam, Fayol*, Mapping Research Questions about Translation to Methods, Measures, and Models. **Part 2: Individual Differences and Developmental Research Methods for Generating and Applying Theory of Translation at Different Levels of Language to Writing.** *Berninger, Fayol, Alamargot*, Contribution of the Pattern Analyzer, Oracle, Cross-Code Talker, Cross-Code Scribe, and Silent Orthographer in Learning to Transcribe and Translate at the Word-Level. *Berninger, Hayes*, Twenty Children on Writing Treks: Intra-Individual and Inter-Individual Variation in Their Developing, Self-Regulated Translation and Related Processes Grades 1 to 5. *Verheyden, Van den Branden, Rijlaarsdam, Van den Bergh, De Maeijer*, Translation Skills and Trade-Off in Young L2-Learners' Written Narrations. **Part 3. Instructional Research with Improving Translation in Mind.** *Jones, Christensen*, Impact of Teacher Professional Development on Understanding the Role of Handwriting during Translation of Beginning Writers: Improved Handwriting and Story Composing. *Costa, Kitson, Knuth, Miller, Yerby, Anderson, Hooper*, Beginning Writer's Translational Processes during Composing: Insights from Selected Neuropsychological Findings, Self-Talk Strategies, and Evidence-Based Interventions. *Puranik, Wagner, Kim, Lopez*, Assessing Elementary Students' Transcription and Text Generation during Written Translation: A Multivariate Approach. *Dunn*, Facilitating Children's Translation of Ideas into Written Language through Combining Art Activities and Self-Regulated Strategy Instruction for Writing. **Part 4: Experimental Methods for Studying Translation in Real Time in Adults and Children.** *Fayol, Lété, Alamargot, Chesnut, Caporossi*, Using Eye and Pen Movements to Study the Writing Process. *Lambert, Alamargot, Fayol*, Why Use a Copy Task to Study Spelling in Handwriting? **Part 5: Reflections on Past, Present, and Future of Translation Research.** *Neef, Braunschweig*, Translation in the Context of Theoretical Writing System Research. *Torrance*, Final Comments on Translation. Glossary.

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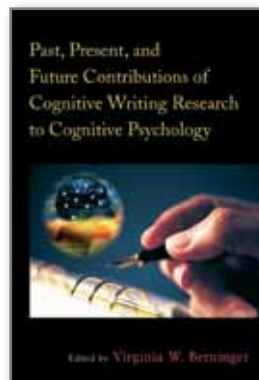
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Virginia W. Berninger, University of Washington, USA

*"Those who teach the art of writing and those who desire to improve their own writing skills will find this volume to be a valuable resource."*  
Richard Kellogg, Professor Emeritas, SUNY College of Technology, USA

This volume tells the story of research on the cognitive processes of writing—from the perspectives of the early pioneers, the contemporary contributors, and visions of the future for the field.

Writing processes yield important insights into human cognition, and is increasingly becoming a mainstream topic of investigation in cognitive psychology and cognitive neuroscience. Technological advances have made it possible to study cognitive writing processes as writing unfolds in real time. This book provides an introduction to these technologies.



## CONTENTS

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## Talking Heads

The Neuroscience of Language

**Gianfranco Denes**, Universities of Padua and Venice, Italy

Translated by Philippa Venturelli Smith

*"In this admirably concise yet comprehensive book, Denes brings together all of the major issues concerning the representation of language in the human brain, using evidence from neurology, neuroimaging, studies of brain-damaged people and linguistic theory. This is a valuable introduction, that will encourage students from a wide range of disciplines to explore these issues."* - David Howard, Research Professor, Centre for Research in Linguistics and Language Sciences, Newcastle University, UK



The origin, development, and nature of language has been the focus of theoretical debate among philosophers for many centuries. Following the pioneering clinical observations 150 years ago of loss of language following a cerebral lesion, language started to be considered a biological system that could be investigated scientifically. As a consequence, an increasing number of scientists began to search for its anatomical and functional basis and its links with other such cognitive systems. The relatively recent introduction of neuroimaging tools, such as PET and fMRI, has brought rapid and groundbreaking developments to the field of Neurolinguistics.

In this book, Denes harnesses these advances to adopt a biolinguistic approach to the study of a subject that increasingly sees the collaboration of linguists, experimental psychologists, neuroscientists and clinicians. *Talking Heads* reviews the latest research to provide a concise analysis of the multifaceted aspects of language which focuses both on theoretical aspects and physical implementation.

Following an up-to-date description of acquired language disorders, and their contribution to the design of a functional architecture of language, the book illustrates the neurological process involved in the production and comprehension of spoken and written language, as well as investigating the neurological and functional systems responsible for sign language production and first and second language acquisition.

With a glossary of the anatomical and linguistic terms, this book provides an invaluable resource to undergraduate and graduate students of psychology, psycholinguistics and linguistics.

### CONTENTS

1. Defining Language. 2. Origin and Evolution of Language and Speech. 3. The Anatomy of Language. 4. Aphasia. 5. The Sounds of Language: Production and Comprehension of Words. 6. Neurological and Functional Architecture of the Lexicon. 7. The Trains of Language: Syntax and Morphology. 8. Neurological Basis and Functional Architecture of Written Language. 9. The Bilingual Brain. 10. Talking Hands. 11. Language Acquisition and Developmental Disorders.

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## The Tip of the Tongue State

**Alan S. Brown**, Southern Methodist University, USA

### *Essays in Cognitive Psychology*

*"Everyone has been thwarted by tip of the tongue, but how can such a fleeting subjective phenomenon contribute to scientific knowledge? In this up to date volume, Brown delves into the techniques that cognitive psychologists use to study tip of the tongue states in the lab. Focusing on basic research findings, his comprehensive treatment illustrates the power of experimental psychology to provide new insights into age-old questions, such as how we 'know that we know' something, even if we cannot (just yet) think of it. It is a welcome resource for students and scholars of human cognition."* - David A. Gallo, Assistant Professor, University of Chicago, USA

*"Alan Brown has continually shaped the way researchers think about TOTs. Here, Brown has written a well thought out overview of research on the TOT phenomenon. This book will be an indispensable guide to anyone doing or intending to do research in this area. It will shape and guide research on TOTs by establishing common conventions and promoting a new set of research questions. I've been researching the TOT phenomenon for over twenty years, but I was challenged to think in new ways by Brown's book."* - Bennett L. Schwartz, Professor of Psychology, Florida International University, USA

This book brings together the body of empirical findings and theoretical interpretations of the tip of the tongue (TOT) experience – when a well-known or familiar word cannot immediately be recalled. Although research has been published on TOTs for over a century, the experience retains its fascination for both cognitive and linguistic researchers.

