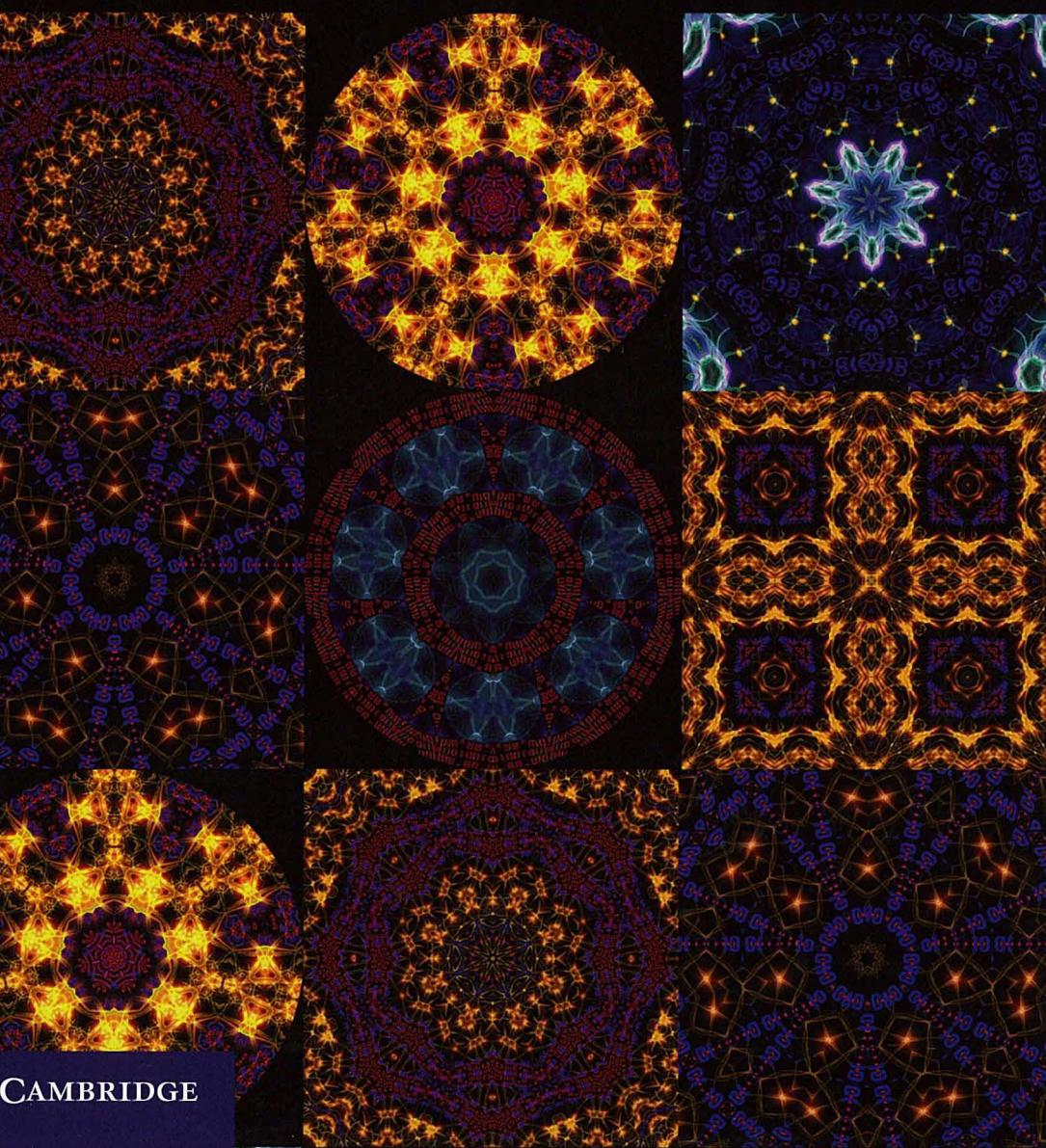


South and Southeast Asian Psycholinguistics

Edited by Heather Winskel and Prakash Padakannaya



CAMBRIDGE

References

- Aaron, P. G. (1982). The neuropsychology of developmental dyslexia. In R. N. Malatesha & P. G. Aaron (eds.), *Reading Disorders: Varieties and Treatments* (pp. 69–92). New York: Academic Press.
- Aaron, P. G., & Joshi, R. M. (eds.). (1989). *Reading and Writing Disorders in Different Orthographic Systems*. Dordrecht: Kluwer.
- (2006). Learning to spell from print and learning to spell from speech: a study of spelling of children who speak Tamil, a Dravidian language. In M. Joshi & P. G. Aaron (eds.), *Handbook of Orthography and Literacy* (pp. 551–568). Mahwah, NJ: Lawrence Erlbaum.
- Aaron, P. G., Joshi, R. M., Boulware-Gooden, R., & Bentum, K. (2008). Diagnosis and treatment of reading disabilities based on the Component Model of reading: an alternative to the Discrepancy Model of Learning Disabilities. *Journal of Learning Disabilities*, *41*, 67–68.
- Abramson, A. S. (1962). *The Vowels and Tones of Standard Thai: Acoustical Measurements and Experiments*. Bloomington, IN: Indiana University Research Center.
- (1972). Tonal experiments with whispered Thai. In A. Valdman (ed.), *Papers on Linguistics and Phonetics to the Memory of Pierre Delattre* (pp. 29–44). The Hague: Mouton.
- (1975). The tones of Central Thai: some perceptual experiments. In J. G. Harris & J. R. Chamberlain (eds.), *Studies in Tai Linguistics in Honor of William J. Gedney* (pp. 1–16). Bangkok: Central Institute of English Language.
- (1978). Static and dynamic acoustic cues in distinctive tones. *Language and Speech*, *21*, 319–325.
- (1979). The coarticulation of tones. In T. L. Thongkum, V. Panupong, P. Kullavaijaya & K. Tingsabdh (eds.), *Studies in Tai and Mon-Khmer Phonetics and Phonology* (pp. 1–9). Bangkok: Chulalongkorn University Press.
- (1997). The Thai tonal space. In A. S. Abramson (ed.), *Southeast Asian Linguistic Studies in Honor of Vichin Panupong* (pp. 1–10). Bangkok: Chulalongkorn University Press.
- Abramson, A. S., & Luangthongkum, T. (2009). A fuzzy boundary between tone languages and voice-register languages. In G. Fant, H. Fujisaki & J. Shen (eds.), *Frontiers in Phonetics and Speech Science* (pp. 149–155). Beijing: Commercial Press.
- Abramson, A. S., & Tingsabdh, K. (1999). Thai final stops: cross-language perception. *Phonetica*, *56*, 111–122.

- Abramson, A. S., L-Thongkum, T., & Nye, P. W. (2004). Voice register in Suai (Kuai): an analysis of perceptual and acoustic data. *Phonetica*, *61*, 147–171.
- Abramson, A. S., Nye, P. W., & Luangthongkum, T. (2007). Voice register in Khmu': experiments in production and perception. *Phonetica*, *64*, 80–104.
- Abu-Rabia, S., & Taha, H. (2004). Reading and spelling error analysis of native Arabic dyslexic readers. *Reading and Writing: An Interdisciplinary Journal*, *17*, 651–689.
- Adams, A.-M., & Gathercole, S. E. (2000). Limitations in working memory: implications for language development. *International Journal of Language and Communication Disorders*, *35*, 95–116.
- Adams, K. L., & Conklin, N. F. (1973). Towards a theory of natural classification. In C. Corum, T. C. Smith-Clark & A. Weiser (eds.), *Papers from the 9th Regional Meeting of the Chicago Linguistic Society* (pp. 1–10). Chicago, IL: University of Chicago Press.
- Adamson, M. M., & Hellige, J. B. (2006). Hemispheric differences for identification of words and nonwords in Urdu–English bilinguals. *Neuropsychology*, *20*, 232–248.
- Ahmad, R. (2008). Scripting a new identity: the battle for Devanagari in nineteenth-century India. *Journal of Pragmatics*, *40*, 1163–1183.
- Ahrens, K. (1994). Classifier production in normals and aphasics. *Journal of Chinese Linguistics*, *22*, 203–247.
- Aikhenvald, A. Y. (2003). *Classifiers: A Typology of Noun Categorization*. New York: Oxford University Press.
- Akila, P. (2000). Phonological awareness and orthographic skill in Tamil-speaking children. MSc dissertation, University of Mysore, Mysore.
- Aksu, A. (1978). Aspect and modality in the child's acquisition of the Turkish past tense. PhD dissertation, University of California, Berkeley.
- Albert, M. L., & Obler, L. K. (1978). *The Bilingual Brain: Neuropsychological and Neurolinguistic Aspects of Bilingualism*. New York: Academic Press.
- Alcock, K. J., & Ngorosho, D. (2003). Learning to spell a regularly spelled language is not a trivial task: patterns of errors in Kiswahili. *Reading and Writing: An Interdisciplinary Journal*, *16*, 635–666.
- Allan, K. (1977). Classifiers. *Language*, *53*, 285–311.
- Allen, S. (1980). The influence of the listener on code-switching. *Language Learning*, *27*, 331–339.
- Allen, S., & Zuengler, J. (1983). Accommodation theory: an explanation for style shifting in second language dialects. In N. Wolfson & E. Judd (eds.), *Sociolinguistics and Language Acquisition* (pp. 195–213). Rowley, MA: Newbury House.
- Allen, S. E. M. (2000). A discourse pragmatic explanation for argument representation in child Inuktitut. *Linguistics*, *38*, 438–521.
- Allopenna, P., Magnuson, J., & Tanenhaus, M. (1998). Tracking the time course of spoken-word recognition using eye movements: evidence for continuous mapping models. *Journal of Memory and Language*, *38*, 419–439.
- Almabruk, A. A., Paterson, K., McGowan, V., & Jordan, T. (2011). Evaluating effects of divided hemispheric processing on word recognition in foveal and extrafoveal displays: the evidence from Arabic. *PLoS One*, *6*(4), 1–9.

- Almor, A., Kempler, D., Andersen, E. S., MacDonald, M. C., Hayes, U. L., & Hintiryan, H. (2002). The production of regularly and irregularly inflected nouns and verbs in Alzheimer's and Parkinson's patients. *Brain and Language*, *83*, 149–151.
- Altmann, G. T. M. (2011). Language mediated eye movements. In S. Liversedge, I. Gilchrist & S. Everling (eds.), *Oxford Handbook of Eye Movements* (pp. 979–1003). Oxford: Oxford University Press.
- Altmann, G. T. M., & Kamide, Y. (2009). Discourse-mediation of the mapping between language and the visual world. *Cognition*, *111*, 55–71.
- Aman, N. (1999). How to ask what in Malay: the acquisition of wh-questions in Singapore Malay. PhD dissertation, University of Delaware.
- (2007). *The Acquisition of Malay Wh-questions*. Munich: Lincom Europa Academic Publications.
- Aman, N., Cole, P., & Hermon, G. (2009). Headless relative clauses and wh-questions in Singapore Malay. In L. Uyechi & L.-H. Wee (eds.), *Reality Exploration and Discovery: Pattern Interaction in Language and Life* (pp. 201–212). Stanford, CA: Center for the Study of Linguistics and Information.
- Andersen, R. W., & Shirai, Y. (1996). Primacy of aspect in first and second language acquisition: the pidgin/creole connection. In W. C. Ritchie & T. K. Bhatia (eds.), *Handbook of Second Language Acquisition* (pp. 527–570). San Diego, CA: Academic Press.
- Anderson, S. E., & Spivey, M. J. (2009). The enactment of language: decades of interactions between linguistic and motor processes. *Language and Cognition*, *1*, 87–111.
- Andruski, J. E., & Costello, J. (2004). Using polynomial equations to model pitch contour shape in lexical tones: an example from Green Mong. *Journal of the International Phonetic Association*, *34*, 125–140.
- Andruski, J. E., & Ratliff, M. (2000). Phonation types in production of phonological tone: the case of Green Mong. *Journal of the International Phonetic Association*, *30*, 37–61.
- Angele, B., & Rayner, K. (2011). Parafoveal processing of word *n* + 2 during reading: do the preceding words matter? *Journal of Experimental Psychology: Human Perception and Performance*, *37*, 1210–1220.
- Angele, B., Slattery, T. J., Yang, J., Kliegl, R., & Rayner, K. (2008). Parafoveal processing in reading: manipulating *n* + 1 and *n* + 2 previews simultaneously. *Visual Cognition*, *16*, 697–707.
- Anthony, J. L., & Francis, D. J. (2005). Development of phonological awareness. *Current Directions in Psychological Science*, *14*, 255–259.
- Antinucci, F., & Miller, R. (1976). How children talk about what happened. *Journal of Child Language*, *3*, 169–189.
- Aoyama, K. (2003). Perception of syllable-initial and syllable-final nasals in English by Korean and Japanese speakers. *Second Language Research*, *19*, 251–265.
- Aoyama, K., Flege, J. E., Guion, S. G., Akahane-Yamada, R., & Yamada, T. (2004). Perceived phonetic dissimilarity and L2 speech learning: the case of Japanese /r/ and English /l/ and /r/. *Journal of Phonetics*, *32*, 233–250.
- April, R. S., & Tse, P. C. (1977). Crossed aphasia in a Chinese bilingual dextral. *Archives of Neurology*, *34*, 766–770.

- Arnold, J. E. (2003). Multiple constraints on reference form: null, pronominal and full reference in Mapudungun. In J. W. D. Bois, L. E. Kumpf & W. J. Ashby (eds.), *Preferred Argument Structure* (pp. 225–245). Amsterdam: John Benjamins.
- Aroonmanakun, W. (2002). Collocation and Thai word segmentation. In T. Theeramunkong & V. Sornlertlamvanich (eds.), *Proceedings of the 5th Symposium on Natural Language Processing and the 5th Oriental COCOSDA (International Committee for the Coordination and Standardization of Speech Databases and Assessment Techniques) Workshop* (pp. 68–75). Sirindhorn International Institute of Technology.
- (2007). Thoughts on word and sentence segmentation in Thai. Paper presented at the *7th Symposium on Natural Language Processing*, Pattaya, Thailand.
- Arshad, M. A., & Subramaniam, V. (2006). Pemerolehan morfologi dan sintaksis dalam kalangan kanak-kanak melayu pada peringkat menjelang tatabahasa [The acquisition of morphology and syntax among Malay children at the pre-language stage]. *Jurnal Dewan*, 6, 112–120.
- Asher, R. E. (1982). *Tamil*. Amsterdam: North-Holland.
- Asher, R. E., & Annamalai, E. (2002). *Colloquial Tamil: The Complete Course for Beginners*. London: Routledge.
- Asher, R. E., & Keane, E. L. (2005). Diphthongs in colloquial Tamil. In W. J. Hardcastle & J. M. Beck (eds.), *A Figure of Speech: A Festschrift for John Laver* (pp. 147–171). Hillsdale, NJ: Lawrence Erlbaum.
- Astington, J. W. (1988). Promises: words or deeds? *First Language*, 8, 259–270.
- Au, T. K., & Markman, E. M. (1987). Acquiring word meanings via linguistic contrasts. *Cognitive Development*, 58, 1021–1034.
- Awang, S. (2004). *Teras pendidikan bahasa Melayu: Asas pegangan guru [Core of Malay language education: Teachers' foundational beliefs]*. Bentong, Pahang: PTS Publications Sdn Bhd.
- Aydin, M., Herzog, M. H., & Öğmen, H. (2011). Attention modulates spatio-temporal grouping. *Vision Research*, 51, 435–446.
- Baddeley, A. D. (1966). Short-term memory for word sequences as a function of acoustic, semantic and formal similarity. *Quarterly Journal of Experimental Psychology*, 18A, 362–365.
- (2000). The episodic buffer: a new component of working memory? *Trends in Cognitive Sciences*, 4, 417–423.
- Baddeley, A. D., & Wilson, B. (1988). Comprehension and working memory: a single case of neuropsychological study. *Journal of Memory and Language*, 27, 479–498.
- Baddeley, A. D., Gathercole, S. E., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, 105, 158–173.
- Bai, X., Yan, G., Liversedge, S. P., Zang, C., & Rayner, K. (2008). Reading spaced and unspaced Chinese text: evidence from eye movements. *Journal of Experimental Psychology: Human Perception and Performance*, 34, 1277–1287.
- Ball, M. J. (1988). LARSP to LLARSP: the design of a grammatical profile for Welsh. *Clinical Linguistics and Phonetics*, 2, 55–73.
- (1992). *The Clinician's Guide to Linguistic Profiling*. London: Whurr.
- Ball, M. J., Crystal, D., & Fletcher, P. (eds.). (2012). *Assessing Grammar: The Languages of LARSP*. Clevedon, UK: Multilingual Matters.

