CONTENTS

Preface to the fourth edition	ix	Syllables	35
Illustration credits	×i	Linguistic approaches to syntax	36
How to use this book	xiii	Summary	46
		Questions to think about	46
SECTION A:		Further reading	47
INTRODUCTION	1		
		SECTION B: THE	
I. The study of language	3	BIOLOGICAL AND	
Introduction	3	DEVELOPMENTAL BASE	ES
Why study language and why is it		OF LANGUAGE	49
so difficult?	4	OT EANGUAGE	47
What is language?	5	2.71	-
How has language changed over time?	7	3. The foundations of language	51
What is language for?	9	Introduction	51
The history and methods of		Where did language come from?	51
psycholinguistics	9	Do animals have language?	54
Models in psycholinguistics	16	The biological basis of language	67
Language and the brain	1.7	Is there a critical period for language	
Themes and controversies	r 14.22	development?	73
Summary AM (CRIM	27	The cognitive basis of language	80
Questions to think about	27	The social basis of language	83
Further reading	28	The language development of visually and	
C		hearing-impaired children	85
2. Describing language	30	What is the relation between language and	l
Introduction	30	thought?	88
How to describe speech sounds	30	Summary	100
Consonants	33	Questions to think about	101
Vowels	35	Further reading	101

4. Language development	104	Meaning-based facilitation of visual word	
Introduction	104	recognition	185
What drives language development?	105	Processing morphologically	
The language acquisition device	111	complex words	190
How children develop language	118	Models of visual word recognition	192
Phonological development	120	Coping with lexical ambiguity	198
Lexical and semantic development	125	Summary	207
Syntactic development	136	Questions to think about	208
Summary	150	Further reading	208
Questions to think about	151		
Further reading	151	7. Reading	209
		Introduction	209
5. Bilingualism and second language		The writing system	209
acquisition	153	A preliminary model of reading	210
Introduction	153	The processes of normal reading	212
Bilingualism	153	The neuroscience of adult reading disorders	220
Second language acquisition	158	Models of word naming	227
Evaluation of work on bilingualism and		Connectionist models of dyslexia	233
second language acquisition	162	Comparison of models	237
Summary	162	Summary	239
Questions to think about	163	Questions to think about	240
Further reading	163	Further reading	240
SECTION C: WORD		8. Learning to read and spell	241
RECOGNITION	165	Introduction	241
		Normal reading development	241
(D		Phonological awareness	243
6. Recognizing visual words	167	How should reading be taught?	247
Introduction	167	Learning to spell	248
Basic methods and findings	168	Developmental dyslexia	249
What makes word recognition		Summary	256
easier (or harder)?	171	Questions to think about	256
Attentional processes in visual		Further reading	256
word recognition	177		
Do different tasks give consistent results?	180	9. Understanding speech	258
Is there a dedicated visual word		Introduction	258
recognition system?	183	Recognizing speech	258

Models of speech recognition	267	12. Comprehension	360
The neuroscience of spoken word		Introduction	360
recognition	281	Memory for text and inferences	362
Summary	282	Reference and ambiguity	372
Questions to think about	283	Models of text processing	377
Further reading	283	Individual differences in	
		comprehension skills	386
SECTION D: MEANING		The neuroscience of text processing	388
AND USING		Summary	390
LANGUAGE	285	Questions to think about	391
		Further reading	391
10. Understanding the structure of		CECTION E PROPUST	
sentences	287	SECTION E: PRODUCT	
Introduction	287	AND OTHER ASPECTS	
Dealing with structural ambiguity	288	OF LANGUAGE	393
Early work on parsing	291		
Processing structural ambiguity	295	13. Language production	395
Gaps, traces, and unbounded dependencies	310	Introduction	395
The neuroscience of parsing	312	Slips of the tongue	396
Summary	316	Syntactic planning	402
Questions to think about	317	Lexicalization	410
Further reading	317	Phonological encoding	426
		The analysis of hesitations	430
11.Word meaning	319	The neuroscience of speech production	433
Introduction	319	Writing and agraphia	444
Classic approaches to semantics	321	Summary	446
Semantic networks	322	Questions to think about	447
Semantic features	325	Further reading	447
Family resemblance models	333		
Combining concepts	336	14. How do we use language?	449
Figurative language	337	Introduction	449
The neuroscience of semantics	339	Making inferences in conversation	449
Connectionist approaches to semantics	351	The structure of conversation	453
Summary	357	Collaboration in dialog	454
Questions to think about	358	Sound and vision	456
Further reading	358	Summary	458

CONTENTS

viii

Questions to think about	459	Some growth areas?	477
Further reading	459	Conclusion	480
15. The structure of the language		Questions to think about	480
system	460	Appendix: Connectionism	481
Introduction	460	Interactive activation models	481
What are the modules of language?	461	Back-propagation	483
How many lexicons are there?	462	Further reading	485
Language and short-term memory	468		
Summary	473	Glossary	486
Questions to think about	474	Example of sentence	
Further reading	474	analysis	494
16. New directions	475	References	495
Introduction	475	Author index	569
Themes in psycholinguistics revisited	475	Subject index	590