After a review of various research procedures used to study TOTs, the book offers a summary of attempts to manipulate this rare cognitive experience through cue and prime procedures. Various aspects of the inaccessible target word are frequently available – such as first letter and syllable number – even in the absence of actual retrieval, and the book explores the implications of these bits of target-word information for mechanisms for word storage and retrieval. It also examines: what characteristics of a word make it potentially more vulnerable to a TOT; why words related to the target word (called "interlopers") often come to mind; the recovery process, when the momentarily-inaccessible word is recovered shortly after the TOT is first experienced; and efforts to evaluate individual differences in the likelihood to experience TOTs.

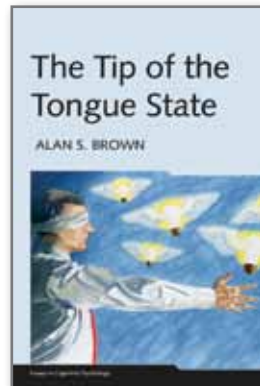
### CONTENTS

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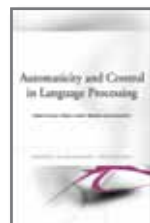
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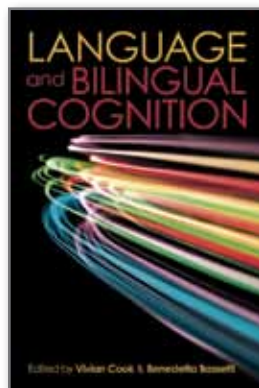
# Language and Bilingual Cognition

**Vivian Cook**, University of Newcastle, UK

**Benedetta Bassetti**, Northumbria University, UK (Eds.)

*"The present volume constitutes a comprehensive and outstanding contribution to the new and expanding field of language and bilingual cognition research. ... due to the breath of the research areas that are covered and the quality of the chapters that are included, Language and Bilingual Cognition is an invaluable reference for those interested in cognition, bilingualism, and second language acquisition."* - Teresa Cadierno, University of Southern Denmark, in *International Journal of Bilingual Education and Bilingualism*

*"The editors, Vivian Cook and Benedetta Bassetti, provide an impressive set of contributions addressing the connections between language and cognition. ... Language and Bilingual Cognition should be of interest to scholars of both language and cognition, even to those whose research areas do not directly address linguistic relativity ... Readers who already have good backgrounds in linguistic relativity and bilingualism research will find this volume to be a valuable reference book."* - David S. Kreiner in *PsyCRITIQUES*



This innovative volume provides a state-of-the-art overview of the relationship between language and cognition with a focus on bilinguals. It brings together contributions from international leading figures in various disciplines and showcases contemporary research on the emerging area of bilingual cognition.

The volume is essential reading for researchers and postgraduate students with an interest in language and cognition, or in bilingualism and second languages.

## CONTENTS

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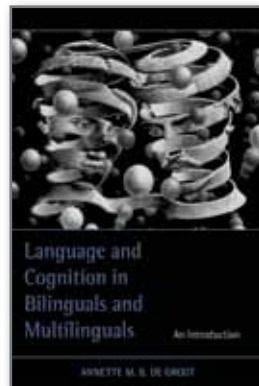
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# Language and Cognition in Bilinguals and Multilinguals

## An Introduction

**Annette M.B. de Groot**, University of Amsterdam, The Netherlands



*“Language and Cognition in Bilinguals and Multilinguals: An Introduction provides far more than its title would lead one to expect. It provides a beautifully clear blend of cutting-edge theory, a thorough and well integrated overview of important trends in the current literature, an exemplary model of critical thinking, and a sound basis for experimental analysis of thought and language. Introductions and summaries of important ideas throughout the volume enhance understanding, and there is an extensive glossary of key terms in an appendix so that the technical vocabulary of the text is clearly explained within the volume. The author has produced a work of lasting value that should become a standard text in this important emerging specialty field.”* - James A. Moses Jr., **PsycCRITIQUES**

*“This volume is a really impressive achievement and a major contribution to the field. It provides historical depth, lucid exposition and up-to-date theoretical treatment.”* - David W. Green, **University College London, UK**

Psycholinguistics – the field of science that examines the mental processes and knowledge structures involved in the acquisition, comprehension, and production of language – had a strong monolingual orientation during the first four decades following its emergence around 1950. The awareness that a large part of mankind speaks more than one language – that this may impact both on the way each individual language is used and on the thought processes of bilinguals and multilinguals, and that, consequently, our theories on human linguistic ability and its role in non-linguistic cognition are incomplete and, perhaps, false – has led to a steep growth of studies on bilingualism and multilingualism since around 1995.

This textbook introduces the reader to the field of study that examines language acquisition, comprehension and production from the perspective of the bilingual and multilingual speaker. It furthermore provides an introduction to studies that investigate the implications of being bilingual on various aspects of non-linguistic cognition. The major topics covered are the development of language in children growing up in a bilingual environment either from birth or relatively soon after, late foreign language learning, and word recognition, sentence comprehension, speech production, and translation processes in bilinguals. Furthermore, the ability of bilinguals and multilinguals to generally produce language in the “intended” language is discussed, as is the cognitive machinery that enables this. Finally, the consequences of bilingualism and multilingualism for non-linguistic cognition and findings and views regarding the biological basis of bilingualism and multilingualism are presented.

The textbook’s primary readership are students and researchers in Cognitive Psychology, Linguistics, and Applied Linguistics, but teachers of language and translators and interpreters who wish to become better informed on the cognitive and biological basis of bilingualism and multilingualism will also benefit from it.