- Balota, D. A., Yap, M. J., Cortese, M. J., Hutchison, K. I., Kessler, B., Loftis, B., Neely, J. H., Nelson, D. L., Simpson, G. B., & Treiman, R. (2007). The English lexicon project. *Behavior Research and Methods*, *39*, 445–459.
- Bamberg, M. G. W. (1987). *The Acquisition of Narratives: Learning to Use Language*. Berlin: Mouton de Gruyter.
- Barry, J. G., & Blamey, P. J. (2004). The acoustic analysis of tone differentiation as a means for assessing tone production in speakers of Cantonese. *Journal of the Acoustical Society of America*, *116*, 1739–1748.
- Barsalou, L. W., Huttenlocher, J., & Lamberts, K. (1998). Basing categorization on individuals and events. *Cognitive Psychology*, *36*, 203–272.
- Bates, E. (1979). *Language and Context: Studies in the Acquisition of Pragmatics*. New York: Academic Press.
- Bates, E., Bretherton, I., & Snyder, L. (1988). *From First Words to Grammar: Individual Differences and Dissociable Mechanisms*. Cambridge: Cambridge University Press.
- Bavin, E. L. (2000). Ellipsis in Warlpiri children's narratives: an analysis of frog stories. *Linguistics*, *38*, 569.
- Bednarek, D., Saldaña, D., & García, I. (2009). Visual versus phonological abilities in Spanish dyslexic boys and girls. *Brain and Cognition*, *70*, 273–278.
- Beebe, L. M. (1980). Sociolinguistic variation and style shifting in second language acquisition. *Language Learning*, *30*, 433–448.
- Beebe, L. M., & Zuengler, J. (1983). Accommodation theory: an explanation for style shifting in second language dialects. In N. Wolfson & E. Judd (eds.), *Sociolinguistics and Language Acquisition* (pp. 195–213). Rowley, MA: Newbury House.
- Beeman, M., & Chiarello, C. (1998). Complementary right and left hemisphere language comprehension. *Current Directions in Psychological Science*, *7*, 2–8.
- Bentivoglio, P. (1991). Full NPs in spoken Spanish: a discourse profile. In W. J. Ashby, M. Mithun, G. Perissinotto & E. Raposo (eds.), *Linguistic Perspectives on the Romance Languages: Selected Papers from the 21st Linguistic Symposium on Romance Languages (LSRL XXI)* (pp. 211–224). Amsterdam: John Benjamins.
- (1998). The late acquisition of preferred argument structure in Venezuelan spoken Spanish. In B. Caron (ed.), *Proceedings of the 15th International Congress of Linguists, CD-ROM 0126*. Amsterdam: Elsevier.
- Berent, I., & Perfetti, C. A. (1995). A rose is a REEZ: the two-cycles model of phonological assembly in reading English. *Psychological Review*, *102*, 146–184.
- Bergen, B., & Wheeler, K. (2010). Grammatical aspect and mental simulation. *Brain and Language*, *112*, 150–158.
- Bergman, M. L., & Kasper, G. (1993). Perception and performance in native and non-native apology. In G. Kasper & S. Blum-Kulka (eds.), *Interlanguage Pragmatics* (pp. 82–92). Oxford: Oxford University Press.
- Berko, J. (1958). The child's learning of English morphology. *Word*, *17*, 150–177.
- Berman, R. A. (2009). Beyond the sentence: language development in narrative contexts. In E. Bavin (ed.), *Handbook of Child Language* (pp. 354–375). Cambridge: Cambridge University Press.

- Berman, R. A., & Slobin, D. I. (eds.) (1994). *Different Ways of Relating Events in Narrative: A Crosslinguistic Developmental Study*. Hillsdale, NJ: Lawrence Erlbaum.
- Besner, D. (1990). Does the reading system need a lexicon? In D. Balota, G. B. F. d'Arcais & K. Rayner (eds.), *Comprehension Processes in Reading* (pp. 73–99). Hillsdale, NJ: Lawrence Erlbaum.
- Best, C. (1995). A direct realist view of cross-language speech perception. In W. Strange (ed.), *Speech Perception and Linguistic Experience: Issues in Cross-Language Research* (pp. 171–203). Timonium, MD: York Press.
- Betjemann, R. S., Keenan, J. M., Olson, R. K., & DeFries, J. C. (2011). Choice of reading comprehension test influences the outcomes of genetic analyses. *Scientific Studies of Reading*, 15, 363–382.
- Bhat, S. (2006). Code mixing and code switching in bilingual aphasics. PhD dissertation, University of Mysore, Mysore, India.
- Bhat, S., & Chengappa, S. (2005). Code switching in normal and aphasic Kannada–English bilinguals. In J. Cohen, K. McAlister, K. Rolstad & J. McSwan (eds.), *Proceedings of 4th International Symposium on Bilingualism* (pp. 306–316). Somerville, MA: Cascadilla Press.
- Bhatia, T. K., & Ritchie, W. C. (1996). Bilingual language mixing, universal grammar and second language acquisition. In W. C. Ritchie & T. K. Bhatia (eds.), *Handbook of Second Language Acquisition* (pp. 627–689). San Diego, CA: Academic Press.
- Bhattacharyya, A. (1943). On a measure of divergence between two statistical populations defined by their probability distributions. *Bulletin of the Calcutta Mathematical Society*, 35, 99–109.
- Bialystok, E. (2002). Acquisition of literacy in bilingual children: a framework for research. *Language Learning*, 52, 159–199.
- (2007). Acquisition of literacy in bilingual children: a framework for research. *Language Learning*, 57, 45–77.
- Bickel, B. (1997). Spatial operations in deixis, cognition, and culture: where to orient oneself in Belhare. In J. Nuyts & E. Pederson (eds.), *Language and Conceptualization* (pp. 46–83). New York: Cambridge University Press.
- Bickerton, D. (1981). *Roots of Language*. Ann Arbor, MI: Karoma.
- (1984). The language bioprogram hypothesis. *Behavioral and Brain Sciences*, 7, 173–188.
- Bidelman, G. M., Gandour, J. T., & Krishnan, A. (2011). Cross-domain effects of music and language experience on the representation of pitch in the human auditory brainstem. *Journal of Cognitive Neuroscience*, 23, 425–434.
- Biq, Y. O. (2004). Construction, reanalysis, and stance: 'V yi ge N' and variations in Mandarin Chinese. *Journal of Pragmatics*, 36, 1655–1672.
- Bird, H., Lambon Ralph, M. A., Seidenberg, M. S., McClelland, J. L., & Patterson, K. (2003). Deficits in phonology and past-tense morphology: what's the connection? *Journal of Memory and Language*, 48, 502–526.
- Bittner, D., Dressler, W., & Kilani-Schoch, M. (2003). *Development of Verb Inflection in First Language Acquisition: A Cross-Linguistic Perspective*. Berlin: Mouton de Gruyter.
- Blachman, B. A., Tangel, D. M., Ball, E. W., Black, R. S., & McGraw, C. (1999). Developing phonological awareness and word recognition skills: a two-year

- intervention with low-income, inner-city children. *Reading and Writing: An Interdisciplinary Journal*, **11**, 239–273.
- Blessy, G. (2007). A study on processing of Tamil orthographic attributes. MPhil dissertation, University of Mysore, Mysore, India.
- Bloom, L., Lifter, K., & Hafitz, J. (1980). Semantics of verbs and the development of verb inflection in child language. *Language*, **56**, 386–412.
- Blount, B. G., & Padgug, E. J. (1977). Prosodic, paralinguistic and interactional features in parent-child speech: English and Spanish. *Journal of Child Language*, **4**, 67–86.
- Blumenfeld, H. K., & Marian, V. (2007). Constraints on parallel activation in bilingual spoken language processing: examining proficiency and lexical status using eye-tracking. *Language and Cognitive Processes*, **22**, 633–660.
- Boden, C., & Giaschi, D. (2007). M-stream deficits and reading-related visual processes in developmental dyslexia. *Psychological Bulletin*, **133**, 346–366.
- Boersma, P., & Weenink, D. (2009). *Praat: Doing Phonetics by Computer* (version 5.1.04). www.praat.org
- Bornkessel-Schlesewsky, I., & Schlesewsky, M. (2009). *Processing Syntax and Morphology: A Neurocognitive Perspective*. Oxford: Oxford University Press.
- Bornstein, M. H., Tal, J., Rahn, C., Galperin, C. Z., Pecheux, M.-G., Lamour, M., & Tamis-LeMonda, C. S. (1992). Functional analysis of the contents of maternal speech to infants of 5 and 13 months in four cultures: Argentina, France, Japan, and the United States. *Developmental Psychology*, **28**, 593–603.
- Bosse, M.-L., Tainturier, M. J., & Valdois, S. (2007). Developmental dyslexia: the visual attention span deficit hypothesis. *Cognition*, **104**, 198–230.
- Boudelaa, S., & Marslen-Wilson, W. D. (2001). Morphological units in the Arabic mental lexicon. *Cognition*, **81**, 65–92.
- (2005). Discontinuous morphology in time: Incremental masked priming in Arabic. *Language and Cognitive Processes*, **20**, 207–260.
- Bowerman, M. (1975). The acquisition of word meaning: an investigation of some current conflicts. Paper presented at the 3 International Child Language Symposium, London.
- (1996). The origins of children's spatial semantic categories: cognitive vs. linguistic determinants. In J. J. Gumperz & S. C. Levinson (eds.), *Rethinking Linguistic Relativity* (pp. 145–176). Cambridge: Cambridge University Press.
- Bowerman, M., & Choi, S. (2001). Shaping meanings for language: universal and language-specific in the acquisition of spatial semantic categories. In M. Bowerman & S. C. Levinson (eds.), *Language Acquisition and Conceptual Development* (pp. 475–511). Cambridge: Cambridge University Press.
- (2003). Space under construction: language-specific spatial categorization in first language acquisition. In D. Gentner & S. Goldin-Meadow (eds.), *Language in Mind: Advances in the Study of Language and Thought* (pp. 387–427). Cambridge, MA: MIT Press.
- Bowerman, M., & Levinson, S. (eds.) (2001). *Language Acquisition and Conceptual Development*. Cambridge: Cambridge University Press.
- Braber, N., Patterson, K., Ellis, K., & Lambon Ralph, M. (2005). The relationship between phonological and morphological deficits in Broca's aphasia: further evidence from errors in verb inflection. *Brain and Language*, **92**, 278–287.
- Bradley, C. B. (1911). Graphic analysis of the tone-accents of the Siamese language. *Journal of the American Oriental Society*, **31**, 282–289.

- Bradley, L., & Bryant, P. (1983). Categorizing sounds and learning to read a causal connection. *Nature*, *301*, 419–421.
- Braine, M. D. S. (1976). Children's first word combinations. *Monographs of the Society for Research in Child Development*, *41*, 1–97.
- Bright, W. (1996). The Tamil syllabic alphabet. In P. Daniels & W. Bright (eds.), *The World's Writing Systems* (pp. 492–496). New York: Oxford University Press.
- (2000). A matter of typology: alphasyllabaries and abugidas. *Studies in the Linguistic Sciences*, *30*, 63–71.
- Broca, P. P. (1861). Loss of speech, chronic softening and partial destruction of the anterior left lobe of the brain. *Bulletin de la Société Anthropolistique*, *2*, 235–238.
- (1865). Sur la faculté du langage articulé. *Bulletin de la Société Anthropolistique*, *6*, 493–494.
- Broersma, M. (2005). Perception of familiar contrasts in unfamiliar positions. *Journal of the Acoustical Society of America*, *117*, 3890–3901.
- Bronckart, J. P., & Sinclair, H. (1973). Time, tense, and aspect. *Cognition*, *2*, 107–130.
- Brown, P. (1998). Early Tzeltal verbs: argument structure and argument presentation. *Proceedings of the Annual Child Language Research Forum*, *29*, 129–140.
- Brown, R. (1973). *A First Language: The Early Stages*. Cambridge, MA: Harvard University Press.
- Brunelle, M., Nguyen, D. D., & Nguyen, K. H. (2010). A laryngographic and laryngoscopic study of Northern Vietnamese tones. *Phonetica*, *67*, 147–169.
- Bryant, G., & Barrett, C. (2007). Recognising intentions in infant-directed speech. *Psychological Science*, *18*, 746–751.
- Budwig, N., & Chaudhary, N. (1996). Hindi-speaking caregivers' input: towards an integration of typological and language socialization approaches. In A. Stringfellow, D. Cahama-Am, E. Hughes & A. Zukowski (eds.), *Proceedings of the 20th Annual Boston University Conference on Language Development* (vol. 1, pp. 135–145). Somerville, MA: Cascadilla Press.
- Burnham, D., Kim, J., Davis, C., Ciocca, V., Schoknecht, C., Kasisopa, B., & Luksaneeyanawin, S. (2011). Are tones phones? *Journal of Experimental Child Psychology*, *108*, 693–712.
- Burnham, D., Kitamura, C., & Vollmer-Conna, U. (2002). What's new pussycat: on talking to animals and babies. *Science*, *296*, 1435.
- Burnham, D., Tsukada, K., Jones, C., Rungrojsuwan, S., Krachaikiat, N., & Luksaneeyanawin, S. (2006). The development of lexical tone production in Thai children, 18 months to 6 years: relationships with language milestones? In *Proceedings of the 7th International Seminar on Speech Production*, 107.
- Bybee, J. L., Perkins, R., & Pagliuca, W. (1994). *The Evolution of Grammar: Tense, Aspect, and Modality in the Languages of the World*. Chicago, IL: University of Chicago Press.
- Byrne, B. (1996). The learnability of the alphabetic principle: children's initial hypotheses about how print represents spoken language. *Applied Psycholinguistics*, *17*, 401–426.
- (1998). *The Foundation of Literacy: The Child's Acquisition of the Alphabetic Principle*. Hove, UK: Psychology Press.
- Byrne, B., & Fielding-Barnsley, R. (1991). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology*, *83*, 451–455.

- (1993). Evaluation of a program to teach phonemic awareness to young children: a 1-year follow-up. *Journal of Educational Psychology, 85*, 104–111.
- Byrne, B., Coventry, W. L., Olson, R. K., Samuelsson, S., Corley, R., Willcutt, E. G., Wadsworth, S., & DeFries, J. C. (2009). Genetic and environmental influences on aspects of literacy and language in early childhood: continuity and change from preschool to Grade 2. *Journal of Neurolinguistics, 22*, 219–236.
- Byrne, B., Olson, R. K., Samuelsson, S., Wadsworth, S., Corley, R., DeFries, J. C., & Willcutt, E. (2006). Genetic and environmental influences on early literacy skills: a review and update. *Journal of Research in Reading, 29*, 33–49.
- Byrne, B., Wadsworth, S., Corley, R., Samuelsson, S., Quain, P., DeFries, J. C., Willcutt, E., & Olson, R. K. (2005). Longitudinal twin study of early literacy development: preschool and kindergarten phases. *Scientific Studies of Reading, 9*, 219–235.
- Callaghan, T., Moll, H., Rakoczy, H., Warneken, F., Liszkowski, U., Behne, T., & Tomasello, M. (2011). Early social cognition in three cultural contexts. *Monographs of the Society for Research in Child Development, 76*, 1–142.
- Caravolas, M. (2004). Spelling development in alphabetic writing systems: a crosslinguistic perspective. *European Psychologist, 9*, 3–14.
- Caravolas, M., & Bruck, M. (1993). The effect of oral and written language input on children's phonological awareness: a cross-linguistic study. *Journal of Experimental Child Psychology, 55*, 1–30.
- Caravolas, M., Hulme, C., & Snowling, M. (2001). The foundations of spelling ability: evidence from a three-year longitudinal study. *Journal of Memory and Language, 45*, 751–774.
- Cardoso-Martins, C. (1995). Sensitivity to rhymes, syllables and phonemes in literacy acquisitio in Portugese. *Reading Research Quarterly, 30*, 808–828.
- Carey, S., & Bartlett, E. (1978). Acquiring a single new word. *Papers and Reports on Child Language Development, 15*, 17–29.
- Carpenter, K. (1991). Later rather than sooner: extralinguistic categories in the acquisition of Thai classifiers. *Journal of Child Language, 18*, 93–113.
- (1987). How children learn to classify nouns in Thai. PhD dissertation, Stanford University, Palo Alto, CA.
- Carpenter, M., Nagell, K., & Tomasello, M. (1998). Social cognition, joint attention, and communicative competence from 9 to 15 months of age. *Monographs of the Society for Research in Child Development, 63*, i–vi.
- Carroll, J. M., Snowling, M. J., Hulme, C., & Stevenson, J. (2003). The development of phonological awareness in preschool children. *Developmental Psychology, 39*, 913–923.
- Cattaneo, C., Facoetti, A., Galli, R., Lorusso, M. L., Molteni, M., & Ruffino, M. (2010). Multisensory spatial attention deficits are predictive of phonological decoding skills in developmental dyslexia. *Journal of Cognitive Neuroscience, 22*, 1011–1025.
- Chafe, W. L. (1976). Givenness, contrastiveness, definiteness, subjects, topics and point of view. In C. N. Li (ed.), *Subject and Topic* (pp. 25–55). New York: Academic Press.
- Chambers, S. M. (1979). Letter and order information in lexical access. *Journal of Verbal Learning and Verbal Behavior, 18*, 225–241.

