

## COMPREHENSIVE EXAM READING LIST: SPEECH AND LANGUAGE

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### ***Current Committee Members***

*Judith Danovitch (chair), Lauren Harris, Laura Dilly*

### ***Journals***

Below is a list of journals you should monitor for content relevant articles. While we will not ask a question solely on the content of recent articles, we may ask questions that ask you to apply what you know from the content of the reading list below to a current issue or hot topic of recent articles.

- *Annual Review of Psychology*
- *Child Development*
- *Cognition*
- *Cognitive Psychology*
- *Developmental Psychology*
- *Journal of Experimental Psychology: Human Perception and Performance*
- *Journal of Memory and Language*
- *Speech and Language*

### ***References and further reading***

Below are some reference books and articles that we have found useful to have on hand when working through topics in the list below.

- Hoff, E. (2005). *Language development* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth/Thomson. [excellent summary of theory and evidence]
- Bickerton, D. (2008). *Bastard tongues: A trailblazing linguist finds clues to our common humanity in the world's lowliest languages*. New York, NY: Hill & Wang.
- Bloom, P. (2000). *How children learn the meaning of words*. Cambridge, MA: MIT Press.
- Pinker, S. (1994). *The language instinct: How the mind creates language*. New York, NY: Morrow.
- Chomsky, N. (1968). *Language and mind*. New York, NY: Harcourt, Brace & World. [among other things, shows that Skinner's approach cannot, in principle, account for the most fundamental part of language development, namely, the acquisition of a grammar.]
- Skinner, B.F. (1957). *Verbal behavior*. New York, NY: Appleton-Century-Crofts. [a tour-de-force application of conditioning theory to language on the premise is fundamentally not different from any other behavior.]
- Lane, H. (1976). *The wild boy of Aveyron*. Cambridge, MA: Harvard University Press. [superb retelling of the famous story, along with previously unpublished and untranslated accounts of the original medical reports.]
- Rymer, R. (1993). *Genie: a scientific tragedy*. New York, NY: HarperCollins. [the story of the most famous 'wild child' of the 20<sup>th</sup> century, with a frank and devastating account of her mistreatment by the scientists who treated and analyzes her.]
- Nelson, K. (2007). *Young minds in social worlds: Experience, meaning, and memory*. Cambridge, MA: Harvard University Press.

### **Reviews/general background**

1. Miller, G. A. (1990). The place of language in a scientific psychology. *Psychological Science*, 1, 7-14.

2. Chomsky, N. A (1959). Review of B. F. Skinner's Verbal Behavior." *Language*, 35, 26-58.
3. Bickerton, D. (1983). Creole languages. *Scientific American*, 249, 116-122.

## Language acquisition

### **Is there a critical period for language acquisition?**

4. Fromkin, V., Krashen, S., Curtiss, S., Rigler, D., & Rigler, M. (1974). The development of language in Genie: A case of language acquisition beyond the "critical period." *Brain and Language*, 1, 81-107.
5. Grimshaw, G.M., Adelstein, A., Bryden, M.P., & MacKinnon, G.E. (1998). First-language acquisition in adolescence: evidence for a critical period for verbal language development. *Brain and Language*, 63, 237-255.

### **Social influences on language development**

6. Snow, C.E. (1989). Understanding social interaction and language acquisition: Sentences are not enough. In M.H. Bornstein & J.S. Bruner (Eds.), *Interaction in human development* (pp. 83-104). Hillsdale, NJ: Erlbaum.

### **Using infant-directed speech ("motherese")**

7. Fernald, A., & Kuhl, P.K. (1987). Acoustical determinants of infant preference for motherese speech. *Infant Behavior and Development*, 10, 279-283.
8. Fernald, A., & Mazzie, C. (1991). Prosody and focus in speech to infants and adults. *Developmental Psychology*, 27, 209-221.
9. Werker, J.F., Pegg, J.E., & McLeod, P.J. (1994). A cross-language investigation of infant preference for infant-directed communication. *Infant Behavior and Development*, 17, 323-333.

## Semantic development

10. Ganger, J., & Brent, M.R. (2004). Reexamining the vocabulary spurt. *Developmental Psychology*, 40, 621-632.
11. Huttenlocher, J., & Smiley, P. (1987). Early world meanings: The case of object names. *Cognitive Psychology*, 19, 63-89.
12. Huttenlocher, J., Smiley, P., & Charney, R. (1987). Emergence of action categories in the child: Evidence from verb meanings. *Psychological Review*, 90, 72-93.

## Learning grammar

13. Marcus, G.F. (1995). Children's overregularization of English plurals: A quantitative analysis. *Journal of Child Language*, 22, 447-460.

## Language processing

14. Mattys, S. L., White, L., & Melhorn, J. F. (2005). Integration of multiple speech segmentation cues: A hierarchical framework. *Journal of Experimental Psychology: General*, 134, 477-500.
15. Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of visual and linguistic information in spoken language comprehension. *Science*, 268, 1632-1634.
16. Miller, J. (1981) Effects of speaking rate on segmental distinctions. In P. Eimas, & J. Miller (Eds.), *Perspectives on the Study of Speech* (pp. 39-74).
17. Shannon, R.V., Zeng, F.G., Kamath, V., Wygonski, J., & Ekelid, M. (1995). Speech recognition with primarily temporal cues. *Science*, 270, 303-304.