### CONTENTS

1. Introduction. 2. Early Bilingualism and Age Effects on (First and) Second Language Learning. 3. Late Foreign Vocabulary Learning and Lexical Representation. 4. Comprehension Processes: Word Recognition and Sentence Processing. 5. Word Production and Speech Accents. 6. Language Control. 7. Cognitive Consequences of Bilingualism and Multilingualism. 8. Bilingualism and the Brain.

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## CONTENTS

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**Gideon Keren**, University of Tilburg, The Netherlands (Eds.)

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Language comprises a major mark of humans compared with other primates and is the main vehicle for social interaction. A major characteristic of any natural language is that the same communication, idea, or intention can be articulated in different ways—in other words, the same message can be “framed” differently. The same medical treatment can be portrayed in terms of chance of success or chance of failure; energy reduction can be expressed in terms of savings per day or savings per year; and a task can be described as 80% completed or 20% uncompleted. In this book, contributors from a variety of disciplines—psychology, linguistics, marketing, political science, and medical decision making—come together to better understand the mechanisms underlying framing effects and assess their impact on the communication process.

### CONTENTS

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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 the reader with no background in the area or knowledge of psychology, it explains how we actually "do" language: how we speak, listen, and read.

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Structured around questions that people often ask about language, the emphasis of *Talking the Talk* is how scientific knowledge can be applied to practical problems. It also stresses how language is related to other aspects of psychology, particularly in whether animals can learn language, and the relation between language and thought.

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**CONTENTS**

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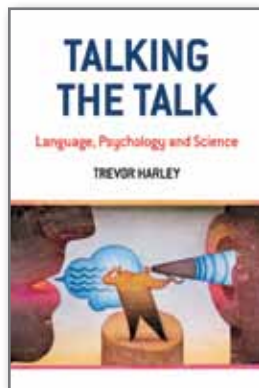
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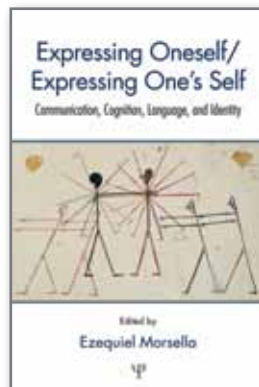


## Expressing Oneself / Expressing One's Self

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, University of California, Santa Barbara, USA



*"This outstanding collection of essays is an homage to a scholar who has dedicated his academic life to advancing our understanding of communication, cognition, language, and identity. The contributions to this volume are a testimony not only to the broad impact Bob Krauss has had in the field but also to his enormously supportive, constructive, and generous personality."* - Gün R. Semin, Royal Netherlands Academy of Arts and Sciences, Utrecht University

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 that 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.

### CONTENTS

*E. Morsella*, Prologue. *S. Glucksberg*, On the Occasion of the Festschrift Honor of Robert M. Krauss: The Science of Communication, Cognition, Language, and Identity. **Part 1. The Production of Gestures, Speech, and Action.** *S. Kita*, A Model of Speech-gesture Production. *M. Rose*, The Utility of Gesture in Treatment of Aphasia. *D. Palti, U. Hadar*, Functional Imaging of the Hand Motor Cortex during the Performance of Linguistic Tasks. *E. Morsella, L.R.L. Larson, J.A. Bargh*, Indirect Cognitive Control, Working-Memory-Related Movements, and Sources of Automatisms. **Part 2. Human Communication.** *C. Torrey, S.R. Fussell, S. Kiesler*, What Robots Could Teach Us About Perspective-taking. *M. Schober*, Perspective in Adapting to Conversational Partners. *S.Y.Y. Cheng, C.-Y. Chiu*, A Communication Perspective to the Emergence of a Brand Culture. *D. McNeill, S. Duncan, A. Franklin, J. Goss, I. Kimbara, F. Parrill, H. Welji*, Mind Merging. **Part 3. The Perception of Speech and Identity.** *R.E. Remez*, Spoken Expression of Individual Identity and the Listener. *J.S. Pardo*, Expressing Oneself in Conversational Interaction. *J. Hochberg*, Perceptual Prosody and Perceived Personality: Physiognomics Precede Perspective.

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## Starting from Scratch

The Origin and Development of Expression, Representation and Symbolism in Human and Non-Human Primates

**John Matthews**, Artist and Educator, UK

*“Meticulously scholarly. He shares his thought processes with the reader, explaining why he does things, how, and his observations would please Darwin, Piaget, all the greats! Each time I try to put the book down, the next section beckons and looks interesting.”* - **Tina Bruce**, Honorary Visiting Professor of Early Childhood Studies, Roehampton University, UK

*“Starting from Scratch is not your typical psychology text. It combines careful observation with an interpretative lens that is seldom encountered in scientific work. Professor Matthews’ work supplements and extends previous studies and provides a valuable database on chimpanzees’ representational capabilities.”* - **Kerry Lee**, Associate Professor, Applied Cognitive Development Lab, National Institute of Education, Singapore



This book compares the beginning of symbolic thought in human infancy with that of our close primate relatives, the chimpanzees. The author investigates the precursors of symbolism by studying the actions and interactions of a small group of these intelligent, non-human primates who live in Singapore Zoo.

Drawing upon his years of detailed observations, Matthews offers an in-depth analysis and interpretation of chimp behavior to present an unprecedented account of the beginnings of symbolic thought. The book shows that the actions the chimpanzees perform have structural and semantic similarities with the actions of emergent expression and representation we find in human infancy. Of great importance is the finding that chimpanzee mark-making activity is not an artefact of human interference, but part of chimpanzee culture. Young chimpanzees seem to be introduced to acts of pretence and imagination by older and more experienced ones and taught the rudiments of expression, representation and symbolism.

The implications for our understanding of symbolism, language, art and education are enormous, as are those about our origins and our place within nature. The book is written in an accessible style for both specialist and non-specialist readers, and illustrated with the author’s drawings and photographs.