- Chan, A., Lieven, E., & Tomasello, M. (2009). Children's understanding of the agent-patient relations in the transitive construction: cross-linguistic comparisons between Cantonese, German, and English. *Cognitive Linguistics*, *20*, 267–300.
- Chan, C., & Siegel, L. (2001). Phonological processing in reading Chinese among normally achieving and poor readers. *Journal of Experimental Child Psychology*, *80*, 23–43.
- Chandrasekaran, B., Gandour, J. T., & Krishnan, A. (2007). Neuroplasticity in the processing of pitch dimensions: a multidimensional scaling analysis of the mismatch negativity. *Restorative Neurology and Neuroscience*, *25*, 195–210.
- Chandrasekaran, B., Krishnan, A., & Gandour, J. T. (2007a). Experience-dependent neural plasticity is sensitive to shape of pitch contours. *Neuroreport*, *18*, 1963–1967.
- (2007b). Mismatch negativity to pitch contours is influenced by language experience. *Brain Research*, *1128*, 148–156.
- (2009). Relative influence of musical and linguistic experience on early cortical processing of pitch contours. *Brain and Language*, *108*, 1–9.
- Chao, J. Z., & Han, J. T. (eds.) (2005). *Modern Chinese Dictionary*, 5th edn. Beijing: Commercial Press.
- Chao, Y. R. (1930). A system of tone letters. *Le Maître Phonétique*, *30*, 24–27.
- (1948). *Mandarin Primer: An Intensive Course in Spoken Chinese*. Cambridge, MA: Harvard University Press.
- Chapman, R. S., Kay-Raining Bird, E., & Schwartz, S. E. (1990). Fast mapping of words in event contexts by children with Down syndrome. *Journal of Speech and Hearing Disorders*, *55*, 761–770.
- Chen, H. C., & Juola, J. F. (1982). Dimensions of lexical coding in Chinese and English. *Memory and Cognition*, *10*, 216–224.
- Chen, H. C., Vaid, J., Bortfeld, H., & Boas, D. A. (2008). Optical imaging of phonological processing in two distinct orthographies. *Experimental Brain Research*, *184*, 427–433.
- Chen, J., & Shirai, Y. (2010). The development of aspectual marking in Mandarin Chinese. *Applied Psycholinguistics*, *31*, 1–28.
- Chen, M., & Wang, W. S.-Y. (1975). Sound change: actuation and implementation. *Language*, *51*, 255–281.
- Chen, X., Anderson, R. C., Li, W., Hao, M., Wu, X., & Shu, H. (2004). Phonological awareness of bilingual and monolingual Chinese children. *Journal of Educational Psychology*, *96*, 142–151.
- Chen, X., Liu, M., Li, B., Cen, G., Chen, H., & Wang, L. (2000). Maternal authoritative and authoritarian attitudes and mother-child interactions and relationships in urban China. *International Journal of Behavioral Development*, *24*, 119–126.
- Cheng, K., Fujita, H., Kanno, I., Miura, S., & Tanaka, K. (1995). Human cortical regions activated by wide-field visual motion: an H₂(15)O PET study. *Journal of Neurophysiology*, *74*, 413–427.
- Cheng, L. L. S., & Sybesma, R. (1999). Bare and not-so-bare nouns and the structure of NP. *Linguistic Inquiry*, *30*, 509–542.

- Chengappa, S., Bhat, S., & Padakannaya, P. (2004). Reading and writing skills in multilingual and multiliterate aphasics: two case studies. *Reading and Writing: An Interdisciplinary Journal*, *17*, 121–135.
- Chengappa, S., Daniel, K. E., & Bhat, S. (2004). Language mixing and switching in Malayalam–English bilingual aphasics. *Asia Pacific Disability Rehabilitation Journal*, *15*, 68–76.
- Chengappa, S., Shivashankar, N., Vishnu, K. K., Hema, N., & Deepa, M. S. (2011). *Test of Language Proficiency*, Developed for the ongoing project entitled Language and Brain Organization in Normative Multilingualism funded by Department of Science and Technology (DST), Government of India.
- Cheung, H., Chen, H.-C., Lai, C. Y., Wong, O. C., & Hills, M. (2001). The development of phonological awareness: effects of spoken language experience and orthography. *Cognition*, *81*, 227–241.
- Cheung, H., McBride-Chang, C., & Tong, X. (2011). Learning a nonalphabetic script and its impact on the later development of English as a second language. In A. Y. Durgunoğlu & C. Goldenberg (eds.), *Language and Literacy Development in Bilingual Settings* (pp. 168–187). New York: Guilford Press.
- Chien, Y.-C., Lust, B., & Chiang, C.-P. (2003). Chinese children's comprehension of count-classifiers and mass-classifiers. *Journal of East Asian Linguistics*, *12*, 91–120.
- Childers, J. B., Vaughan, J., & Burquest, D. A. (2007). Joint attention and word learning in Ngas-speaking toddlers in Nigeria. *Journal of Child Language*, *34*, 199–225.
- Choi, S., & Bowerman, M. (1991). Learning to express motion events in English and Korean: the influence of language-specific lexicalisation patterns. *Cognition*, *41*, 83–121.
- Choi, S., McDonough, L., Bowerman, M., & Mandler, J. M. (1999). Early sensitivity to language-specific spatial categories in English and Korean. *Cognitive Development*, *14*, 241–268.
- Chomsky, N. (1980). Rules and representations. *Behavioral and Brain Sciences*, *3*, 1–15.
- (1981a). *Lectures on Government and Binding*. Dordrecht: Foris.
- (1981b). Principles and parameters in syntactic theory. In N. Hornstein & D. Lightfoot (eds.), *Explanation In linguistics: The Logical Problem of Language Acquisition* (pp. 32–75). Harlow, UK: Longman.
- (1986). *Barriers*. Cambridge, MA: MIT Press.
- (1986). *Knowledge of Language*. Berlin: Praeger.
- Choulur, A. (2005). Code mixing and code switching in bilingual dementia. Masters thesis, Mangalore University, Mangalore, India.
- Chung, K. K. H., McBride-Chang, C., Wong, S. W. L., Cheung, H., Penney, T. B., & Ho, C. S.-H. (2008). The role of visual and auditory temporal processing for Chinese children with developmental dyslexia. *Annals of Dyslexia*, *58*, 15–35.
- Clancy, P. M. (1980). Referential choice in English and Japanese narrative discourse. In W. L. Chafe (ed.), *The Pear Stories: Cognitive, Cultural, and Linguistic Aspects of Narrative Production* (pp. 127–202). Norwood, NJ: Ablex.
- (1992). Referential strategies in the narratives of Japanese children. *Discourse Processes*, *15*, 441.

- (1993). Preferred argument structure in Korean acquisition. In E. V. Clark (ed.), *Proceedings of the 25th Annual Child Language Research Forum* (pp. 307–314). Stanford, CA: Center for the Study of Language and Information.
- (1996). Referential strategies and the co-construction of argument structure in Korean acquisition. In B. Fox (ed.), *Studies in Anaphora* (pp. 33–68). Amsterdam: John Benjamins.
- (1997). Discourse motivations of referential choice in Korean acquisition. In H.-M. Sohn & J. Haig (eds.), *Japanese/Korean Linguistics* (pp. 639–659). Stanford, CA: Center for the Study of Language and Information.
- Clark, E. V. (1973a). What's in a word? On the child's acquisition of semantics in his first language. In T. Moore (ed.), *Cognitive Development and the Acquisition of Meaning* (pp. 65–110). New York: Academic Press.
- (1973b). Nonlinguistic strategies and the acquisition of word meanings. *Cognition*, *2*, 161–182.
- (1977). Universal categories: on the semantics of classifiers and children's early word meanings. In A. Julland (ed.), *Linguistic Studies Offered to Joseph Greenberg: On the Occasion of his Sixtieth Birthday* (vol. 1, pp. 449–462). Saratoga, CA: Anna Libri.
- (2003). *First Language Acquisition*. Cambridge: Cambridge University Press.
- Cleveland, E. S., Reese, E., & Grodnick, W. S. (2007). Children's engagement and competence in personal recollection: effects of parents' reminiscing goals. *Journal of Experimental Child Psychology*, *96*, 131–149.
- Clumeck, H. (1980). The acquisition of tone. In G. H. Yeni-Komshian, J. F. Kavanagh & C. A. Ferguson (eds.), *Child Phonology: Production* (vol. 1, pp. 257–275). New York: Academic Press.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*, 5th edn. London: Routledge.
- Cohen, S., & Lust, B. (1993). Children are in control. *Cognition*, *46*, 1–51.
- Cole, P., & Hermon, G. (1998). The typology of wh movement. *Syntax*, *1*, 221–258.
- Colomé, A. (2001). Lexical activation in bilinguals' speech production: language-specific or language-independent? *Journal of Memory and Language*, *45*, 721–736.
- Coltheart, M. (1978). Lexical access in simple reading tasks. In G. Underwood (ed.), *Strategies of Information Processing* (pp. 151–215). New York: Academic Press.
- (2005). Modelling reading: the dual-route approach. In M. J. Snowling & C. Hulme (eds.), *The Science of Reading* (pp. 6–23). Oxford: Blackwell.
- Coltheart, M., Rastle, K., Perry, C., Langdon, R., & Ziegler, J. (2001). DRC: a dual route cascaded model of visual word recognition and reading aloud. *Psychological Review*, *108*, 204–256.
- Comrie, B. (1976). *Aspect*. Cambridge: Cambridge University Press.
- Conrad, R. (1965). Order errors in immediate recall of sequences. *Journal of Verbal Learning and Verbal Behavior*, *4*, 161–169.
- Conroy, A., & Lids, J. (2007). Production/comprehension asymmetry in children's why questions. Paper presented at the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA). Somerville, MA: Cascadilla Press.

- Cook, V., & Bassetti, B. (eds.) (2005). *Second Language Writing Systems*. Clevedon, UK: Multilingual Matters.
- Cook, V., Vaid, J., & Bassetti, B. (2009). *Writing Systems Research*: a new journal for a developing field. *Writing Systems Research*, *1*, 1–3.
- Cooper, R. M. (1974). The control of eye fixation by the meaning of spoken language: a new methodology for the real-time investigation of speech perception, memory, and language processing. *Cognitive Psychology*, *6*, 84–107.
- Corbett, G. (1991). *Gender*. Cambridge: Cambridge University Press.
- Cornelissen, P. L., Hansen, P. C., Gilchrist, I., Cormack, F., Essex, J., & Frankish, C. (1998). Coherent motion detection and letter position encoding. *Vision Research*, *38*, 2181–2191.
- Costa, A., Caramazza, A., & Sebastian-Galles, N. (2000). The cognate facilitation effect: implications for models of lexical access. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *26*, 1283–1296.
- Coulmas, F. (1999). *The Blackwell Encyclopedia of Writing Systems*. Oxford: Blackwell.
- Craig, C. G. (ed.) (1986). *Noun Classes and Categorization*. Amsterdam: John Benjamins.
- Crowder, R. G., & Greene, R. L. (2000). Serial learning. In E. Tulving & F. I. M. Craik (eds.), *The Oxford Handbook of Memory* (pp. 125–135). New York: Oxford University Press.
- Crystal, D. (1979). *Working with LARSP*. London: Edward Arnold.
- (1992). *Profiling Linguistic Disability*, 2nd edn. London: Whurr.
- Crystal, D., Fletcher, P., & Garman, M. (1989). *The Grammatical Analysis of Language Disability*. London: Cole & Whurr.
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability ten years later. *Developmental Psychology*, *33*, 934–945.
- Cziko, G. A., & Koda, K. (1987). A Japanese child's use of stative and punctual verbs. *Journal of Child Language*, *14*, 99–111.
- Dale, P. S. (1980). Is early pragmatic development measurable? *Journal of Child Language*, *7*, 1–12.
- Damle, M. K. (1970). *Shastriya marathi vyakaran [A Scientific Grammar of Marathi]*, ed. S. Arjunwadkar. Pune, India: Deshmukh & Co.
- Dan, M. (1992). Some issues in metrical phonology of Bangla: the indigenous research tradition. PhD dissertation, University of Poona, Pune. Published as e-book Central Institute of Indian Languages (CIIL), Mysore, India. Retrieved from www.ciil-ebooks.net/html/mp/coverpage.html
- Daniels, P., & Bright, W. (1996). *The World's Writing Systems*. New York: Oxford University Press.
- Das, T., Bapi, R. S., Padakannaya, P., & Singh, N. C. (2011). Cortical network for reading linear words in an alphasyllabary. *Reading and Writing: An Interdisciplinary Journal*, *24*, 697–707.
- Das, T., Kumar, U., Bapi, R. S., Padakannaya, P., & Singh, N. C. (2009). Neural representation of an alphasyllabary: the story of Devanagari. *Current Science*, *97*, 1033–1038.
- Dasen, P. R. (1977). Are cognitive processes universal? A contribution to cross-cultural Piagetian psychology. *Studies in Cross-Cultural Psychology*, *1*, 155–201.

- Dasen, P. R., & Mishra, R. C. (2010). *Development of Geocentric Spatial Language and Cognition: An Eco-Cultural Perspective*. Cambridge: Cambridge University Press.
- Dash, N. S. (2005). Methods in madness of Bengali spelling: a corpus-based empirical investigation. *South Asian Language Review*, *14*, 63–92.
- Davis, C., Castles, A., McAnally, K., & Gray, J. (2001). Lapses of concentration and dyslexic performance on the Ternus Task. *Cognition*, *81*, B21–B31.
- Davis, C. J. (2010). The spatial coding model of visual word identification. *Psychological Review*, *117*, 713–758.
- Davis, C. J., & Bowers, S. J. (2004). What do letter migration errors reveal about letter position coding in visual word recognition? *Journal of Experimental Psychology: Human Perception and Performance*, *30*, 923–941.
- (2006). Contrasting five different theories of letter position encoding: evidence from orthographic similarity effects. *Journal of Experimental Psychology: Human Perception and Performance*, *32*, 535–557.
- De Bot, K., & Welton, B. (1995). Foreign language attrition. *Annual Review of Applied Linguistics*, *15*, 151–164.
- De Luca, M., Borrelli, M., Judica, A., Spinelli, D., & Zoccolotti, P. (2002). Reading words and pseudowords: an eye movement study of developmental dyslexia. *Brain and Language*, *80*, 616–626.
- de Villiers, J., & Roeper, T. (1995). Relative clauses are barriers to wh-movement in young children. *Journal of Child Language*, *22*, 389–404.
- de Villiers, J., Roeper, T., & Vainikka, A. (1990). The acquisition of long-distance questions. In L. Frazier & J. de Villiers (eds.), *Language Processing and Language Acquisition* (pp. 257–297). Dordrecht: Kluwer.
- Desai, R., Conant, L. L., Waldron, E., & Binder, J. R. (2006). fMRI of past tense processing: the effects of phonological complexity and task difficulty. *Journal of Cognitive Neuroscience*, *18*, 278–297.
- Dhongde, R. V. (1983). *Arwatsīn Marathi*. Pune, India: Continental Prakashan.
- Dhongde, R. V., & Wali, K. (2009). *Marathi*. London Oriental and African Language Library No. 13. Amsterdam: John Benjamins.
- DiCanio, C. T. (2009). The phonetics of register in Takhian Thong Chong. *Journal of the International Phonetic Association*, *39*, 162–188.
- Dockrell, J., & Campbell, R. (1986). Lexical acquisition strategies in preschool child. In S. A. Kuezaj II & M. D. Barrett (eds.), *The Development of Word Meaning: Progress in Cognitive Development Research* (pp. 121–154). New York: Springer.
- Dollaghan, C. A. (1985). Child meets word: “fast mapping” in preschool children. *Journal of Speech and Hearing Research*, *28*, 449–454.
- (1987). Fast mapping in normal and language impaired children. *Journal of Speech and Hearing Disorders*, *52*, 218–222.
- Dore, J. (1975). Holophrases, speech acts and language universals. *Journal of Child Language*, *2*, 21–40.
- Drieghe, D. (2011). Parafoveal-on-foveal effects on eye movements during reading. In S. Liversedge, I. Gilchrist & S. Everling (eds.), *Oxford Handbook on Eye Movements* (pp. 839–855). Oxford: Oxford University Press.
- Drieghe, D., Brysbaert, M., Desmet, T., & De Baecke, C. (2004). Word skipping in reading: on the interplay of linguistic and visual factors. *European Journal of Cognitive Psychology*, *16*, 79–103.

- Dromi, E. (1987). *Early Lexical Development*. New York: Cambridge University Press.
- Drury, J. E., & Ullman, M. T. (2002). The memorization of complex forms in aphasia: implications for recovery. *Brain and Language*, *83*, 139–141.
- Du Bois, J. W. (1985). Competing motivations. In J. Haiman (ed.), *Iconicity in Syntax* (pp. 343–365). Amsterdam: John Benjamins.
- (1987). The discourse basis of ergativity. *Language*, *63*, 805–855.
- (2003). Argument structure: grammar in use. In J. W. D. Bois, L. Umpf & W. J. Ashby (eds.), *Preferred Argument Structure: Grammar as Architecture for Function* (pp. 110–160). Amsterdam: John Benjamins.
- Durgunoglu, A. Y. (2002). Cross-linguistic transfer in literacy development and implications for language learners. *Annals of Dyslexia*, *52*, 189–204.
- Durgunoglu, A. Y., & Oney, B. (1999). A cross-linguistic comparison of phonological awareness and word recognition. *Reading and Writing: An Interdisciplinary Journal*, *11*, 281–299.
- Durgunoglu, A. Y., Nagy, W., & Hancin-Bhatt, B. (1993). Cross-language transfer of phonological awareness. *Journal of Educational Psychology*, *85*, 453–465.
- Dutra, R. (1987). The hybrid S category in Brazilian Portuguese: some implications for word order. *Studies in Language*, *11*, 163–180.
- Ebert, K. (2001). Südasien als Sprachbund. In M. Haspelmath, E. König, W. Oesterreicher & W. Raible (eds.), *Language Typology and Language Universals: An International Handbook* (pp. 1529–1539). Berlin: Walter de Gruyter.
- Eddington, D. (2009). Spanish verbal inflection: a single- or dual-route system? *Linguistics*, *47*, 173–199.
- Eden, G. F., VanMeter, J. W., Rumsey, J. M., Maisog, J. M., Woods, R. P., & Zeffiro, T. A. (1996). Abnormal processing of visual motion in dyslexia revealed by functional brain imaging. *Nature*, *382*, 66–69.
- Edmondson, J. A. (1996). Voice qualities and inverse filtering in Chong. *Mon-Khmer Studies*, *26*, 107–116.
- Ehri, L. C. (1997). Learning to read and learning to spell are one and the same; almost. In C. A. Perfetti, L. Rieben & M. Fayol (eds.), *Learning to Spell: Research, Theory, and Practice across Languages*. Hillsdale, NJ: Lawrence Erlbaum.
- (2005). Development of sight words: phases and findings. In M. Snowling & C. Hulme (eds.), *The Science of Reading: A Handbook* (pp. 135–154). Oxford: Blackwell.
- Eichenbaum, H. (2004). Hippocampus: cognitive processes review and neural representations that underlie declarative memory. *Neuron*, *44*, 109–120.
- Ellis, N. C., & Hooper, A. M. (2001). Why learning to read is easier in Welsh than in English: orthographic transparency effects evinced with frequency-matched tests. *Applied Psycholinguistics*, *22*, 571–599.
- Ellis, N. C., & Schmidt, R. (1999). Rules or associations in the acquisition of morphology? The frequency by regularity interaction in human and PDP learning of morphosyntax. *Language and Cognitive Processes*, *13*, 307–336.
- Embick, D., & Marantz, A. (2005). Cognitive neuroscience and the English past tense: comments on the paper by Ullman *et al.* *Brain and Language*, *93*, 243–247.
- Enfield, N. J. (2005). Areal linguistics and mainland Southeast Asia. *Annual Review of Anthropology*, *34*, 181–206.