18. Kraljic, T., Samuel, A.G., & Brennan, S.E. (2008). First impressions and last resorts: How listeners adjust to speaker variability. *Psychological Science*, *19*, 332-338.
19. Galantucci, B., Fowler, C. A., & Goldstein, L. (2009). Perceptuomotor compatibility effects in speech. *Perception & Psychophysics*, *71*, 1138-1149.
20. Pardo, J. S., & Remez, R. E. (2006). The perception of speech. In M. Traxler & M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics, 2nd Edition* (pp. 201-248). New York, NY: Academic Press.
21. Berent, I., & Lennertz, T. (2010). Universal constraints on the sound structure of language: Phonological or acoustic. *Journal of Experimental Psychology: Human Perception & Performance*, *36*, 212-223.
22. Christophe, A., Peperkamp, S., Pallier, C., Block, E., & Mehler, J. (2004) Phonological phrase boundaries constrain lexical access I. Adult data. *Journal of Memory and Language*, *51*(4), 523-547.
23. Viswanathan, N., Magnuson, J. S., & Fowler, C. A. (accepted). Compensation for coarticulation: Disentangling auditory and gestural theories of perception of coarticulatory effects in speech. *Journal of Experimental Psychology: Human Perception and Performance*.
24. Holt, L. L. (2005). Temporally non-adjacent non-linguistic sounds affect speech categorization. *Psychological Science*, *16*, 305-312.

### **Brain development and language**

25. Bates, E., & Dick, F. (2002). Language, gesture, and the developing brain. *Developmental Psychobiology*, *40*, 293-310.
26. Guttorm, T.K., Leppanen, P.H.T., & Poikkeus, A.M. (2005). Brain event-related potentials (ERPs) measured at birth predict later language development in children with and without familial risk for dyslexia. *Cortex*, *41*, 291-303.
27. Vicari, S., Albertoni, A.M., Chilosi, A.M., & Cipriani, P. (2000). Plasticity and reorganization during language development in children with early brain injury. *Cortex*, *36*, 31-46.
28. Liegeois, F., Connelly, A., Cross, H., Boyd, S.G., Gadian, D.G., Vargha-Khadem, F., & Baldeweg, T. (2004). Language reorganization in children with early-onset lesions of the left hemisphere: an fMRI study. *Brain*, *127*, 1229-1236.
29. Lai, C.S.L., Gerrelli, D., Monaco, A.P., Fisher, S.E., & Copp, A.J. (2003). FOXP2 expression during brain development coincides with adult sites of pathology in a severe speech and language disorder. *Brain*, *126*, 2455-2462.
30. Volterra, V. Capirci, O. Pezzini, G., Sabbadini, L., & Vicari, S. (1996). Linguistic abilities in Italian children with Williams syndrome. *Cortex*, *32*, 663-677.
31. Sakai, K.L. (2005). Language acquisition and brain development. *Science*, *310*(5749), 815-819.

### **Language and Thought**

32. Lucy, J. (1999). Entry on "Linguistic Relativity Hypothesis." In *MIT Encyclopedia of Cognitive science*.
33. Boroditsky, L. (2011). How language shapes thought. *Scientific American*, 63-65.
34. Winawer, J., Witthoft, N., Frank, M., Wu, L., Wade, A., & Boroditsky, L. (2007). The Russian Blues reveal effects of language on color discrimination. *Proceedings of the National Academy of Science*, *104*(19), 7780-7785.
35. Majid, A., Bowerman, M., Kita, S., Haun, D. B. M., & Levinson, S. C. (2004). Can language restructure cognition? The case for space. *Trends in Cognitive Sciences*, *8*(3), 108-114.
36. Boroditsky, L. (2001). Does language shape thought?: Mandarin and English speakers' conceptions of time. *Cognitive Psychology*, *43*, 1-22.
37. January, D., & Kako, E. (2007). Re-evaluating evidence for linguistic relativity: Reply to Boroditsky (2001). *Cognition*, *104*, 417-426.

38. Chen, J-Y. (2007). Do Chinese and English speakers think about time differently? Failure of replicating Boroditsky (2001). *Cognition*, 104, 417-426.

### **Cognitive Effects of Bilingualism**

39. Danziger, Shai, & Ward, R. (2010). Language Changes Implicit Associations between Ethnic Groups and Evaluation in Bilinguals. *Psychological Science*, 21(6), 799–800.
40. Bialystok, E., & Craik, F.I.M. (2010). Cognitive and linguistic processing in the bilingual mind. *Current Directions in Psychological Science*, 19, 19-23.
41. Bialystok, E. (1999). Cognitive complexity and attentional control in the bilingual mind. *Child Development*, 70, 636-644.

### **Evolution of Language**

42. Hauser, M., Chomsky, N., & W.T. Fitch (2002). The Faculty of Language: What Is It, Who Has It, and How Did It Evolve? *Science*, 298(5598), 1569-1579.
43. Bever, T., Bever, M., & Montalbetti (2002). Linguistics: Noam's Ark. *Science*, 298(5598), 1565-1566.

### **Pragmatics**

44. Keysar, B., & Henly, N. (2002). Speaker's overestimation of their effectiveness. *Psychological Science*, 13, 207-212.
45. Keysar, B., Barr, D. J., Balin, J. A., & Paek, T. S. (1998). Definite reference and mutual knowledge: Process models of common ground in comprehension. *Journal of Memory and Language*, 39, 1-20.
46. Shatz, M. (1994). Theory of mind and the development of sociolinguistic intelligence in early childhood. In C. Lewis & P. Mitchell (Eds.), *Children's early understanding of mind: Origins and development* (pp. 311-329). Hillsdale, NJ: Erlbaum.