### CONTENTS

Introduction. 1. Expression, Representation and Symbolism in Primates. 2. Genesis. 3. Spontaneously Generated Expressive Structure. 4. Structural Principles: Modification, Variation and Extension of First Generation Actions. 5. The Meaning of the Moving Hand. 6. Directions and Locations. 7. The End of the Line. 8. Repetition and Variation Upon a Structural Theme. 9. The Giving of Meaning. 10. Sentences in the Sky. 11. Point of Arrival and Moment of Impact. 12. Helping Hands. 13. Shape, Form and Symmetry. 14. Empathy and Imagination. 15. Dialogue. 16. Dynamic Structure. 17. Continuous Rotation. 18. In a Spin: The Development of the Rotation. 19. Bottoms-up: Script-violation. 20. Rotation Around an Axis. 21. Rhythmn. 22. A New Kind of Desire. 23. Structure. 24. The Image. 25. Shapes of Things to Come. 26. The Dynamic Knot. 27. Drawing and Writing. 28. Description. 29. The Scratch. 30. Agon. 31. Dying Slave. 32. Sack-cloth and Ashes. 33. Ida Draws. Conclusion.

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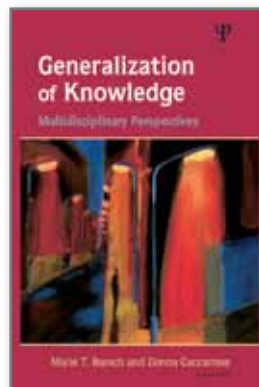
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# Generalization of Knowledge

## Multidisciplinary Perspectives

**Marie T. Banich** and **Donna Caccamise**

University of Colorado at Boulder, USA



*"This volume addresses a fundamental question: How do individuals extend what they have learned to novel situations? The scope of the volume is striking, with contributions from cognitive and developmental psychology, cognitive neuroscience, education, and computer science. It is sure to be of interest to scholars across all of the cognitive sciences."* - Carol Seger, Colorado State University, USA

*"This book is an ambitious interdisciplinary undertaking to shed light on an important cognitive process. Never before has biological, developmental, and educational perspectives on knowledge generalization been brought together under one cover. This effort is a model for future interdisciplinary approaches to studying cognition and learning."* - Tamara Sumner, Executive Director of Digital Learning Sciences and Associate Professor at the University of Colorado at Boulder, USA

While the notion of generalization fits prominently into cognitive theories of learning, there is surprisingly little research literature that takes an overview of the issue from a broad multifaceted perspective. This volume remedies this by taking a multidisciplinary perspective on generalization of knowledge from several fields associated with Cognitive Science, including Cognitive Neuroscience, Computer Science, Education, Linguistics, Developmental Science, and Speech, Language and Hearing Sciences.

Researchers from each perspective explain how their field defines generalization - and what practices, representations, processes, and systems in their field support generalization. They also examine when generalization is detrimental or not needed. A principal aim is the identification of general principles about generalization that can be derived from triangulation across different disciplines and approaches.

Collectively, the contributors' multidisciplinary approaches to generalization provide new insights into this concept that will, in turn, inform future research into theory and application, including tutoring, assistive technology, and endeavors involving collaboration and distributed cognition.

### CONTENTS

Preface. 1. **Cognitive Neuroscience Approaches to Generalization.** N.C. Huff, K. LaBar, Generalization and Specialization of Conditioned Learning. R.W. McGugin, J. Tanaka, Transfer and Interference in Perceptual Expertise: When Expertise Helps and When it Hurts. R. Poldrack, V. Carr, K. Foerde, Flexibility and Generalization in Memory Systems. 2. **Developmental Perspectives on Generalization.** L. Gerken, F.K. Balcomb, Three Observations About Infant Generalization and Their Implications for Generalization Mechanisms. A.V. Fisher, Mechanisms of Induction Early in Development. J. Lany, R.L. Gomez, Prior Experience Shapes Abstraction and Generalization in Language Acquisition. 3. **Representations that Support Generalization.** T.L. Griffiths, *Bayesian Models as Tools for Exploring Inductive Biases.* M. Huenerfauth, Representing American Sign Language Classifier Predicates Using Spatially Parameterized Planning Templates. K. Levering, K.J. Kurtz, Generalization in Higher-order Cognition: Categorization and Analogy as Bridges to Stored Knowledge. 4. **Educational, Training Approaches to Generalization.** A.C. Graesser, D. Lin, S. D'Mello, Computer Learning Environments with Agents that Support Deep Comprehension and Collaborative Learning. R. Hall, K. Wieckert, K. Wright, How Does Cognition Get Distributed? Case Studies of Making Concepts General in Technical and Scientific Work. C.K. Thompson, *Generalization in Language Learning: the Role of Structural Complexity.* 5. **Technological Approaches to Generalization.** J. McGrenere, A. Bunt, L. Findlater, K. Moffatt, Generalization in Human-Computer Interaction Research. K.R. Butcher, S. de la Chica, Supporting Student Learning with Adaptive Technology: Personalized Conceptual Assessment and Remediation. S.P. Carmien, G. Fischer, Beyond Human-Computer Interaction: Meta-Design in Support of Human Problem-Domain Interaction. M.T. Banich, D.J. Caccamise, In Summary. Index.

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# Visual Word Recognition Volume 1

Models and Methods, Orthography and Phonology

**James S. Adelman**, Affiliation Needed (Ed.)

## *Current Issues in the Psychology of Language Series*

Word recognition is the component of reading which involves the identification of individual words. Together the two volumes of Visual Word Recognition offer a state-of-the-art overview of contemporary research from leading figures in the field.

This first volume outlines established theory, new models and key experimental evidence used to investigate visual word recognition: lexical decision and word naming. It also considers methodological concerns: new developments in large databases, and how these have been applied to theoretical questions; and control considerations when dealing with words as stimuli. Finally, the book considers the visual-orthographic input to the word recognition system: from the left and right-hand sides of vision, through the processing of letters and their proximity, to the similarity and confusability of words, and the contribution of the spoken-phonological form of the word.

The two volumes serve as a state-of-the-art, comprehensive overview of the field. They are essential reading for researchers of visual word recognition, as well as undergraduate and postgraduate students of cognition and cognitive psychology, specifically the psychology of language and reading. They will also be of use to those working in education and speech-language therapy.