- (2011). Dynamics of human diversity in mainland Southeast Asia: Introduction. In N. J. Enfield (ed.), *Dynamics of Human Diversity: The Case of Mainland Southeast Asia* (pp. 1–8). Canberra: Pacific Linguistics.
- Engbert, R., Longtin, A., & Kliegl, R. (2002). A dynamical model of saccade generation in reading based on spatially distributed lexical processing. *Vision Research*, *42*, 621–636.
- Engbert, R., Nuthmann, A., Richter, E., & Kliegl, R. (2005). SWIFT: a dynamical model of saccade generation during reading. *Psychological Review*, *112*, 777–813.
- Eng Huie, N. (1994). Dissolution of lexical tone in Chinese-speaking aphasics. Unpublished PhD dissertation, City University of New York Graduate Center.
- Erard, M. (2012). *Babel no More: The Search for the World's Most Extraordinary Language Learners*. New York: Free Press.
- Erbaugh, M. (1982). Coming to order: natural selection and the origin of syntax in Mandarin-speaking children. PhD dissertation, University of California, Berkeley, CA.
- (1984). “Scissors, paper, stone”: perceptual foundations on noun classifier system. *Papers and Reports on Child Language Development*, *23*, 41–49.
- (1986). Taking stock: the development of Chinese noun classifiers historically and in young children. In C. G. Craig (ed.), *Noun Classes and Categorization* (pp. 399–436). Amsterdam: John Benjamins.
- (2002). Classifiers are for specification: complementary functions for sortal and general in Cantonese and Mandarin. *Cahiers de Linguistique – Asie Orientale*, *31*, 33–69.
- (2006). Chinese classifiers: their use and acquisition. In P. Li, L. H. Tan, E. Bates & O. Tzeng (eds.), *The Handbook of East Asian Psycholinguistics*, vol. 1, *Chinese* (pp. 39–51). Cambridge: Cambridge University Press.
- Erickson, D. (1974). Fundamental frequency contours of the tones of Standard Thai. *Pasaa*, *4*, 1–25.
- (1975). Phonetic implications for an historical account of tonogenesis in Thai. In J. G. Harris & J. R. Chamberlain (eds.), *Studies in Tai Linguistics in Honor of William J. Gedney* (pp. 100–111). Bangkok: Chulalongkorn University Press.
- (1993). Laryngeal muscle activity in connection with Thai tones. *Annual Bulletin of the Research Institute of Logopedics and Phoniatrics*, *27*, 135–149.
- (2011). Thai tones revisited. *Journal of the Phonetic Society of Japan*, *15*, 1–9.
- Estes, W. K., Allmeyer, D. H., & Reder, S. M. (1976). Serial position functions for letter identification at brief and extended exposure durations. *Perception and Psychophysics*, *19*, 1–15.
- Eviatar, Z., & Ibrahim, R. (2007). Morphological structure and hemispheric functioning: the contribution of the right hemisphere to reading in different languages. *Neuropsychology*, *21*, 470–484.
- Fabbro, F. (1999). Aphasia in multilinguals. In F. Fabbro (ed.), *Concise Encyclopedia of Language Pathology* (pp. 335–341). Oxford: Pergamon Press.
- Fahmy, M. R. (2001). Adaptation of Renfrew Action Picture Test (RAPT) into Malay language for children aged five years old. Unpublished undergraduate thesis, Universiti Kebangsaan Malaysia (UKM), Malaysia.
- Fang, F. (1985). An experiment of the use of classifiers by 4 to 6 year olds. *Acta Psychologica Sinica*, *17*, 384–392.

- Farid, M., & Grainger, J. (1996). How initial fixation position influences visual word recognition: a comparison of French and Arabic. *Brain and Language*, *53*, 351–368.
- Faruqi, S. R. (2001). History, faith, politics: origin myths of Urdu and Hindi. In S. R. Faruqi (ed.), *Early Urdu Literary Culture and History* (pp. 21–42). New Delhi: Oxford University Press.
- Faust, M., Kravetz, S., & Babkoff, H. (1993). Hemispheric specialization or reading habits: evidence from lexical decision research with Hebrew words and sentences. *Brain and Language*, *44*, 254–263.
- Faust, T., Mullis, S., & Solomon, K. (1992). *Malaysian Development Language Assessment Kit*. Kuala Lumpur: Malaysian Care.
- Fenson, L., Dale, P. S., Reznick, J. S., Bates, E., Thal, D. J., & Pethick, S. J. (1994). Variability in early communicative development. *Monographs of the Society for Research in Child Development*, *59*, 1–173.
- Ferguson, C. A. (1959). Diglossia. *Word*, *15*, 325–340.
- (1964). Babytalk in six languages. *American Anthropologist*, *66*, 103–114.
- Ferlus, M. (1980). Formation des registres et mutations consonantiques dans les langues Mon-Khmer. *Mon-Khmer Studies*, *8*, 1–76.
- Fernald, A. (1985). Four-month-old infants prefer to listen to motherese. *Infant Behavior and Development*, *8*, 181–195.
- (1989). Intonation and communicative intent in mothers' speech to infants: is the melody the message? *Child Development*, *60*, 1497–1510.
- (1992). Meaningful melodies in mothers' speech to infants. In H. Papousek, U. Jurgens & M. Papousek (eds.), *Nonverbal Vocal Behaviour* (pp. 262–282). Cambridge: Cambridge University Press.
- (1993). Approval and disapproval: infant responsiveness to vocal affect in familiar and unfamiliar languages. *Child Development*, *64*, 657–674.
- Fernald, A., & Kuhl, P. K. (1987). Acoustic determinants of infant preference for motherese speech. *Infant Behavior and Development*, *10*, 279–293.
- Fernald, A., & Mazzie, C. (1991). Prosody and focus in speech to infants and adults. *Developmental Psychology*, *27*, 209–221.
- Fernald, A., & Morikawa, H. (1993). Common themes and cultural variations in Japanese and American mothers' speech to infants. *Child Development*, *64*, 637–656.
- Fernald, A., & Simon, T. (1984). Expanded intonation contours in mother's speech to newborns. *Developmental Psychology*, *20*, 104–113.
- Fernald, A., Taeschner, T., Dunn, J., Papousek, M., de Boysson-Bardies, B., & Fukui, I. (1989). A cross-language study of prosodic modifications in mothers' and fathers' speech to preverbal infants. *Journal of Child Language*, *16*, 477–501.
- Fernandes, S., Ventura, P., Querido, L., & Morais, J. (2008). Reading and spelling acquisition in European Portuguese: a preliminary study. *Reading and Writing: An Interdisciplinary Journal*, *21*, 805–821.
- Ferreiro, E. (1986). The interplay between information and assimilation in beginning literacy. In W. H. Teale & E. Sulzby (eds.), *Emergent Literacy: Writing and Reading* (pp. 15–49). Norwood, NJ: Ablex.
- Flege, J. E. (1995). Second-language speech learning: theory, findings, and problems. In W. Strange (ed.), *Speech Perception and Linguistic Experience: Issues in Cross-Language Research* (pp. 233–277). Timonium, MD: York Press.

- (2003). Assessing constraints on second-language segmental production and perception. In A. Meyer & N. Schiller (eds.), *Phonetics and Phonology in Language Comprehension and Production, Differences and Similarities* (pp. 319–355). Berlin: Walter de Gruyter.
- Flege, J. E., & Liu, S. (2001). The effect of experience on adults' acquisition of a second language. *Studies in Second Language Acquisition*, 23, 527–552.
- Flege, J. E., & MacKay, I. R. A. (2004). Perceiving vowels in a second language. *Studies in Second Language Acquisition*, 26, 1–34.
- Flege, J. E., & Wang, C. (1989). Native-language phonotactic constraints affect how well Chinese subjects perceive the word-final English /t/-/d/ contrast. *Journal of Phonetics*, 17, 299–315.
- Forster, K. I., & Davis, C. (1991). The density constraint on form-priming in the naming task: Interference effects from a masked prime. *Journal of Memory and Language*, 30, 1–25.
- Foucart, A., & Frenck-Mestre, C. (2012). Can late L2 learners acquire new grammatical features? Evidence from ERPs and eye-tracking. *Journal of Memory and Language*, 66, 226–248.
- Frenck-Mestre, C., & Pynte, J. (1997). Syntactic ambiguity resolution while reading in second and native languages. *Quarterly Journal of Experimental Psychology*, 50A, 119–148.
- Freud, H. W. (1891). *On Aphasia: A Critical Study*. New York: International University Press (reprinted 1953).
- Fridriksson, J., Morrow-Odom, L., Moser, D., Fridriksson, A., & Baylis, G. (2006). Neural recruitment associated with anomia treatment in aphasia. *Neuroimage*, 32, 1403–1412.
- Friederici, A. D., & Alter, K. (2004). Lateralization of auditory language functions: a dynamic dual pathway model. *Brain and Language*, 89, 267–276.
- Frith, U. (1985). Beneath the surface of developmental dyslexia. In K. E. Patterson, J. C. Marshall & M. Coltheart (eds.), *Surface Dyslexia* (pp. 301–330). Hove, UK: Lawrence Erlbaum.
- Frost, R. (1998). Toward a strong phonological theory of visual word recognition: true issues and false trails. *Psychological Bulletin*, 123, 71–99.
- Frost, R., Forster, K. I., & Deutsch, A. (1997). What can we learn from the morphology of Hebrew: a masked priming investigation of morphological representation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 23, 829–856.
- Frost, R., Katz, L., & Bentin, S. (1987). Strategies for visual word recognition and orthographical depth: a multilingual comparison. *Journal of Experimental Psychology: Human Perception and Performance*, 13, 104–115.
- Frost, R., Kugler, T., Deutsch, A., & Forster, K. I. (2005). Orthographic structure versus morphological structure: principles of lexical organization in a given language. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 31, 1293–1326.
- Furnes, B., & Samuelsson, S. (2009). Preschool cognitive and language skills predicting Kindergarten and Grade 1 reading and spelling: a cross-linguistic comparison. *Journal of Research in Reading*, 32, 275–292.

- (2011). Phonological awareness and rapid automatized naming predicting early development in reading and spelling: results from a cross-linguistic longitudinal study. *Learning and Individual Differences*, **21**, 85–96.
- Gandour, J. T. (1974). Consonant types and tone in Siamese. *Journal of Phonetics*, **2**, 337–350.
- (1977). On the interaction between tone and vowel length: evidence from Thai dialects. *Phonetica*, **34**, 54–65.
- (1978). The perception of tone. In V. A. Fromkin (ed.), *Tone: A Linguistic Survey* (pp. 41–76). New York: Academic Press.
- (1979). Tonal rules in English loan words in Thai. In T. L. Thongkum, P. Kullavanijaya & V. Panupong (eds.), *Studies in Tai and Mon-Khmer Phonetics and Phonology: In Honour of Eugénie J.A. Henderson* (pp. 94–105). Bangkok: Chulalongkorn University Press.
- (1981). Perceptual dimensions of tone: evidence from Cantonese. *Journal of Chinese Linguistics*, **9**, 20–36.
- (1983). Tone perception in Far Eastern languages. *Journal of Phonetics*, **11**, 149–175.
- (1987). Tone production in aphasia. In J. Ryalls (ed.), *Phonetic Approaches to Speech Production in Aphasia and Related Disorders* (pp. 45–57). Boston, MA: College-Hill.
- (1994). Phonetics of tone. In R. Asher & J. Simpson (eds.), *The Encyclopedia of Language and Linguistics* (vol. 6, pp. 3116–3123). New York: Pergamon Press.
- (1998a). Aphasia in tone languages. In P. Coppens, A. Basso & Y. Lebrun (eds.), *Aphasia in Atypical Populations* (pp. 117–141). Hillsdale, NJ: Lawrence Erlbaum.
- (1998b). Phonetics and phonology. In B. Stemmer & H. A. Whitaker (eds.), *Handbook of Neurolinguistics* (pp. 207–219). San Diego, CA: Academic Press.
- (2006a). Brain mapping of Chinese speech prosody. In P. Li, L. H. Tan, E. Bates & O. J. L. Tzeng (eds.), *Handbook of East Asian Psycholinguistics*, vol. 1, *Chinese* (pp. 308–319). Cambridge: Cambridge University Press.
- (2006b). Tone: Neurophonetics. In K. Brown (ed.), *Encyclopedia of Language and Linguistics*, 2nd edn (vol. 12, pp. 751–760). Oxford: Elsevier.
- (2007). Neural circuitry underlying the perception of linguistic prosody. In C. Gussenhoven & T. Raid (eds.), *Tones and Tunes: Experimental Studies in Word and Sentence Prosody* (vol. 2, pp. 3–25). Berlin: Walter de Gruyter.
- Gandour, J., & Dardarananda, R. (1984). Prosodic disturbance in aphasia: vowel length in Thai. *Brain and Language*, **23**, 206–224.
- Gandour, J. T., & Dechongkit, S. (1992). Aphasia in a Thai-speaking patient with a hemorrhagic lesion in the left basal ganglia. *Ramathibodi Medical Journal*, **15**, 111–116.
- Gandour, J., & Gandour, M. J. (1982). The relative frequency of tones in Thai. In D. Bradley (ed.), *Papers in Southeast Asian Linguistics*, No. 8, *Tonation* (pp. 155–159). Canberra: Department of Linguistics, Research School of Pacific Studies, Australian National University.
- Gandour, J., & Harshman, R. A. (1978). Cross-language differences in tone perception: a multidimensional scaling investigation. *Language and Speech*, **21**, 1–33.

- Gandour, J., & Petty, S. H. (1988). Production and perception of tone in aphasia. *Brain and Language*, *35*, 201–240.
- Gandour, J. T., & Ponglorpisit, S. (1990). Disruption of tone space in a Thai-speaking patient with subcortical aphasia. *Journal of Neurolinguistics*, *5*, 333–351.
- Gandour, J. T., Gårding, E., & Lindell, K. (1978). Tones in Northern Kammu: a perceptual investigation. *Acta Orientalia*, *39*, 181–189.
- Gandour, J., Petty, S. H., & Dandarananda, R. (1988). Production and perception of tone in aphasia. *Brain and Language*, *35*, 201–240.
- Gandour, J., Petty, S. H., Dardarananda, R., Dechongkit, S., & Mukngoen, S. (1984). The acquisition of numeral classifiers in Thai. *Linguistics*, *22*, 455–479.
- Gandour, J. T., Tong, Y., Wong, D., Talavage, T., Dzemidzic, M., Xu, Y., & Lowe, M. (2004). Hemispheric roles in the perception of speech prosody. *Neuroimage*, *23*, 344–357.
- Gandour, J., Tumtavavitikul, A., & Satthamnuwong, N. (1999). Effects of speaking rates on Thai tones. *Phonetica*, *56*, 123–134.
- Gandour, J. T., Wong, D., Hsieh, L., Weinzapfel, B., Van Lancker, D., & Hutchins, G. D. (2000). A crosslinguistic PET study of tone perception. *Journal of Cognitive Neuroscience*, *12*, 207–222.
- Gandour, J. T., Wong, D., & Hutchins, G. (1998). Pitch processing in the human brain is influenced by language experience. *Neuroreport*, *9*, 2115–2119.
- Gandour, J. T., Wong, D., Lowe, M., Dzemidzic, M., Satthamnuwong, N., Tong, Y., & Li, X. (2002). A cross-linguistic fMRI study of spectral and temporal cues underlying phonological processing. *Journal of Cognitive Neuroscience*, *14*, 1076–1087.
- Gao, H. (2010). A study of Swedish speakers' learning of Chinese noun classifiers. In U. Bohnacker & M. Westergaard (eds.), *The Nordic Languages and Second Language Acquisition Theory*, Special Issue of *Nordic Journal of Linguistics*, *33*, 197–229.
- (2011). E-Learning design for Chinese classifiers: reclassification of nouns for a novel approach. In R. Kwan, C. McNaught, P. Tsang, F. L. Wang & K. C. Li (eds.), *Enhancing Learning through Technology: Education Unplugged: Mobile Technologies and Web 2.0*, Proceedings of the *ICT International Conference, Hong Kong* (pp. 186–189). Berlin: Springer.
- Gao, M. Y., & Malt, B. C. (2009). Mental representation and cognitive consequences of Chinese individual classifiers. *Language and Cognitive Processes*, *24*, 1124–1179.
- Gardiner, J. M., Craik, F. I. M., & Birtwistle, J. (1972). Retrieval cues and release from proactive inhibition. *Journal of Verbal Learning and Verbal Behavior*, *11*, 778–783.
- Gaskins, S. (2006). Cultural perspectives on infant-caregiver interaction. In N. J. Enfield & S. C. Levinson (eds.), *Roots of Human Sociality: Culture, Cognition, and Human Interaction* (pp. 279–298). Oxford: Berg.
- Gauthier, B., Shi, R., & Xu, Y. (2007a). Learning phonetic categories by tracking movements. *Cognition*, *103*, 80–106.
- (2007b). Simulating the acquisition of lexical tones from continuous dynamic input. *Journal of the Acoustical Society of America Express Letters*, *121*, 190–195.

- Gelman, S. A., & Coley, S. D. (1990). The importance of knowing a dodo is a bird: categories and inferences in 2-year-old children. *Developmental Psychology, 26*, 796–804.
- Gennari, S. P., & MacDonald, M. C. (2009). Linking production and comprehension processes: the case of relative clauses. *Cognition, 111*, 1–23.
- Gentner, D. (1982). Why nouns are learned before verbs: linguistic relativity versus natural partitioning. In S. Kuczaj II (ed.), *Language Development*, vol. 2, *Language, Thought, and Culture* (pp. 301–334). Hillsdale, NJ: Lawrence Erlbaum.
- (2006). Why verbs are hard to learn. In K. Hirsh-Pasek & R. M. Golinkoff (eds.), *Action Meets Word: How Children Learn Verbs* (pp. 544–564). New York: Oxford University Press.
- Gentner, D., & Boroditsky, L. (2001). Individuation, relativity, and early word learning. In M. Bowerman & S. C. Levinson (eds.), *Language Acquisition and Conceptual Development* (pp. 215–256). Cambridge: Cambridge University Press.
- Gcva, E., Wade-Woolley, L., & Shany, M. (1993). The concurrent development of spelling and decoding in two different orthographies. *Journal of Reading Behaviour, 25*, 383–406.
- Giet, F. (1956). Kann man in einer Tonsprache flüstern? *Lingua, 5*, 372–381.
- Gil, D. (2004). *Diversity and Universality of Human Language: The Jakarta Field Station*. Research Report 2004, Max Planck Institute for Evolutionary Anthropology, www.pg.de
- Gilbert, H. R., Potter, C. R., & Hoodin, R. (1984). Laryngograph as a measure of vocal fold contact area. *Journal of Speech and Hearing Research, 27*, 178–182.
- Gilger, J. W., Pennington, B. F., & DeFries, J. C. (1991). Risk for reading disability as a function of parental history in three family studies. *Reading and Writing: An Interdisciplinary Journal, 3*, 205–219.
- Gillette, J., Gleitman, H., Gleitman, L., & Lederer, A. (1999). Human simulations of vocabulary learning. *Cognition, 73*, 135–176.
- Glasser, M. F., & Rilling, J. K. (2008). DTI tractography of the human brain's language pathways. *Cerebral Cortex, 18*, 2471–2482.
- Gleitman, L. R. (1990). The structural sources of verb meaning. *Language Acquisition, 1*, 3–55.
- Gleitman, L. R., & Papafragou, A. (2005). Language and thought. In R. Morrison & K. Holyoak (eds.), *Cambridge Handbook of Thinking and Reasoning* (pp. 633–644). Cambridge: Cambridge University Press.
- Gleitman, L. R., & Rozin, P. (1977). The structure and acquisition of reading 1: Relations between orthographies and the structure of language. In A. S. Reber & D. L. Scarborough (eds.), *Toward a Psychology of Reading* (pp. 1–53). Hillsdale, NJ: Lawrence Erlbaum.
- Gloning, I., & Gloning, K. (1965). Aphasia in polyglots: contribution to the dynamics of language disintegration as well as to the question of the localization of these impairments. In M. Paradis (ed.), *Readings on Aphasia in Bilinguals and Polyglots* (pp. 148–154). Canada: Marcel Didier.
- Glover, L., Vorstius, C., & Radach, R. (in press). Exploring the limits of distant parafoveal processing during reading: a new look at $n + 2$ preview effects. *Journal of Eye Movement Research*.

- Goedemans, R., & Zanten, E. V. (2000). Bahasa indonesia. www.let.leidenuniv.nl/ulcl/pil/
- Goh, W. D., & Tan, H. (2006). Proactive interference and cuing effects in short-term cued recall: does foil context matter? *Memory and Cognition*, *34*, 1063–1079.
- Gökmen, S., & Lee, C. M. (2002). Aspects of the acquisition of (past) tense and (telic) aspect in Turkish and Korean. *Language Research*, *38*, 1317–1347.
- Goldberg, A. E. (2006). *Constructions at Work: The Nature of Generalization in Language*. Oxford: Oxford University Press.
- Golinkoff, R. M. (1983). *The Transition from Prelinguistic to Linguistic Communication*. Hillsdale, NJ: Lawrence Erlbaum.
- Golinkoff, R. M., Hirsh-Pasek, K., Bailey, L., & Wenger, N. (1992). Young children and adults use lexical principles to learn new nouns. *Developmental Psychology*, *28*, 99–108.
- Gollan, T. H., Forster, K. I., & Frost, R. (1997). Translation priming with different scripts: masked priming with cognates and noncognates in Hebrew–English bilinguals. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *23*, 1122–1139.
- Gomez, C., & Reason, R. (2002). Cross-linguistic transfer of phonological skills: A Malaysian perspective. *Dyslexia*, *8*, 22–33.
- Gómez, P., Ratcliff, R., & Perea, M. (2007). A model of the go/no-go task. *Journal of Experimental Psychology: General*, *136*, 389–413.
- (2008). The overlap model: a model of letter position coding. *Psychological Review*, *115*, 577–601.
- Goodluck, H., Foley, M., & Sedivy, J. (1992). Adjunct islands and acquisition. In H. Goodluck & M. Rochemont (eds.), *Island Constraints* (pp. 181–194). Dordrecht: Kluwer.
- Goodluck, H., Sedivy, J., & Foley, M. (1989). Wh-questions and extraction from temporal adjuncts: a case for movement. *Papers and Reports on Child Language Development*, *28*, 123–130.
- Gopnik, A. (1981). Development of non-nominal expressions in 1–2-year-olds: why the first words aren't about things. In P. S. Dale & D. Ingram (eds.), *Child Language: An International Perspective* (pp. 93–104). Baltimore, MD: University Park Press.
- (1988). Three types of early word: the emergence of social words, names and cognitive-relational words in the one-word stage and their relation to cognitive development. *First Language*, *8*, 49–69.
- Gopnik, A., & Meltzoff, A. N. (1986). Relations between semantic cognitive development in the one-word stage: the specificity hypothesis. *Child Development*, *57*, 1040.
- Goswami, U. (2000). Phonological representations, reading development and dyslexia: towards a crosslinguistic theoretical framework. *Dyslexia*, *6*, 133–151.
- (2002a). In the beginning was the rhyme? A reflection on Hulme, Hatcher, Nation, Brown, Adams and Stuart (2002). *Journal of Experimental Child Psychology*, *82*, 47–57.
- (2002b). Phonology, reading development, and dyslexia: a cross-linguistic perspective. *Annals of Dyslexia*, *46*, 28–29.

- (2003). Why the theories about developmental dyslexia require developmental designs. *Trends in Cognitive Sciences*, *7*, 534–540.
- Goswami, U., & Bryant, P. (1990). *Phonological Skills and Learning to Read*. Hove, UK: Lawrence Erlbaum.
- Goswami, U., Ziegler, J. C., Dalton, L., & Schneider, W. (2003). Nonword reading across orthographies: how flexible is the choice of reading units? *Applied Psycholinguistics*, *24*, 235–247.
- Gough, P., & Tunmer, W. (1986). Decoding, reading and reading disability. *Remedial and Special Education*, *7*, 6–10.
- Grainger, J., & Jacobs, A. (1998). *Localist Connectionist Approaches to Human Cognition*. Hillsdale, NJ: Lawrence Erlbaum.
- Grainger, J., & Ziegler, J. (2011). A dual-route approach to orthographic processing. *Frontiers in Psychology*, *2*, 1–13.
- Gray, S. (2006). The relationship between phonological memory, receptive vocabulary and fast mapping in young children with specific language impairment. *Journal of Speech, Language and Hearing Research*, *49*, 955–969.
- Green, D. W. (1986). Control activation and resource: a framework and a model for the control of speech in bilinguals. *Brain and Language*, *27*, 210–223.
- Gries, S. T., & Stoll, S. (2009). Finding developmental groups in acquisition data: variability-based neighbour clustering. *Journal of Quantitative Linguistics*, *16*, 217–242.
- Grieser, D. L., & Kuhl, P. K. (1988). Maternal speech to infants in a tonal language: support for universal prosodic features in motherese. *Developmental Psychology*, *24*, 14–20.
- Griffin, Z. M. (2004). Why look? Reasons for eye movements related to language production. In J. M. Henderson & F. Ferreira (eds.), *The Interface of Language, Vision, and Action: Eye Movements and the Visual World* (pp. 213–248). New York: Psychology Press.
- Griffin, Z. M., & Bock, K. (2000). What the eyes say about speaking. *Psychological Science*, *11*, 274–279.
- Griffiths, T. D., & Warren, J. D. (2002). The planum temporale as a computational hub. *Trends in Neurosciences*, *25*, 348–353.
- Grosjean, F. (1985). Polyglot aphasics and language mixing: a comment on Perecman. *Brain and Language*, *26*, 349–355.
- (1997). Processing mixed language: issues, findings, and models. In A. D. Groot & J. Kroll (eds.), *Tutorials in Bilingualism: Psycholinguistic Perspectives* (pp. 225–254). Mahwah, NJ: Lawrence Erlbaum.
- (1998). Studying bilinguals: methodological and conceptual issues. *Bilingualism: Language and Cognition*, *1*, 131–149.
- Guerriero, S. A. M., Cooper, A., Oshima-Takane, Y., & Kuriyama, Y. (2001). A discourse pragmatic explanation for argument realization and omission in English and Japanese children's speech. In A. H.-J. Do, L. Dominguez & A. Johansen (eds.), *Proceedings of the 25th Annual Boston University Conference on Language Development* (vol. 1, pp. 319–330). Somerville, MA: Cascadilla Press.
- Guion, S. G., Flege, J. E., Akahane-Yamada, R., & Pruitt, J. C. (2000). An investigation of current models of second language speech perception: the case of

- Japanese adults' perception of English consonants. *Journal of the Acoustical Society of America*, *107*, 2711–2724.
- Guo, Z. H. (2000). *A Concise Chinese Grammar*. Beijing: Chinese Language Teaching Press.
- Gupta, A. (2004). Reading difficulties of Hindi-speaking children with developmental dyslexia. *Reading and Writing: An Interdisciplinary Journal*, *17*, 79–99.
- (2008). Initial literacy in Devanagari: what matters to learners. *South Asia Language Pedagogy and Technology*, *1*.
- Gutierrez-Clellen, V. F., & Heinrichs-Ramos, L. (1993). Referential cohesion in the narratives of Spanish-speaking children: a developmental study. *Journal of Speech and Hearing Research*, *36*, 559–567.
- Hall, J. W., Wilson, K. P., Humphreys, M. S., Tinzmann, M. B., & Bowyer, P. M. (1983). Phonemic-similarity effects in good vs. poor readers. *Memory and Cognition*, *11*, 520–527.
- Hallé, P. A., Best, C. T., & Levitt, A. (1999). Phonetic vs. phonological influences on French listeners' perception of American English approximants. *Journal of Phonetics*, *27*, 281–306.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Kuala Lumpur: Pearson Education.
- Hamasaki, N. (2002). The timing shift of two-year-olds' responses to caretakers' Yes/No questions. In Y. Shirai, H. Kobayashi, S. Miyata, K. Nakamura, T. Ogura & H. Sirai (eds.), *Studies in Language Sciences* (vol. 2, pp. 193–206). Tokyo: Kurosoio Publishers.
- Hammer, C. S., & Weiss, A. L. (1999). Guiding language development: how African American mothers and their infants structure play interactions. *Journal of Speech, Language and Hearing Research*, *42*, 1219–1233.
- Hampton, J. A. (1998). Similarity-based categorization and fuzziness of natural categories. *Cognition*, *65*, 137–165.
- Han, W.-J. (2012). Bilingualism and academic achievement. *Child Development*, *83*, 300–321.
- Hanavan, K., & Coney, J. R. (2005). Hemispheric asymmetry in the processing of Japanese script. *Laterality*, *10*, 413–428.
- Hancin-Bhatt, B. (2000). Optimality in second language phonology: codas in Thai ESL. *Second Language Research*, *16*, 201–232.
- Hansen, L., & Chen, Y.-L. (2001). What counts in the acquisition and attrition of numeral classifiers? *Japanese Association for Language Teaching Journal*, *23*, 90–110.
- Harnsberger, J. D. (2001). On the relationship between identification and discrimination of non-native nasal consonants. *Journal of the Acoustical Society of America*, *110*, 489–503.
- Harris, M., & Giannouli, V. (1999). Learning to read and spell in Greek: the importance of letter knowledge and morphological awareness. In M. Harris & G. Hatano (eds.), *Learning to Read and Write: A Cross-Linguistic Perspective* (pp. 51–70). Cambridge: Cambridge University Press.
- Harris, W. V. (1989). *Ancient Literacy*. Cambridge, MA: Harvard University Press.
- Hart, B., & Risley, T. R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brookes.

- Hartshorne, J. K., & Ullman, M. T. (2006). Why girls say ‘holded’ more than boys. *Developmental Science*, *9*, 21–32.
- Hatcher, P. J., Hulme, C., & Ellis, A. W. (1994). Ameliorating early reading failure by integrating the teaching of reading and phonological skills: the phonological linkage hypothesis. *Child Development*, *65*, 41–57.
- Hatta, T., & Hirose, T. (1995). Reading disabilities in Japan: implications from the study of hemisphere functioning. In I. Taylor & D. Olson (eds.), *Scripts and Literacy: East and West* (pp. 231–246). Dordrecht: Kluwer.
- Hatta, T., Katoh, H., & Aitani, N. (1983). Does single Kanji process dominantly in the right hemisphere? Some implications from Stroop test results. *International Journal of Neuroscience*, *18*, 67–72.
- Hauser, M., Chomsky, N., & Fitch, W. (2002). The faculty of language: what is it, who has it, and how did it evolve? *Science*, *298*, 1569–1579.
- Hayashi, A., Tamekawa, Y., & Kiritani, S. (2001). Developmental change in speech preferences for auditory stimuli in Japanese infants. *Journal of Speech, Language and Hearing Research*, *44*, 1189–1200.
- Hellige, J. B. (2001). *Hemispheric Asymmetry: What’s Right and What’s Left*. Cambridge, MA: Harvard University Press.
- Hellige, J. B., & Adamson, M. M. (2006). Laterality across the world’s languages. In K. Brown (ed.), *Encyclopedia of Language and Linguistics*, 2nd edn (pp. 709–719). Oxford: Elsevier.
- Hellige, J. B., & Cowin, E. L. (1996). Effects of stimulus arrangement on hemispheric differences and interhemispheric interaction for processing letter trigrams. *Neuropsychology*, *10*, 247–253.
- Hellige, J. B., Taylor, A. K., & Eng, T. L. (1989). Interhemispheric interaction when both hemispheres have access to the same stimulus information. *Journal of Experimental Psychology: Human Perception and Performance*, *15*, 711–722.
- Henderson, E. (1952). The main features of Cambodian pronunciation. *Bulletin of the School of Oriental and African Studies*, *17*, 140–174.
- Henderson, J. M. (2007). Regarding scenes. *Current Directions in Psychological Sciences*, *16*, 411–430.
- Henson, L. (2001). Language attrition: the fate of the start. *Annual Review of Applied Linguistics*, *21*, 60–73.
- Heredia, R. R., & Altarriba, J. (2001). Bilingual language mixing: why do bilinguals code switch? *Current Directions in Psychological Science*, *10*, 164–168.
- Hermon, G., & Aman, N. (1999). When an island is not an island: long-distance questions in Singapore Malay. In *Proceedings of the 23rd Annual Boston University Conference on Language Development* (vol. 1, pp. 216–227). Somerville, MA: Cascadilla Press.
- Hickmann, M. (2003). *Children’s Discourse: Person, Space and Time across Languages*. Cambridge: Cambridge University Press.
- Hickmann, M., & Hendriks, H. (1999). Cohesion and anaphora in children’s narratives: a comparison of English, French, German, and Mandarin Chinese. *Journal of Child Language*, *26*, 419–452.
- Hickok, G., & Poeppel, D. (2004). Dorsal and ventral streams: a framework for understanding aspects of the functional anatomy of language. *Cognition*, *92*, 67–99.