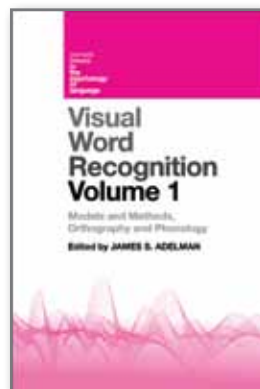
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## Visual Word Recognition Volume 2

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Word recognition is the component of reading which involves the identification of individual words. Together the two volumes of Visual Word Recognition offer a state-of-the-art overview of contemporary research from leading figures in the field.

This second volume examines how research on word recognition has been linked to the study of concepts and meaning, looking at:

- How morphemes affect word recognition
- How the meaning of words affects their processing
- The effect of priming on the processing of words

The book also discusses eye-movement research, the reading of whole sentences and passages, how bilinguals recognize words in the different languages, individual differences in visual word recognition, and the development of the visual word recognition and difficulties in developmental dyslexia.

The two volumes serve as a state-of-the-art, comprehensive overview of the field. They are essential reading for researchers of visual word recognition, and students on undergraduate and postgraduate courses in cognition and cognitive psychology, specifically the psychology of language and reading. They will also be of use to those working in education and speech-language therapy.

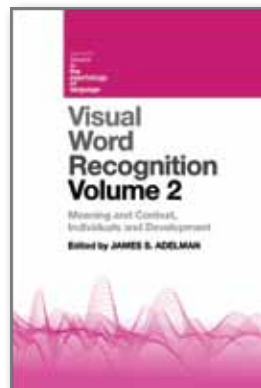
#### CONTENTS

*L.B. Feldman*, Graded Effects in Inflectional and Derivational Morphological Processing *P.M. Pexman*, Meaning-Based Influences on Visual Word Recognition *L. L. Jones, Z. Estes*, Lexical Priming *K. Rayner, T.J. Slattery*, Eye Movements and Word Recognition During Reading *R. Kliegl, J. Heister, K. Würzner*, Visual Word Recognition During Reading of Sentences *J. G. Van Hell, A. I. Schwartz*, Bilingual Visual Word Recognition *S. Andrews*, Individual Differences in Visual Word Recognition: Implications for Skilled Reading *A. E. Cunningham, N. McChung* The Normal Acquisition of Visual Word Recognition *R. K. Wagner, Y. Ahmed, P. T. Kantor*, Visual Word Recognition: Problems Characteristic of Developmental Dyslexia *J. F. Stein*, Biological-Level Accounts of Developmental Dyslexia.

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This book is the first to provide a comprehensive, state-of-the-art overview of this important area. It contains 10 chapters written by world-leading experts in the field, discussing influential theories of sentence processing and important experimental evidence, and focusing on recent developments in the field. The chapters also analyze research that has investigated how people process the structure and meaning of sentences, and how sentences are understood within their context.

This comprehensive and authoritative work will appeal to students and researchers in the field of sentence processing as well as a more general audience with an interest in psychology and linguistics.

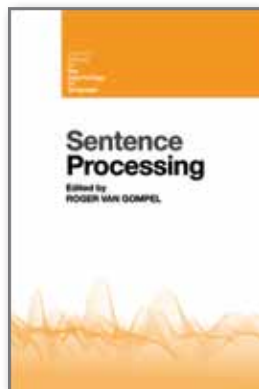
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# Therapeutic Processes for Communication Disorders

A Guide for Clinicians and Students

**Robert J. Fourie (Ed.)**

University College Cork, Ireland

*“Robert Fourie has brought together a group of leading thinkers in the field of clinical theory, who bring to life concepts that are at the unspoken heart of Speech and Language Therapy. Students, clinicians and researchers will, in equal parts, be informed and inspired.”* - Andrew Whitehouse, Telethon Institute for Child Health Research, University of Western Australia, Australia

*“This book is truly unique in its focus on the essential miasma of therapy! It attends to issues which are central to therapy whatever the condition of the patient. The role of being a therapist and developing appropriate therapeutic relationships, whilst being central to the rehabilitation process and the patient experience, has rarely been considered in depth. Reading this book will help us to learn a considerable amount about ourselves in the role of being a therapist, and assist us to strive for clinical excellence.”* - Pam Enderby, Professor of Community Rehabilitation, University of Sheffield, UK

Authors in the fields of communication disorders analyze the psychological, social and linguistic processes and interactions underpinning clinical practice, from both the client and clinician perspectives. The chapters demonstrate how it is possible to analyze and understand client-clinician discourse using qualitative research, and describe various challenges to establishing relationships such as cultural, gender and age differences. The authors go on to describe self-care processes, the therapeutic use of the self, and various psychological factors that could be important for developing therapeutic relationships. While this book is geared toward the needs of practicing and training speech, language and hearing clinicians, other professional such as teachers of the deaf, psychotherapists, nurses, and occupational therapists will find the ideas relevant, interesting and easily translatable for use in their own clinical practice.

## CONTENTS

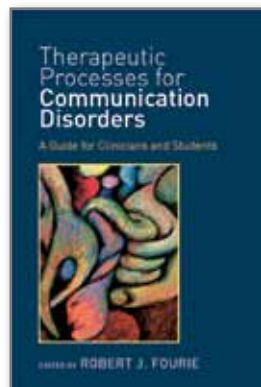
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# Expository Discourse in Children, Adolescents, and Adults

Development and Disorders

**Marilyn A. Nippold**, University of Oregon, USA  
**Cheryl M. Scott**, Rush University Medical Center, USA (Eds.)

## *New Directions in Communication Disorders Research Series*

School success in the 21st century requires proficiency with expository discourse -- the use and understanding of informative language in spoken and written modalities. This occurs, for example, when high school students read their textbooks and listen to their teachers' lectures, and later are asked to demonstrate their knowledge of this complex topic through oral reports and essay examinations.

Although many students are proficient with the expository genre, others struggle to meet these expectations. This book is designed to provide information on the use and understanding of expository discourse in school-age children, adolescents, and young adults. Recently, researchers from around the world have been investigating the development of this genre in typical students and in those with language disorders. Although many books have addressed the development of conversational and narrative discourse, by comparison, books devoted to the topic of expository discourse are sparse.