- (2007). The cortical organization of speech processing. *Nature Reviews Neuroscience*, *8*, 393–402.
- Hohenstein, S., Laubrock, J., & Kliegl, R. (2010). Semantic preview benefit in eye movements during reading: a parafoveal fast-priming study. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *36*, 1150–1170.
- Højen, A., & Flege, J. (2006). Early learners' discrimination of second-language vowels. *Journal of the Acoustical Society of America*, *119*, 3072–3084.
- Holm, A., & Dodd, B. (1996). The effect of first written language on the acquisition of English literacy. *Cognition*, *59*, 119–147.
- Honda, K. (1988). Various laryngeal mechanisms in controlling the voice fundamental frequency. *Journal of the Acoustical Society of America*, *84*, S82–S82.
- Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, *2*, 127–160.
- Hopper, P. J. (1986). Some discourse functions of classifiers in Malay. In C. Craig (ed.), *Noun Classes and Categorization* (pp. 309–325). Philadelphia, PA: John Benjamins.
- Horiguchi, J. (1981). Nensyoozi no asupekuto. In M. Hori & F. C. Peng (eds.), *Gengo syuutoku no syosoo* (pp. 166–183). Hiroshima: Bunka Hyoron.
- Houghton, G., & Zorzi, M. (2003). Normal and impaired spelling in a connectionist dual-route architecture. *Cognitive Neuropsychology*, *20*, 115–162.
- Householder, F. W. J. (1956). Unreleased PTK in American English. In M. Halle, H. G. Lunt, H. McLean & C. V. Schooneveld (eds.), *For Roman Jacobson* (pp. 235–244). The Hague: Mouton.
- Houston-Price, C., Plunkett, K., & Harris, P. (2005). Word-learning 'wizardry' at 1;6. *Journal of Child Language*, *32*, 175–189.
- Howie, J. M. (1976). *Acoustical Studies of Mandarin Vowels and Tones*. Cambridge: Cambridge University Press.
- Hsieh, L., Gandour, J., Wong, D., & Hutchins, G. D. (2001). Functional heterogeneity of inferior frontal gyrus is shaped by linguistic experience. *Brain and Language*, *76*, 227–252.
- Hu, Q. (1993). The acquisition of classifiers by young Mandarin-speaking children. Unpublished PhD dissertation, Boston University, Cambridge, MA (UMI no. AAT 9318205).
- Hua, Z. (2002). *Phonological Development in Specific Contexts: Studies of Chinese-Speaking Children*. Clevedon, UK: Multilingual Matters.
- Huang, B. R., & Liao, X. D. (eds.) (1981). *Modern Chinese*. Lanzhou: Ganshu People's Press.
- Hudak, T. J. (1990). Thai. In B. Comrie (ed.), *The Major Languages of East and South-East Asia* (pp. 757–773). London: Routledge.
- Hue, C. W., Fang, D., & Hsu, K. Y. (1990). Immediate serial recall of Chinese characters: a study of input modality effect. *Acta Psychologica*, *75*, 213–223.
- Huettig, F., Chen, J., Bowerman, M., & Majid, A. (2010). Do language-specific categories shape conceptual processing? Mandarin classifier distinctions influence eye gaze behavior, but only during linguistic processing. *Journal of Cognition and Culture*, *10*, 39–58.

- Huettig, F., Mishra, R. K., & Olivers, C. N. (2012). On the mechanisms and representations of language-mediated visual attention. *Frontiers in Cognition*, *2*, 394.
- Huettig, F., Quinlan, P. T., McDonald, S. A., & Altmann, G. T. M. (2006). Models of high dimensional semantic space predicts language-mediated eye movements in the visual world. *Acta Psychologica*, *121*, 65–80.
- Huettig, F., Rommers, J., & Meyer, A. S. (2011). Using the visual world paradigm to study language processing: a review and critical evaluation. *Acta Psychologica*, *137*, 151–171.
- Huettig, F., Singh, N., & Mishra, R. K. (2011). Language-mediated visual orienting behavior in low and high literates. *Frontiers in Psychology*, *2*, 285.
- Huey, E. B. (1908). *The Psychology and Pedagogy of Reading*. New York: Macmillan.
- Hulme, C., Hatcher, P. J., Nation, K., Brown, A., Adams, J., & Stuart, G. (2002). Phoneme awareness is a better predictor of early reading skill than onset-rime awareness. *Journal of Experimental Child Psychology*, *82*, 2–28.
- Humphreys, G. W., Evett, L. J., & Quinlan, P. T. (1990). Orthographic processing in visual word recognition. *Cognitive Psychology*, *22*, 517–560.
- Huttenlocher, J., Haight, W., Selzer, M., & Lyons, T. (1991). Early vocabulary growth: relation to language input and gender. *Developmental Psychology*, *27*, 236–248.
- Hutzler, F., & Wimmer, H. (2004). Eye movements of dyslexic children when reading in a regular orthography. *Brain and Language*, *89*, 235–242.
- Hutzler, F., Kronbichler, M., Jacobs, A. M., & Wimmer, H. (2006). Perhaps correlational but not causal: no effect of dyslexic readers' magnocellular system on their eye movements during reading. *Neuropsychologia*, *44*, 637–648.
- Hutzler, F., Ziegler, J. C., Perry, C., Wimmer, H., & Zorzi, M. (2004). Do current connectionist learning models account for reading development in different languages? *Cognition*, *91*, 273–296.
- Hyams, N. (1986). *Language Acquisition and the Theory of Parameters*. Norwell, MA: Reidel.
- Ibrahim, R., & Eviatar, Z. (2009). Language status and hemispheric involvement in reading: evidence from trilingual Arabic speakers tested in Arabic, Hebrew, and English. *Neuropsychology*, *23*, 240–254.
- (2012). The contribution of the two hemispheres to lexical decision in different languages. *Behavioral and Brain Function*, *8*.
- Ibrahim, R., Eviatar, Z., & Aharon-Peretz, J. (2002). The characteristics of Arabic orthography slow its processing. *Neuropsychology*, *16*, 322–326.
- Ibrahim, R., Israeli, N., & Eviatar, Z. (2010). Hemispheric involvement in reading: the effects of language experience. *Journal of Neurolinguistics*, *23*, 427–442.
- Ijalba, E., Obler, L. K., & Chengappa, S. K. (2004). Bilingual aphasia. In T. K. Bhatia & W. C. Ritchie (eds.), *The Handbook of Bilingualism* (pp. 70–89). Malden, MA: Blackwell.
- Indefrey, P., Brown, C., Hagoort, P., Herzog, H., Sach, M., & Seitz, R. J. (1997). A PET study of cerebral activation patterns induced by verb inflection. *Neuroimage*, *5*, S548.
- Ingram, D. (1974). The relationship between comprehension and production. In R. L. Schiefelbusch & L. L. Lloyd (eds.), *Language Perspectives: Acquisition, Retardation, and Intervention* (pp. 313–334). Baltimore, MD: University Park Press.

- (1995). The cultural basis of prosodic modifications to infants and children: a response to Fernald's universalist theory. *Journal of Child Language*, *22*, 223–233.
- Ingram, J. C. L., & Park, S.-G. (1998). Language, context, and speaker effects in the identification and discrimination of English /r/ and /l/ by Japanese and Korean learners. *Journal of the Acoustical Society of America*, *103*, 1161–1174.
- Ingram, J. C. L., & Pittam, J. (1987). Auditory and acoustic correlates of perceived accent change: Vietnamese schoolchildren acquiring Australian English. *Journal of Phonetics*, *15*, 127–143.
- Isarankura, S. (2008). Acquisition of the English article system by Thai learners: An analysis of metalinguistic knowledge in English article use. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Ishii, T. (2004). *Ishii-Corpus*. Pittsburgh, PA: TalkBank.
- Ismael bin Hahaman (ed.) (2000). *Pedoman ejaan Rumi Bahasa Melayu [Guide to Malay Language Rumi Spelling]*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Iverson, P., Kuhl, P., Akahane-Yamada, R., Diesch, E., Tohkura, Y., Kettnerman, A., & Siebert, C. (2003). A perceptual interference account of acquisition difficulties for non-native phonemes. *Cognition*, *87*, B47–B57.
- Iwasaki, S. (1985). The given A constraint and the Japanese particle ga. In S. Delancey (ed.), *Proceedings of the 1 Annual Pacific Linguistics Conference* (pp. 152–167). Eugene, OR: Department of Linguistics, University of Oregon.
- Jackson, J. H. (1865). In J. Taylor (ed.) (1958) *Selected Writings of John Hughlings Jackson*. New York: Basic Books.
- Jaeger, J. J., Lockwood, A. H., Kemmerer, D. L., Van Valin Jr, R. D., Murphy, B. W., & Khalak, H. G. (1996). A positron emission tomographic study of regular and irregular verb morphology in English. *Language*, *72*, 451–497.
- Jalil, S., & Rickard Liow, S. J. (2008). How does home language influences early spellings? Phonologically plausible errors of diglossic Malay children. *Applied Psycholinguistics*, *29*, 535–552.
- Jamjuntr, P., & Dejdrumrong, N. (2009). Thai font type recognition using linear interpolation analysis. In *6 International Conference on Computer Graphics, Imaging and Visualization*, 406–409.
- Jia, G., Kohnert, K., & Collado, J. (2006). Action naming in Spanish and English by sequential bilingual children and adolescence. *Journal of Speech Language and Hearing Research*, *49*, 588–602.
- Jin, L. (2009). Chinese syntactic structures: a grammar guide to language profiling. Prime Minister Initiative 2 Connect Project. Unpublished booklet. De Montfort University, UK and Universiti Kebangsaan Malaysia.
- Jin, L., Oh, B. L., & Razak, A. (2012). C-LARSP: developing a Chinese grammatical profile. In M. Ball, D. Crystal & P. Fletcher (eds.), *Assessing Grammar: The Languages of LARSP* (pp. 208–229). Clevedon, UK: Multilingual Matters.
- Jisa, H. (2000). Increasing cohesion in narratives: a developmental study of maintaining and reintroducing subjects in French. *Linguistics*, *38*, 591.
- Joanisse, M. F., & Seidenberg, M. S. (1999). Impairments in verb morphology after brain injury: a connectionist model. *Proceedings of the National Academy of Sciences USA*, *96*, 7592–7597.

- Johnson, R. L. (2007). The flexibility of letter coding: nonadjacent letter transposition effects in the parafovea. In R. v. Gompel, M. Fisher, W. Murray & R. L. Hill (eds.), *Eye Movements: A Window on Mind and Brain* (pp. 425–440). Oxford: Elsevier.
- Johnston, P. H. (1985). Understanding reading disability. *Harvard Educational Review*, *55*, 153–177.
- Jongejan, W., Verhoeven, L., & Siegel, L. S. (2007). Predictors of reading and spelling abilities in first- and second-language learners. *Journal of Educational Psychology*, *99*, 835–851.
- Jordan, T., Almabruk, A. A., McGowan, V., & Paterson, K. (2011). Evaluating hemispheric divisions in processing fixated words: the evidence from Arabic. *Cortex*, *47*, 992–997.
- Jordan, T. R., Patching, G. R., & Thomas, S. M. (2003). Assessing the role of hemispheric specialization, serial-position processing and retinal eccentricity in lateralized word perception. *Cognitive Neuropsychology*, *20*, 49–71.
- Joshi, R. M., & Aaron, P. G. (2000). The component model of reading: simple view of reading made a little more complex. *Reading Psychology*, *21*, 85–97.
- (2006). Learning to spell from speech and learning to spell from print: a study of spelling of children who speak Tamil, a Dravidian language. In R. M. Joshi & P. G. Aaron (eds.), *Handbook of Orthography and Literacy* (pp. 551–568). Hillsdale, NJ: Lawrence Erlbaum.
- Joshi, R. M., Hoien, T., Xiwu-Feng, R., Chengappa, R., & Boulware-Gooden, R. (2006). Learning to spell by ear and by eye: a cross-linguistic comparison. In R. M. Joshi & P. G. Aaron (eds.), *Handbook of Orthography and Literacy* (pp. 569–580). Hillsdale, NJ: Lawrence Erlbaum.
- Joshi, R. M., Padakannaya, P., & Nishanmath, S. (2010). Dyslexia and hyperlexia in bilinguals. *Dyslexia*, *16*, 99–118.
- Just, M. A., & Carpenter, P. A. (1980). A theory of reading: from eye fixations to comprehension. *Psychological Review*, *87*, 329–354.
- Just, M. A., Carpenter, P. A., & Woolley, J. D. (1982). Paradigms and processes in reading comprehension. *Journal of Experimental Psychology: General*, *111*, 228–238.
- Kaan, E., Wayland, R., Bao, M., & Barkley, C. M. (2007). Effects of native language and training on lexical tone perception: an event-related potential study. *Brain Research*, *1148*, 113–122.
- Kachru, Y. (2008). Hindi–Urdu–Hindustani. In B. B. Kachru, Y. Kachru & S. N. Sridhar (eds.), *Language in South Asia* (pp. 81–102). Cambridge: Cambridge University Press.
- Kader, M., & Tan, H. T. (2002). Pemerolehan morfologi dan sintaksis kanak-kanak Melayu [The acquisition of morphology and syntax among Malay children]. *Jurnal Bahasa*, *2*, 352–373.
- Kajii, N., Nazir, T. A., & Osaka, N. (2001). Eye movement control in reading unspaced text: the case of the Japanese script. *Vision Research*, *41*, 2503–2510.
- Kamath, S. U. (2002). *A Concise History of Karnataka: From Pre-historic times to the Present*. Bangalore: Jupiter Books.
- Kamide, Y., Altmann, G. T. M., & Haywood, S. L. (2003). Prediction and thematic information in incremental sentence processing: evidence from anticipatory eye movements. *Journal of Memory and Language*, *49*, 133–156.

- Kamide, Y., Scheepers, C., & Altmann, G. T. (2003). Integration of syntactic and semantic information in predictive processing: cross-linguistic evidence from German and English. *Journal of Psycholinguistic Research*, *32*, 37–55.
- Kan, P. F., & Kohnert, K. (2005). Preschoolers learning Hmong and English: lexical–semantic skills in L1 and L2. *Journal of Speech, Language and Hearing Research*, *48*, 372–383.
- (2008). Fast mapping in bilingual preschool children. *Journal of Child Language*, *35*, 495–514.
- Kanchanawan, N. (1978). Expression for time in the Thai verb and its application to Thai–English machine translation. Unpublished PhD dissertation, University of Texas at Austin, TX.
- Kandakai, P., & Sproat, R. (2010). Impact of spatial ordering of graphemes in alphasyllabic scripts on phonemic awareness in India languages. *Writing Systems Research*, *2*, 105–116.
- Kar, S. (2010). *Syllable Structure of Bangla: An Optimality-Theoretic Approach*. Newcastle, UK: Cambridge Scholars Publishing.
- Karanth, P. (1981). Pure alexia in a Kannada–English bilingual. *Cortex*, *17*, 187–198.
- (1992). Developmental dyslexia in bilingual–biliterates. *Reading and Writing: An Interdisciplinary Journal*, *4*, 297–306.
- (2003). *A Cross-Linguistic Study of Acquired Reading Disorders: Implications for Reading Models, Disorders, Acquisition, and Teaching*. New York: Kluwer.
- (2006). The kagunita of Kannada: learning to read and write an Indian alphasyllabary. In R. M. Joshi & P. G. Aaron (eds.), *Handbook of Orthography and Literacy* (pp. 389–404). Hillsdale, NJ: Lawrence Erlbaum.
- Karanth, P., & Prakash, P. (1996). *Developmental Investigation on Onset, Progress and Stages of Literacy Acquisition: Its Implications for Instructional Processes*. New Delhi: National Council of Educational Research and Training.
- Karanth, P., & Rangamani, G. N. (1988). Crossed aphasia in multilinguals. *Brain and Language*, *34*, 169–180.
- Karanth, P., Mathew, A., & Kurien, P. (2004). Orthography and reading speed: data from native readers of Kannada. *Reading and Writing: An Interdisciplinary Journal*, *17*, 101–120.
- Karim, N. S., Onn, F. M., Hashim Hj. Musa, & Mahmood, A. H. (2004). *Tatabahasa dewan*, Ed. baharu. [Malay Grammar, new edn]. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Karmiloff-Smith, A. (1981). The grammatical marking of thematic structure in the development of language production. In W. Deutsch (ed.), *The Child's Construction of Language* (pp. 123–147). New York: Academic Press.
- Karzon, R. (1985). Discrimination of polysyllabic sequences by one to four month old infants. *Journal of Experimental Child Psychology*, *39*, 326–342.
- Katz, B., Baker, G., & MacNamara, J. (1974). What's in a name? On the child's acquisition of proper and common nouns. *Child Development*, *45*, 269–273.
- Katz, J. J. (1964). Mentalism in linguistics. *Language*, *40*, 124–137.
- Katz, L., & Frost, R. (1992). The reading process is different for different orthographies. In R. Frost & L. Katz (eds.), *Orthography, Phonology, Morphology, and Meaning* (pp. 67–84). Amsterdam: Elsevier.

- Keenan, J. M., Betjemann, R., Wadsworth, S. J., DeFries, J. C., & Olson, R. K. (2006). Genetic and environmental influences on reading and listening comprehension. *Journal of Research in Reading, 29*, 75–91.
- Keil, F. C. (2003). Categorization, causation, and the limits of understanding. *Language and Cognitive Processes, 18*, 663–692.
- Kelkar, A. R. (1958). The phonology and morphology of Marathi. Unpublished PhD dissertation, Cornell University, Ithaca, NY.
- (1964). Marathi baby talk. *Word, 20*, 40–54.
- (1968). *Studies in Hindi-Urdu*, vol. 1, *Introduction and Word Phonology*. Poona, India: Deccan College.
- Keller, H. (2007). *Cultures of Infancy*. Mahwah, NJ: Lawrence Erlbaum.
- Kemler Nelson, D. G., Hirsh-Pasek, K., Jusczyk, P. W., & Wright Cassidy, K. (1989). How the prosodic cues in motherese might assist language learning. *Journal of Child Language, 16*, 55–68.
- Kersten, A. W., Meissner, C. A., Lechuga, J., Schwartz, B. L., Albrechtse, J. S., & Iglesias, A. (2010). English speakers attend more strongly than Spanish speakers to manner of motion when classifying novel objects and events. *Journal of Experimental Psychology: General, 139*, 638–653.
- Kertesz, A., & Poole, E. (1974). The aphasia quotient: the taxonomic approach to measurement of aphasic disability. *Canadian Journal of Neurological Sciences, 1*, 7–16.
- Kessler, B., & Treiman, R. (2001). Relationships between sounds and letters in English monosyllables. *Journal of Memory and Language, 44*, 592–617.
- Khouw, E., & Ciocca, V. (2006). An acoustic and perceptual study of final stops produced by profoundly hearing-impaired adolescents. *Journal of Speech, Language and Hearing Research, 49*, 172–185.
- (2007). Perceptual correlates of Cantonese tones. *Journal of Phonetics, 35*, 104–117.
- Kidd, E., & Lum, J. A. (2008). Sex differences in past tense overregularization. *Developmental Science, 11*, 882–889.
- Kim, J., & Davis, C. (2004). Characteristics of poor readers of Korean Hangul: auditory, visual and phonological processing. *Reading and Writing: An Interdisciplinary Journal, 17*, 153–185.
- Kim, J., Davis, C., Burnham, D., & Luksaneeyanawin, S. (2004). The effect of script on poor reader's sensitivity to dynamic visual stimuli. *Brain and Language, 91*, 326–335.
- Kim, K. H., & Kim, J. H. (2006). Comparison of spatiotemporal cortical activation pattern during visual perception of Korean, English, Chinese words: an event-related potential study. *Neuroscience Letters, 394*, 227–232.
- Kindaichi, H. (1950). Kokugo doosi no itibunrui. *Gengo Kenkyu, 15*, 48–63.
- Kinoshita, S. (1998). The role of phonology in reading Japanese: or why I don't hear myself when reading Japanese. *Reading and Writing: An Interdisciplinary Journal, 10*, 439–455.
- Kishalaya (2004). *Paschim banga vidyalaya-shiksha adhikar, Book 1, 2*. Kolkata.
- Kitamura, C., & Burnham, D. (1998). The infant's response to vocal affect in maternal speech. In C. Rovee-Collier (ed.), *Advances in Infancy Research* (vol. 12, pp. 221–236). Stamford, CT: Ablex Press.