This cross disciplinary volume fills that gap in the literature and makes a unique contribution to the study of language development and disorders. It will be of interest to a range of professionals, including speech-language pathologists, teachers, linguists, and psychologists who are concerned with language development and disorders.

## CONTENTS

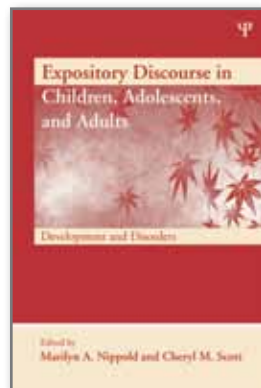
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# Communication Sciences and Disorders

An Introduction to the Professions

**Dale F. Williams**, Florida Atlantic University, USA

*“Dale Williams has written an excellent academic text book. Most authors writing on similar topics may cover their material well, but none match Dr. Williams’ skill of incorporating fact and detail combined with humor and personal experience in the interesting and enjoyable manner that is found within this text. This is a book that students will learn from while simultaneously enjoying what they read.”* - Peter R. Ramig, CCC-SLP, University of Colorado, Boulder, USA

*“This book has more laugh-out-loud moments than I can count, but the use of humor is highly appropriate. What is most impressive – and important – is that there are many, many professionally relevant concepts, facts, and issues introduced using that humor. It is a wonderfully readable and informative text.”* - Robert W. Quesal, CCC-SLP, Western Illinois University, USA

Few activities can match the complexity of human communication. Given its intricacy, it is understandable that the process will not always work properly. When it doesn't, the effects can be devastating, given how much of everyday life depends on communicating with one another. Despite its importance, however, much is still unclear about how we turn thoughts into language and then speech. Debates rage over various components of the communication system. Myths abound, most based on nothing more than speculation and misinformation. It all makes for a fascinating area of study and practice, particularly when considering the importance of the topic.

This book provides readers with the basics of human communication without shying away from the controversies. Dale F. Williams, Ph.D. utilizes a panel of internationally recognized experts in all areas of the field to clearly explain normal communication as well as disorders of speech, language, hearing, and swallowing. Topics that overlap all disorders—diagnosis, treatment, research, ethics, work settings, and multicultural issues—are also covered in a reader-friendly style. In addition to the relevant information on human communication, the book also includes first-hand accounts of both people with disorders and those who work with them. Discussion questions are posed to help readers explore the gray areas and additional readings are described for those wishing to research specific topics. In these ways, readers are provided with information that truly helps them to understand communication sciences and disorders from a variety of perspectives.

*Communication Sciences and Disorders: An Introduction to the Professions* is essential reading for anyone contemplating a career in speech-language pathology or audiology. In addition, the clear and entertaining writing style makes the field, in all its complexity, accessible to anyone with even a passing interest in the process of human communication.

## CONTENTS

1. An Introduction to an Introduction to Communication Sciences and Disorders. 2. Normal Communication. 3. Research. 4. Diagnosing Communication Disorders. 5. Treatment. 6. Language Disorders. 7. Neurogenic Disorders. 8. Speech Sound Disorders. 9. Fluency Disorders. 10. Voice and Resonance Disorders. 11. The Auditory System. 12. Augmentative and Alternative Communication. 13. Swallowing Disorders. 14. Work Settings. 15. Multicultural Issues in CSD. 16. Professional Issues: Preparation & Practice. 17. A Few Final Thoughts.

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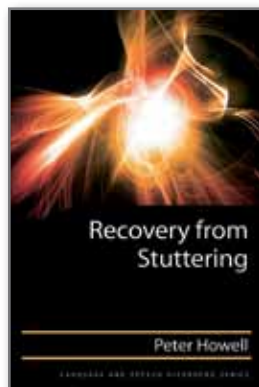
# Recovery from Stuttering

**Peter Howell**, University College London, UK

## *Language and Speech Disorders Series*

*"Howell gives a good overview of a wide range of subjects. He makes good use of his many experiences by using several different opinions in a balanced way. Concise and understandable, written also for uninformed/inexperienced readers. Highly recommended!" - Paul Eling in Tijdschrift voor Neuropsychologie*

*"This is a book of the highest quality that will appeal to anyone, whether student, clinician, consumer, or other, wanting detailed and up to the minute knowledge on development and (particularly) recovery in stuttering. It is superbly written; complex theories and the evidence that underpins them are all laid out clearly and succinctly." - Dr. David Ward, University of Reading, UK*



This book is a comprehensive guide to the evidence, theories, and practical issues associated with recovery from stuttering in early childhood and into adolescence. It examines evidence that stuttering is associated with a range of biological factors — such as genetics — and psychological factors — such as anxiety — and it critically assesses theoretical accounts that attempt to integrate these findings. Written so that it can be used flexibly to meet the demands of courses about stuttering, the book may be used as a text at the undergraduate or graduate level in psychology or speech-language science.

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# Cluttering

A Handbook of Research, Intervention and Education

**David Ward**, The University of Reading, UK  
**Kathleen Scaler Scott**, Misericordia University, USA (Eds.)

*“Erudite, enlightened and enlightening; this handbook shows how cluttering - the ‘adopted orphan’ - is cherished by a passionate scientific global community, confidently asking appropriate questions, with the integrity to answer ‘we don’t know it all’. The complexity in cluttering is clear, with clarity presented about what we do know of its nature, its impact, and about meaningfulness and function in the management of cluttering.”* - Margaret Leahy, Senior Lecturer in Clinical Speech and Language Studies, Trinity College Dublin, Ireland

*“The issues raised will contribute to greater understanding of the cluttering disorder. The text is strongly scientific and well researched but is accessible and engaging. This book is a successful attempt to integrate various observations and opinions on issues surrounding cluttering.”* - Dobrinka Koleva Georgieva, Director of the South West University Stuttering Research Centre, Bulgaria



Very few people are aware of the significant negative impact that cluttering -- a communication disorder that affects a person's ability to speak in a clear, concise and fluent manner -- can have on one's life educationally, socially and vocationally. Although different from stuttering, it is often related to this more well-known disorder. This book treats cluttering as a serious communication disorder in its own right, providing an in-depth examination of the critical factors surrounding its assessment, treatment and research.

Using evidence-based data as well as information regarding the assessment and treatment of cluttering within the field of speech-language pathology, the volume includes the latest research findings and work from leading cluttering experts, worldwide. Current viewpoints regarding cluttering, along with substantiated evidence are provided. Research findings are presented regarding the nature and neurology of cluttering. A range of assessment and treatment methodologies are described in the context of disorders that may co-occur with cluttering, such as autism spectrum disorders, learning disabilities, Down syndrome and stuttering. Future directions with regards to the definition, teaching and researching of cluttering are also addressed.

Clinicians, faculty members, researchers, students in the field of speech pathology, and those who clutter, alike, will find this book an essential and unique source of information on cluttering.

## CONTENTS

Editor's Introduction. **Part 1. The Nature and Neurology of Cluttering.** Cluttering: A Neurological Perspective. Possible Genetic Factors in Cluttering. Motor Speech Control and Cluttering. A Preliminary Comparison of Speech Rate, Self-Evaluation and Disfluency of People Who Speak Exceptionally Fast, Clutter or Speak Normally. **Part 2. Cluttering and Co-occurring Disorders.** The Epidemiology of Cluttering With Stuttering. Cluttering and Down Syndrome. Cluttering and Learning Disabilities. Cluttering and Autism Spectrum Disorders. **Part 3. Assessment and Treatment of Cluttering.** The Assessment of Cluttering: Rationale, Tasks and Interpretation. Treatment of Cluttering: A Cognitive-Behavioural Approach Centered on Rate Control. Intervention Strategies for Cluttering Disorders. Assessment and Intervention of Japanese Children Exhibiting Possible Cluttering. Self Help and Support Groups for People With Cluttering. **Part 4. Current and Future Directions in Cluttering.** Defining Cluttering: The Lowest Common Denominator. Scope and Constraint in the Diagnosis of Cluttering: Combining Two Perspectives. International Perspectives on Perceiving Identifying, and Managing Cluttering. Cluttering in the Academic Curriculum.

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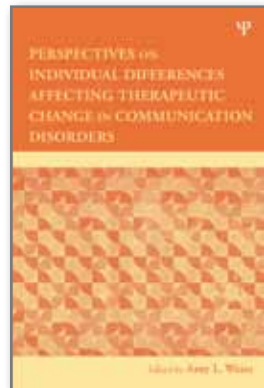
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# Perspectives on Individual Differences Affecting Therapeutic Change in Communication Disorders

**Amy L. Weiss**, University of Rhode Island, USA (Ed.)

## *New Directions in Communication Disorders Research Series*

*“Useful as a reminder of evidence based practice, and in arguing the importance of considering differences in clients (such as personality types, social competency and family environment) as well as the clinician’s experience when deciding on therapy approaches.” -Alison Muir, speech and language therapist, in *Speech and Language Therapy in Practice**



This volume examines the ramifications of individual differences in therapy outcomes for a wide variety of communication disorders. In an era where evidence-based practice is the clinical profession’s watchword, each chapter attacks this highly relevant issue from a somewhat different perspective. In some areas of communication disorders, considering the variance brought by the client into the therapeutic ‘mix’ has a healthy history, whereas in others the notion of how individual client profiles mesh with therapy outcomes has rarely been considered.

Through the use of research results, case study descriptions and speculation, the contributors have creatively woven what we know and what we have yet to substantiate into an interesting collection of summaries useful for therapy programming and designing clinical research.

## CONTENTS

R. Paul, Foreword. A.L. Weiss, Perspectives on Individual Differences Affecting Therapeutic Change in Communication Disorders: Prologue. B. Brinton, M. Fujiki, “The Social Stuff is Everything”: How Social Differences in Development Impact Treatment for Children with Language Impairment. N. Capone, L. Sheng, Individual Differences in Word Learning: Implications for Clinical Practice. C.S. Hammer, B.L. Rodriguez, Individual Differences in Bilingual Children’s Language Competencies: The Case for English and Spanish. J. Van der Woude, Perspectives in Individual Differences in Therapy for Preschool Children with Specific Language Impairment. L.S. Larrivee, E.S. Maloney, Individual Differences in Underlying Oral Language Competencies Associated with Learning to Read: Implications for Intervention. L.E. Hewitt, Individual Differences in Intervention Response in Children and Adults with Autism Spectrum Disorders. A.L. Weiss, Benefiting from Speech Therapy: The Role of Individual Differences in Treating Children with Speech Sound Disorders. K.L. Chapman, M.A. Hardin-Jones, Consideration of Individual Differences in Speech Development, Outcome, and Management: Children with Cleft Lip and Palate. T. Stewart, M.M. Leaby, Uniqueness and Individuality in Stuttering Therapy. R. Hayhow, R.C. Shenker, Individual Differences that Influence Responsiveness to the Lidcombe Program. H. Teagle, H. Eskridge, Predictors of Success for Children with Cochlear Implants: the Impact of Individual Differences. A.L. Weiss, Epilogue: How Focus on Individual Differences Informs our Clinical Practice for Individuals with Communication Disorders: A Summary and a Look Ahead.

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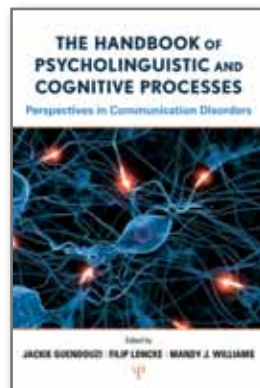
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# The Handbook of Psycholinguistic and Cognitive Processes

Perspectives in Communication Disorders

**Jackie Guendouzi**, Southeastern Louisiana University, USA; **Filip Loncke**, University of Virginia, USA; **Mandy J. Williams**, University of South Dakota, USA (Eds.)