- (2003). Pitch and communicative intent in mother's speech: adjustments for age and sex in the first year. *Infancy*, *4*, 85–110.
- Kitamura, C., Thanavisuth, C., Luksaneeyanawin, S., & Burnham, D. (2002). Universality and specificity in infant-directed speech: pitch modifications as a function of infant age and sex in a tonal and non-tonal language. *Infant Behavior and Development*, *24*, 372–392.
- Klein, W., & Perdue, C. (eds.) (1992). *Utterance Structure: Developing Grammar Again*. Amsterdam: John Benjamins.
- Kliegl, R., Risse, S., & Laubrock, J. (2007). Preview benefit and parafoveal-on-foveal effects from word *n* + 2. *Journal of Experimental Psychology: Human Perception and Performance*, *33*, 1250–1255.
- Knoeferle, P., & Crocker, M. W. (2006). The coordinated interplay of scene, utterance, and world knowledge: evidence from eye tracking. *Cognitive Science*, *30*, 481–529.
- Koda, K. (2007). Reading and language learning: cross-linguistic constraints on second language reading development. *Language Learning*, *57*, 1–44.
- Koenig, J. P., & Muansuwan, N. (2005). The syntax of aspect in Thai. *Natural Language and Linguistic Theory*, *23*, 335–380.
- Kohn, S. E., & Cragnolino, A. (2003). The role of preferred argument structure for understanding aphasic sentence planning. In J. W. D. Bois, L. E. Kumpf & W. J. Ashby (eds.), *Preferred Argument Structure: Grammar as Architecture for Function* (pp. 339–351). Amsterdam: John Benjamins.
- Kohn, S. E., & Goodglass, H. (1985). Picture-naming in aphasia. *Brain and Language*, *24*, 266–283.
- Kohsom, C., & Gobet, F. (1997). Adding spaces to Thai and English: effects on reading. In *Proceedings of the 19th Annual Meeting of the Cognitive Science Society* (pp. 388–393). Hillsdale, NJ: Lawrence Erlbaum.
- Koriat, A. (1985). Lateralization effects in reading pointed and unpointed Hebrew words. *British Journal of Psychology*, *76*, 161–173.
- Kreiman, J., & Sidtis, D. (2011). *Foundations of Voice Studies: An Interdisciplinary Approach to Voice Production and Perception*. Malden, MA: Wiley-Blackwell.
- Krishnamurthi, B. (2003). The writing systems of the major literary languages. In B. Krishnamurthi (ed.), *The Dravidian Languages* (pp. 78–89). Cambridge: Cambridge University Press.
- Krishnan, A. (2007). Human frequency following response. In R. F. Burkard, M. Don & J. J. Eggermont (eds.), *Auditory Evoked Potentials: Basic Principles and Clinical Application* (pp. 313–335). Baltimore, MD: Lippincott Williams & Wilkins.
- Krishnan, A., & Gandour, J. T. (2009). The role of the auditory brainstem in processing linguistically-relevant pitch patterns. *Brain and Language*, *110*, 135–148.
- Krishnan, A., Gandour, J. T., & Bidelman, G. M. (2010a). Brainstem pitch representation in native speakers of Mandarin is less susceptible to degradation of stimulus temporal regularity. *Brain Research*, *1313*, 124–133.
- (2010b). The effects of tone language experience on pitch processing in the brainstem. *Journal of Neurolinguistics*, *23*, 81–95.
- Krishnan, A., Gandour, J. T., Bidelman, G. M., & Swaminathan, J. (2009). Experience-dependent neural representation of dynamic pitch in the brainstem. *Neuroreport*, *20*, 408–413.

- Krishnan, A., Gandour, J. T., Smalt, C. J., & Bidelman, G. M. (2010). Language-dependent pitch encoding advantage in the brainstem is not limited to acceleration rates that occur in natural speech. *Brain and Language*, *114*, 193–198.
- Krishnan, A., Swaminathan, J., & Gandour, J. T. (2009). Experience-dependent enhancement of linguistic pitch representation in the brainstem is not specific to a speech context. *Journal of Cognitive Neuroscience*, *21*, 1092–1105.
- Krishnan, A., Xu, Y., Gandour, J., & Cariani, P. (2005). Encoding of pitch in the human brainstem is sensitive to language experience. *Brain Research Cognitive Brain Research*, *25*, 161–168.
- Kroll, J. F., & de Groot, A. M. B. (1997). Lexical and conceptual memory in the bilinguals: mapping form to meaning in two languages. In A. M. B. d. Groot & J. F. Kroll (eds.), *Tutorials in Bilingualism: Psycholinguistic Perspectives* (pp. 201–224). Mahwah, NJ: Lawrence Erlbaum.
- Kroll, J. F., & Stewart, E. (1994). Category interference in translation and picture naming: evidence for asymmetric connections between bilingual memory representations. *Journal of Memory and Language*, *33*, 149–174.
- Krupa, E. D., Chengappa, S., & Bhat, S. (2004). Language mixing in Malayalam–English bilingual aphasics. *Asia Pacific Journal of Disability and Rehabilitation*, *15*, 68–76.
- Kuchinsky, S., Stefanie, E., Bock, K., & Irwin, D. (2011). Reversing the hands of time: changing the mapping from seeing to saying. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *37*, 748–756.
- Kuczaj, S. A. (1978). Why do children fail to overgeneralize the progressive inflection? *Journal of Child Language*, *5*, 167–171.
- Kuhl, P., Andruski, J. E., Chistovich, I. A., Chistovich, L. A., Kozhevnikova, E. V., Ryskina, V. L., & Lacerda, F. (1997). Cross-language analysis of phonetic units in language addressed to infants. *Science*, *277*, 684–686.
- Kumar, U., Das, T., Bapi, R. S., Padakannaya, P., Joshi, R. M., & Singh, N. C. (2010). Reading different orthographies: an fMRI study of phrase reading in Hindi–English bilinguals. *Reading and Writing: An Interdisciplinary Journal*, *23*, 239–255.
- Kumpf, L. E. (1992). Preferred argument structure in second language discourse: a preliminary study. *Studies in Language*, *16*, 369–403.
- Küntay, A. C., & Koçbaş, D. (2009). Effects of lexical items and construction types in English and Turkish character introductions in elicited narrative. In J. Guo, E. Lieven, N. Budwig, S. Ervin-Tripp, K. Nakamura & Ş. Özçalışkan (eds.), *Crosslinguistic Approaches to the Psychology of Language: Research in the Tradition of Dan Isaac Slobin* (pp. 81–92). New York: Psychology Press.
- LaBerge, D., & Samuels, L. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, *6*, 293–323.
- Ladefoged, P., Maddieson, I., & Jackson, M. (1988). Investigating phonation types in different languages. In O. Fujimura (ed.), *Vocal Physiology: Voice Production, Mechanisms, and Functions* (vol. 2, pp. 297–317). New York: Raven Press.
- Lakshmanan, U. (2006). Assessing linguistic competence: verbal inflection in child Tamil. *Language Assessment Quarterly*, *3*, 171–206.

- Lambacher, S., Martens, W. L., Nelson, B., & Berman, J. (2001). Identification of English fricatives by Japanese listeners: the influence of vowel context on sensitivity and response bias. *Acoustical Science and Technology*, *22*, 334–343.
- Lambon Ralph, M. A., Braber, N., McClelland, J. L., & Patterson, K. (2005). What underlies the neuropsychological pattern of irregular and regular past-tense verb production? *Brain and Language*, *93*, 106–119.
- Lambrecht, K. (1987). On the status of SVO sentences in French discourse. In R. S. Tomlin (ed.), *Coherence and Grounding in Discourse* (pp. 217–261). Amsterdam: John Benjamins.
- Laver, J. (1980). *The Phonetic Description of Voice Quality*. Cambridge: Cambridge University Press.
- Lavidor, M., Ellis, A., & Pansky, A. (2002). Case alternation and length effects in lateralized word recognition: studies of English and Hebrew. *Brain and Cognition*, *50*, 257–271.
- Law, S.-P., Fung, R. S.-Y., & Bauer, R. (2001). Perception and production of Cantonese consonant endings. *Asia Pacific Journal of Speech, Language and Hearing*, *6*, 179–195.
- Le, G. A., Freedman, G., & Park, C. (1997). The model of Chinese mother-child interaction and cultural delivery. (In Chinese.) *Journal of Tian Jin Normal University Academic Press*, *3*, 34–41.
- Lee, E. H., & Kim, H. Y. (2007). On cross-linguistic variations in imperfective aspect: the case of L2 Korean. *Language Learning*, *57*, 651–685.
- Lee, H. S. (1991). Tense, aspect and modality: a discourse-pragmatic analysis of verbal suffixes in Korean from a typological perspective. Unpublished PhD dissertation, University of California, Los Angeles.
- Lee, L. W. (2008). Development and validation of a reading-related assessment battery in Malay for the purpose of dyslexia assessment. *Annals of Dyslexia*, *58*, 37–57.
- Lee, L. W., & Wheldall, K. (2011). Acquisition of Malay word recognition skills: lessons from low-progress early readers. *Dyslexia*, *17*, 19–37.
- Legate, J., & Yang, C. (2007). Morphosyntactic learning and the development of tense: a new approach to root infinitives. *Language Acquisition*, *14*, 315–344.
- Lehiste, I. (1970). *Suprasegmentals*. Cambridge, MA: MIT Press.
- Lehmann, T. (1989). *A Grammar of Modern Tamil*. Pondicherry, India: Pondicherry Institute of Linguistics and Culture.
- (1998). Old Tamil. In S. Sanford (ed.), *The Dravidian Languages* (pp. 75–99). London: Routledge.
- Leone, P. (1990). Tense and aspect in Italian: a bias in the distribution of verbal inherent semantics and verbal morphology. Unpublished paper, Applied Linguistics, University of California, Los Angeles.
- Leong, C.-K., Tan, L. H., Cheng, P. W., & Hau, K. T. (2005). Learning to read and spell English words by Chinese students. *Scientific Studies of Reading*, *9*, 63–84.
- Leong, C. K., Wong, S., Wong, A., & Hiscock, M. (1985). Differential cerebral involvement in perceiving Chinese characters: levels of processing approach. *Brain and Language*, *26*, 131–145.
- Leopold, W. F. (1949). *Speech Development of a Bilingual Child: A Linguist's Record*. Evanston, IL: Northwestern University Press.

- Lete, B., Peereman, R., & Fayol, M. (2008). Consistency and word-frequency effects on spelling among first- to fifth-grade French children: a regression-based study. *Journal of Memory and Language*, *58*, 952–977.
- Levelt, W. J. M. (1989). *Speaking: From Intention to Articulation*. Cambridge, MA: MIT Press.
- Levin, I., & Korat, O. (1993). Sensitivity to phonological, morphological, and semantic cues in early reading and writing in Hebrew. *Merrill-Palmer Quarterly*, *39*, 213–232.
- Levinson, S. C. (1996). Relativity in spatial conception and description. In J. J. Gumperz & S. C. Levinson (eds.), *Rethinking Linguistic Relativity* (pp. 177–202). Cambridge: Cambridge University Press.
- (2003). *Space in Language and Cognition: Explorations in Cognitive Diversity*. Cambridge: Cambridge University Press.
- Levinson, S. C., Kita, S., Haun, D. B. M., & Rasch, B. H. (2002). Returning the tables: language affects spatial reasoning. *Cognition*, *84*, 155–188.
- Li, C. N., & Thompson, S. A. (1978). The acquisition of tone. In V. A. Fromkin (ed.), *Tone: A Linguistic Survey* (pp. 271–284). New York: Academic Press.
- Li, C. T., & Williams, S. T. (1990). Repetition deficit in three aphasic syndromes. *Journal of Communication Disorders*, *23*, 77–88.
- Li, L. H. (2008). The development of metacommunication skills: language usage of Chinese preschoolers in play context. (In Chinese.) Unpublished Masters dissertation, East China Normal University, China.
- Li, P., & Bowerman, M. (1998). The acquisition of lexical and grammatical aspect in Chinese. *First Language*, *18*, 311–350.
- Li, P., & Gleitman, L. (2002). Turning the tables: language and spatial reasoning. *Cognition*, *83*, 265–294.
- Li, P., & Shirai, Y. (2000). *The Acquisition of Lexical and Grammatical Aspect*. Berlin: Mouton de Gruyter.
- Li, X. Y. (2008). A case study of the development of language and communicative skills for six children with autism. (In Chinese.) Unpublished PhD dissertation, East China Normal University, China.
- Li, X., Gandour, J. T., Talavage, T., Wong, D., Hoffa, A., Lowe, M., & Dzemidzic, M. (2010). Hemispheric asymmetries in phonological processing of tones versus segmental units. *Neuroreport*, *21*, 690–694.
- Li, X., Liu, P., & Rayner, K. (2011). Eye movement guidance in Chinese reading: is there a preferred viewing location? *Vision Research*, *51*, 1146–1156.
- Li, Y. M. (1995). *Child Language Development*. Wuhan: Huazhong Normal University Press.
- Li, Y. M., & Chen, Q. R. (1998). *Language Comprehension and Occurrence: The Comparative Study of Children's Comprehension and Occurrence of Question Utterances*. Wuhan: Huazhong Normal University Press.
- Liang, J. (2008). Lexical tones perceived by Chinese aphasic patients. In D. P. Law, B. S. Weekes & A. M.-Y. Wong (eds.), *Language Disorders in Speakers of Chinese* (pp. 169–178). Clevedon, UK: Multilingual Matters.
- Liberman, A. M. (1999). The reading researcher and the reading teacher need the right theory of speech. *Scientific Studies of Reading*, *3*, 95–111.

- Liberman, I. Y., & Liberman, A. M. (1992). Whole language versus code emphasis: underlying assumptions and their implications for reading instruction. In P. B. Gough, L. C. Ehri & R. Treiman (eds.), *Reading Acquisition* (pp. 343–366). Hillsdale, NJ: Lawrence Erlbaum.
- Liberman, I. Y., Shankweiler, D., Fischer, F., & Carter, B. (1974). Explicit phoneme and syllable segmentation in the young child. *Journal of Experimental Child Psychology*, *18*, 201–212.
- Liebenthal, E., Binder, J. R., Spitzer, S. M., Possing, E. T., & Medler, D. A. (2005). Neural substrates of phonemic perception. *Cerebral Cortex*, *15*, 1621–1631.
- Liebenthal, E., Desai, R., Ellingson, M. M., Ramachandran, B., Desai, A., & Binder, J. R. (2010). Specialization along the left superior temporal sulcus for auditory categorization. *Cerebral Cortex*, *20*, 2958–2970.
- Lieven, E. V. M. (1994). Crosslinguistic and crosscultural aspects of language addressed to children. In C. Gallaway & B. J. Richards (eds.), *Input and Interaction in Language Acquisition* (pp. 56–73). Cambridge: Cambridge University Press.
- Lieven, E. V. M., & Stoll, S. (2010). Language. In M. H. Bornstein (ed.), *Handbook of Cultural Developmental Science* (pp. 143–160). Hove, UK: Psychology Press.
- Limsangkass, S. (2009). An interlanguage study of English intonation in Thai students speaking Pattani Malay as their mother tongue. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Liu, H.-M., Kuhl, P. K., & Tsao, F.-M. (2003). An association between mothers' speech clarity and infants' speech discrimination skills. *Developmental Science*, *6*, F1–F10.
- Liu, H.-M., Tsao, F.-M., & Kuhl, P. K. (2007). Acoustic analysis of lexical tone in Mandarin infant-directed speech. *Developmental Psychology*, *43*, 912–917.
- Liu, L., Peng, D., Ding, G., Jin, Z., Zhang, L., Li, K., & Chen, C. (2006). Dissociation in the neural basis underlying Chinese tone and vowel production. *Neuroimage*, *29*, 515–523.
- Liu, C., Zhang, W., Tang, Y., Mai, X., Chen, H., Tardif, T., & Luo, Y. (2008). The visual word form area: evidence from an fMRI study of implicit processing of Chinese characters. *Neuroimage*, *40*, 1350–1361.
- Loke, K., & Harrison, G. (1986). Young children's use of Chinese (Cantonese and Mandarin) sortal classifiers. In H. S. R. Kao & R. Hoosain (eds.), *Linguistics, Psychology, and the Chinese Language* (pp. 125–146). Hong Kong: Centre of Asian Studies, University of Hong Kong.
- Long, J. (1993). *Pemerolehan imbuhan pada peringkat prasekolah dan implikasinya terhadap pendidikan bahasa [The Acquisition of Affixes at the Preschool Level and its Implication for Language Education]*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Longworth, C. E., Keenan, S. E., Barker, R. A., Marslen-Wilson, W. D., & Tyler, L. K. (2005). The basal ganglia and rule-governed language use: evidence from vascular and degenerative conditions. *Brain and Cognition*, *128*, 584–596.
- L-Thongkum, T. (1997). Tone change and language contact: a case study of Mien-Yao and Thai. In A. S. Abramson (ed.), *Southeast Asian Linguistic Studies in Honor of Vichin Panupong* (pp. 153–160). Bangkok: Chulalongkorn University Press.