*"The editors of this handbook have superbly managed to embed the study of speech and language disorders in state-of-the-art psycholinguistics and cognitive science. Some 70 authors, leaders in their field from both sides of the Atlantic, jointly produced a text which is unmatched in its broad, interdisciplinary perspective. It will be indispensable not only for students of communication disorders, but also for all psycholinguists who realize that the phenomena of dysfunctioning are as relevant to their science as is normal language processing."* - Willem J. M. Levelt, Max Planck Institute for Psycholinguistics, The Netherlands



## CONTENTS

J. Guendouzi, F. Loncke, M.J. Williams, Introduction. **Part 1. Some Basic Considerations: Models and Theories.** J. Locke, The Development of Linguistic Systems: Insights from Evolution. N. Presson, B. MacWhinney, The Competition Model and Language Disorders. L. Abrams, M.T. Farrell, Language Processing in Normal Aging. N. Cowan, Working Memory and Attention in Language Use. K. Kablaoui et al, Neurobiological bases of the Semantic Processing of Words. M. Kutas et al, From Phonemes to Discourse: Event-related brain potential (ERP) componentry and Paradigms for Investigating Normal and Abnormal Language Processing. M. Friedrich, Early word learning – Reflections on Behavior, Connectionist Models and Brain Mechanisms Indexed by ERP Components. G. Dell, A. Kittredge, Connectionist Models of Aphasia and Other Language Impairments. A. Roelofs, Modeling the Attentional Control of Vocal Utterance Production: From Wernicke to WEAVER++. J. Shelley-Tremblay, Theories of Semantic Processing. C.E. Longworth, W.D. Marslen-Wilson, Language comprehension: A Neurocognitive Approach. D. Van Lancker Sidtis, Formulaic Expressions in Mind and Brain: Empirical Studies and a Dual-Process Model of Language Competence. M. Yates, How Similarity Influences Word Recognition: The Effect of Neighbors. M. Tatham, K. Morton, Two Theories of Speech Production and Perception. B. Rutter, M.J. Ball, Psycholinguistic validity and the Phonological Representation. W. Zielger et al, From Phonology to Articulation. A Neurophonetic View. **Part 2. Developmental Disorders.** T. Shive, T.J. Bellis, (Central) Auditory Processing Disorders: Current Conceptualizations. M. Burns, Temporal Processing in Children with Language Impairment. B. Grela et al, Language Processing in Children with Specific-language Impairment. H. Van der Lely, C. Marsbal, Grammatical-Specific-language Impairment: A Window onto Domain Specificity. H. Storkel, The Developing Mental Lexicon of Children with Specific-language Impairment. P. Howell, Language-speech Processing in Fluency Disorders. S. Armon-Lotem, J. Walters, An Approach to Differentiating Bilingualism and Language Impairment. B.M. Bernhardt et al, Nonlinear Phonology: Clinical Application Adaptations for Arabic, German and Mandarin. M.A. Restrepo et al, Bilingual children with SLI: Theories, Research and Future directions. **Part 3. Acquired Disorders.** R. Varley, Apraxia of Speech: From Psycholinguistic Theory to Conceptualization and Management of an Impairment. M. McNeil et al, The Role of Memory and Attention in the Language Performance of Persons with Aphasia. H. Brownell, K. Lundgren, Remediation of Theory of Mind Impairments in Brain-Injured Adults. L. Togher, Cognitive Communication Disorders after Traumatic Brain Injury. J. Shelley-Tremblay, Breakdown of Semantics in Aphasia and Alzheimer's Dementia: A Role for Attention. J. Centeno, Understanding Language Recovery in Bilinguals with Aphasia: Neurolinguistic and Neurocognitive Considerations of Language Processing in Bilingual Individuals. **Part 4. Language and Other Modalities.** D. McNeill, S. Duncan, Gestures and Growth Points in Language. G. Hickok, U. Bellugi, Neural Organization of Language: Clues from Sign Language Aphasia. M. Vermeerbergen, M. Van Herreweghe, Sign Languages and Sign Language Research. J. Barnes, S. Baron-Cohen, Language in Autism: Pragmatics and Theory of Mind. N. Ryder, E. Leinonen, Relevance theory: Investigating Pragmatic Language Comprehension Difficulties in Children with SLI, Aspergers' Syndrome and High Functioning Autism. F. Loncke, Psycholinguistic Approaches to Augmentative and Alternative Communication. J. Guendouzi et al, Epilogue.

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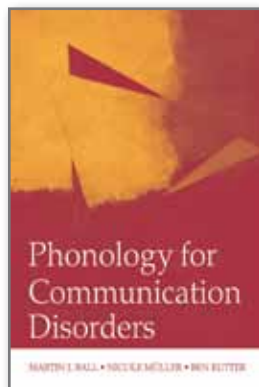
## Phonology for Communication Disorders

**Martin J. Ball**, University of Louisiana at Lafayette, USA,  
**Nicole Muller**, University of Louisiana at Lafayette, USA and  
**Ben Rutter**, University of Oklahoma Health Sciences Center,  
 USA

This textbook describes the approaches to phonology that are most relevant to communication disorders. It examines schools of thought in theoretical phonology, and their relevance to description, explanation and remediation in the clinical context.

A recurring theme throughout the book is the distinction between phonological theories that attempt elegant, parsimonious descriptions of phonological data, and those that attempt to provide a psycholinguistic model of speech production and perception.

This book introduces all the relevant areas of phonology to the students and practitioners of speech-language pathology and is a companion volume to the authors' *Phonetics for Communication Disorders*.



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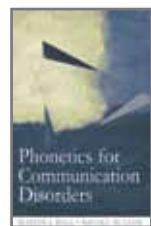
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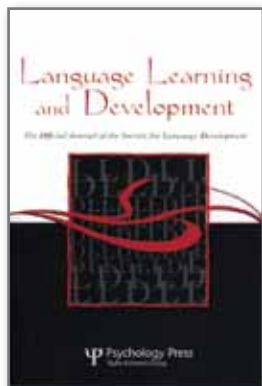
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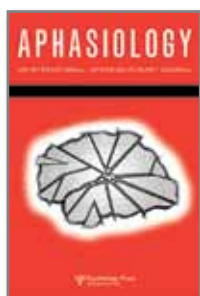
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