- L-Thongkum, T., Teeranon, P., & Intajamomrak, C. (2007). The interaction between vowel length and pitch in Southeast Asian languages. In J. G. Harris, S. Burusphat & E. Harris (eds.), *Studies in Tai and Southeast Asian Linguistics* (pp. 225–240). Bangkok: Ekphim Thai Ltd.
- Lu, L. (1993). Agrammatism in Chinese. Unpublished PhD dissertation, Boston University School of Medicine, Boston, MA.
- Lukatela, G., Carello, C., & Turvey, M. T. (1990). Phonemic priming by words and pseudowords. *European Journal of Cognitive Psychology*, *2*, 375–394.
- Luksaneeyanawin, S. (1993). Speech computing and speech technology in Thailand. Paper presented at the *Proceedings of the Symposium on Natural Language Processing in Thailand*, Chulalongkorn University, 17–21 March 1993, 276–321.
- (1998). Intonation in Thai. In D. Hirst & A. DiCristo (eds.), *Intonation Systems: A Survey of Twenty Languages* (pp. 376–395). Cambridge: Cambridge University Press.
- Lum, J. A., Gelgic, C., & Conti-Ramsden, G. (2010). Research report: procedural and declarative memory in children with and without specific language impairment. *International Journal of Language and Communication Disorders*, *45*, 96–107.
- Lundberg, I., & Tornéus, M. (1978). Nonreaders' awareness of the basic relationship between spoken and written words. *Journal of Experimental Child Psychology*, *25*, 404–412.
- Luo, H., Ni, J. T., Li, Z. H., Li, X. O., Zhang, D. R., Zeng, F. G., & Chen, L. (2006). Opposite patterns of hemisphere dominance for early auditory processing of lexical tones and consonants. *Proceedings of the National Academy of Sciences USA*, *103*, 19558–19563.
- Lust, B. (2006). *Child Language Acquisition and Growth*. Cambridge: Cambridge University Press.
- Lust, B., Flynn, S., & Foley, C. (1996). What children know about what they say: elicited imitation as a research method for assessing children's syntax. In D. McDaniel, C. McKee & H. S. Cairns (eds.), *Methods for Assessing Children's Syntax* (pp. 55–76). Cambridge, MA: MIT Press.
- Luyster, R., & Lord, C. (2009). Word learning in children with autism spectrum disorders. *Developmental Psychology*, *45*, 1774–1786.
- Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia*, *53*, 1–14.
- Maclean, M., Bryant, P. E., & Bradley, L. (1987). Rhymes, nursery rhymes and reading in early childhood. *Merrill-Palmer Quarterly*, *33*, 255–282.
- Macnamara, J. (1982). *Names for Things: A Study of Human Learning*. Cambridge, MA: Bradford Books.
- Macnamara, J., & Kushnir, S. (1971). Linguistic interdependence of bilinguals: the input switch. *Journal of Verbal Learning and Verbal Behavior*, *10*, 480–487.
- MacWhinney, B. (2000). *The CHILDES Project: Tools for Analyzing Talk*, 3rd edn. Mahwah, NJ: Lawrence Erlbaum.
- MacWhinney, B., & Snow, C. E. (1985). The child language data exchange system. *Journal of Child Language*, *12*, 271–296.
- Maeshiba, N., Yoshinaga, N., Kasper, G., & Ross, S. (1995). Transfer and proficiency in interlanguage apologizing. In S. M. Gass & J. Neu (eds.), *Speech Acts across*

- Cultures: Challenges to Communication in a Second Language* (pp. 155–187). Berlin: Walter de Gruyter.
- Maess, B., Jacobsen, T., Schröger, E., & Friederici, A. D. (2007). Localizing pre-attentive auditory memory-based comparison: magnetic mismatch negativity to pitch change. *Neuroimage*, *37*, 561–571.
- Mair, V. (1996). Modern Chinese writing. In P. Daniels & W. Bright (eds.), *Writing Systems of the World* (pp. 200–208). Oxford: Oxford University Press.
- Majid, A., Bowerman, M., Kita, S., Haun, D., & Levinson, S. (2004). Can language restructure cognition? The case for space. *Trends in Cognitive Sciences*, *8*, 108–114.
- Mak, D. (1991). The acquisition of classifiers in Cantonese. Unpublished PhD dissertation, University of Reading, Reading, UK.
- Makita, K. (1968). The rarity of reading disability in Japanese children. *American Journal of Orthopsychiatry*, *38*, 399–614.
- Malécot, A. (1958). The role of releases in the identification of released final stops. *Language*, *34*, 370–380.
- Malpass, D., & Meyer, A. (2010). The time course of name retrieval during multiple-object naming: evidence from extrafoveal-on-foveal effects. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *36*, 523–537.
- Mano-im, R. (1999). The pronunciation of English final consonant clusters by Thai students. Unpublished MA thesis, Chulalongkorn University, Bangkok.
- Marantz, A. (1991). *Case and Licensing*. Distributed by Ohio State University Department of Linguistics, Columbus, OH.
- Marian, P., Blumenfeld, H. K., & Kaushanskaya, M. (2007). The language experience and proficiency questionnaire (LEAP-Q): assessing language profile in bilinguals and multilinguals. *Journal of Speech, Language and Hearing Research*, *50*, 940–947.
- Marian, V., & Spivey, M. (2003). Competing activation in bilingual language processing: within- and between-language comparisons. *Bilingualism: Language and Cognition*, *6*, 87–115.
- Markman, E. M. (1989). *Categorization and Naming in Children: Problems in Induction*. Cambridge, MA: MIT Press.
- Markus, J., Mundy, P., Morales, M., Delgado, C. E. F., & Yale, M. (2000). Individual differences in infant skills as predictors of child-caregiver joint attention and language. *Social Development*, *9*, 302–315.
- Marslen-Wilson, W. D., & Tyler, L. K. (1997). Dissociating types of mental computation. *Nature*, *387*, 592–594.
- (1998). Rules, representations, and the English past tense. *Trends in Cognitive Sciences*, *2*, 428–435.
- Marslen-Wilson, W. D., Hare, M., & Older, L. (1993). Inflectional morphology and phonological regularity in the English mental lexicon. In Proceedings of the *15th Annual Meeting of the Cognitive Science Society* (pp. 693–698). Hillsdale, NJ: Lawrence Erlbaum.
- Masica, C. P. (1991). *The Indo-Aryan Languages*. Cambridge: Cambridge University Press.
- Massaro, D. W., Cohen, M. M., & Tseng, C. (1985). The evaluation and integration of pitch height and pitch contour in lexical tone perception in Mandarin Chinese. *Journal of Chinese Linguistics*, *13*, 267–290.

- Mathews, P., Obler, L. K., & Albert, M. (1994). Wernicke and Alzheimer on the language disturbances of aphasia and dementia. *Brain and Language*, *46*, 439–462.
- Matiki, A. J. (2010). A case review of Tamil diglossia. *Language in India*, *10*, 392–397.
- Matisoff, J. A. (1973). Tonogenesis in Southeast Asia. In L. M. Hyman (ed.), *Southern California Occasional Papers in Linguistics No. 1* (pp. 72–95). Los Angeles, CA: University of Southern California.
- (2001). Genetic versus contact relationship: prosodic diffusability in Southeast Asian languages. In A. Y. Aikhenvald & R. M. W. Dixon (eds.), *Areal Diffusion and Genetic Inheritance: Problems in Comparative Linguistics* (pp. 291–327). Oxford: Oxford University Press.
- Matsumoto, Y. (1985). Acquisition of some Japanese numeral classifiers: the search for convention. *Papers and Reports on Child Language Development*, *24*, 79–86.
- (1987). Order of acquisition in the lexicon: implications from Japanese numeral classifiers. In K. E. Nelson & A. v. Kleek (eds.), *Children's Language* (vol. 6, pp. 229–260). Hillsdale, NJ: Lawrence Erlbaum.
- Mattock, K., & Burnham, D. (2006). Chinese and English infants' tone perception: evidence for perceptual reorganization. *Infancy*, *10*, 241–265.
- Mayer, M. (1969). *Frog, Where Are You?* New York: Dial Press.
- Mazaudon, M., & Michaud, A. (2008). Tonal contrasts and initial consonants: a case study of Tamang, a 'missing link' in tonogenesis. *Phonetica*, *65*, 231–256.
- McBride-Chang, C. (1999). What is phonological awareness? *Journal of Educational Psychology*, *87*, 179–192.
- McBride-Chang, C., & Ho, C. S.-H. (2005). Predictors of beginning reading in Chinese and English: a 2-year longitudinal study of Chinese kindergarteners. *Scientific Studies of Reading*, *9*, 117–144.
- McBride-Chang, C., Bialystok, E., Chong, K. K. Y., & Li, Y. (2004). Levels of phonological awareness in three cultures. *Journal of Experimental Child Psychology*, *89*, 93–111.
- McBride-Chang, C., Zhou, Y., Cho, J.-R., Aram, D., Levin, I., & Tolchinsky, L. (2011). Visual spatial skill: a consequence of learning to read? *Journal of Experimental Child Psychology*, *109*, 256–262.
- McClelland, J. L., & Elman, J. L. (1986). The TRACE model of speech perception. *Cognitive Psychology*, *18*, 1–86.
- McClelland, J. L., & Rumelhart, D. E. (1981). An interactive activation model of context effects in letter perception: Part 1. An account of basic findings. *Psychological Review*, *88*, 375–407.
- McConkie, G., Kerr, P. W., Reddix, M. D., & Zola, D. (1988). Eye movement control during reading: Part 1. The location of initial eye fixations on words. *Vision Research*, *28*, 1107–1118.
- McCune-Nicolich, L. (1981). The cognitive bases of relational words in the single word period. *Journal of Child Language*, *8*, 15–34.
- McDonald, S. A. (2006). Parafoveal preview benefit in reading is only obtained from the saccade goal. *Vision Research*, *46*, 4416–4424.
- McDonough, L., Choi, S., & Mandler, J. M. (2003). Understanding spatial relations: flexible infants, lexical adults. *Cognitive Psychology*, *46*, 229–259.

- McDuffie, A., Yoder, P., & Stone, W. (2006). Attention following, fast-mapping and noun comprehension and production in young children with autism spectrum disorders. *First Language*, *26*, 421–438.
- Melamed, F., & Zaidel, E. (1993). Language and task effects on lateralized word recognition. *Brain and Language*, *45*, 70–85.
- Menn, L. & Obler, L.K. (eds.) (1990). *Agrammatic Aphasia: A Cross-Language Narrative Sourcebook*, 3 vols. Amsterdam: John Benjamins.
- Mervis, C. B., & Pani, J.R. (1980). Acquisition of basic object categories. *Cognitive Psychology*, *12*, 496–522.
- Mervis, C. B., Mervis, C. A., Johnson, K. E., & Bertrand, J. (1992). Studying early lexical development: the value of the systematic diary method. *Advances in Infancy Research*, *7*, 291–378.
- Mewhort, D., & Johns, E. E. (1988). Some tests of the interactive activation model for word recognition. *Psychological Research*, *50*, 135–147.
- Meyer, A. S. (2004). The use of eye tracking in studies of sentence generation. In J. M. Henderson & F. Ferreira (eds.), *The Interface of Language, Vision, and Action: Eye Movements and the Visual World* (pp. 191–212). New York: Psychology Press.
- Meyer, A. S., & Van Der Meulen, F. F. (2000). Phonological priming of picture viewing and picture naming. *Psychonomic Bulletin and Review*, *7*, 314–319.
- Meyer, A. S., Sleiderink, A.M., & Levelt, W.J. (1998). Viewing and naming objects: eye movements during noun phrase production. *Cognition*, *89*, 25–41.
- Meyer, M., Steinhauer, K., Alter, K., Friederici, A.D., & von Cramon, D. Y. (2004). Brain activity varies with modulation of dynamic pitch variance in sentence melody. *Brain and Language*, *89*, 277–289.
- Mills, A. (1986). *The Acquisition of Gender*. Berlin: Springer.
- Mirdehghan, M. (2010). Persian, Urdu, and Pashto: a comparative analysis. *Writing Systems Research*, *2*, 9–23.
- Mishkin, M., & Forgays, D. G. (1952). Word recognition as a function of retinal locus. *Journal of Experimental Psychology*, *43*, 43–68.
- Mishra, R. K. (2009). Interaction of language and visual attention: evidence from production and comprehension. *Progress in Brain Research*, *176*, 277–290.
- (2010). Effect of intentional sentences on visual attention to human and animal pictures: evidence from eye movements. *Psychological Studies*, *55*, 219–229.
- Mishra, R. K., & Marmalejo-Ramos, F. (2010). On the mental representations originating during the interaction between language and vision. *Cognitive Processing*, *11*, 295–305.
- Mishra, R. K., Pandey, A., & Srinivasan, N. (2011). Revisiting the scrambling complexity hypothesis in sentence processing: a self-paced reading study on anomaly detection and scrambling in Hindi. *Reading and Writing: An Interdisciplinary Journal*, *24*, 709–727.
- Mishra, R. K., Singh, N., Pandey, A., & Huettig, F. (2012). Spoken language-mediated anticipatory eye movements are modulated by reading ability: evidence from Indian low and high literates. *Journal of Eye Movement Research*, *5*, 1–10.
- Miyata, S. (1995). The Aki corpus: longitudinal speech data of a Japanese boy aged 1;5.7–3;0.0. *Bulletin of Aichi Shukutoku Junior College*, *34*, 183–191.

- (2000). The Tai corpus: longitudinal speech data of a Japanese boy aged 1;5.20–3;1.1. *Bulletin of Aichi Shukutoku Junior College*, 39, 77–85.
- (2004). *Ryo-corpus*. Pittsburgh, PA: TalkBank.
- Modehiran, P. (2005). Correction among Thais and Americans: a study of cross-cultural and interlanguage pragmatics. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Moeliono, A. M., & Dardjowidjojo, S. (eds.) (1988). *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Mohamad Noor, H. N. (2002). Pemerolehan bahasa kanak-kanak melayu: satu kajian kes [Language acquisition of a Malay child: a case study]. *Jurnal Dewan*, 2, 465–489.
- Morais, J., Cary, L., Alegria, J., & Bertelson, P. (1979). Does awareness of speech as a sequence of phones arise spontaneously? *Cognition*, 7, 323–331.
- Morgan, J. L., & Meyer, A. S. (2005). Processing of extrafoveal objects during multiple-object naming. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 31, 428–442.
- Morrison, R. E. (1984). Manipulation of stimulus onset delay in reading: evidence for parallel programming of saccades. *Journal of Experimental Psychology: Human Perception and Performance*, 10, 667–682.
- Mousikou, P., Coltheart, M., Finkbeiner, M., & Saunders, S. (2010). Can the dual-route cascaded computational model of reading offer a valid account of the masked onset priming effect? *Quarterly Journal of Experimental Psychology: Human Perception and Performance*, 63, 984–1003.
- Munoz, M. L., Marquardt, T. P., & Copeland, G. (1999). A comparison of code switching patterns of aphasics and neurologically normal bilingual speakers of English and Spanish. *Brain and Language*, 62, 249–274.
- Myers, J. (2000). Rules vs. analogy in Mandarin classifier selection. *Language and Linguistics*, 1, 187–209.
- Myers, J., & Tsay, J. (2000). The acquisition of the default classifier in Taiwanese. Paper presented at the 7th International Symposium on Chinese Languages and Linguistics, National Chung Cheng University, Taiwan.
- Myers, J., Gong, S., & Shen, Z. (1999). The semantic content of the general classifier in Mandarin. Paper presented at the International Association of Chinese Linguistics 8th Annual Conference, Melbourne, Australia.
- Myers-Scotton, C. (1993). *Duelling Languages: Grammatical Structure in Code Switching*. Oxford: Clarendon Press.
- Naatanen, R. (2001). The perception of speech sounds by the human brain as reflected by the mismatch negativity (MMN) and its magnetic equivalent (MMNm). *Psychophysiology*, 38, 1–21.
- Nag, S. (2007). Early reading in Kannada: the pace of acquisition of orthographic knowledge and phonemic awareness. *Journal of Research in Reading*, 30, 7–22.
- (2011). The akshara languages: what do they tell us about children's literacy learning? In R. Mishra & N. Srinivasan (eds.), *Language-Cognition: State of the Art* (pp. 272–290). Munich: Lincom Publishers.
- Nag, S., & Snowling, M. (2011). Cognitive profiles of poor readers of Kannada. *Reading and Writing: An Interdisciplinary Journal*, 24, 657–676.

- Nag, S., Caravolas, M., & Snowling, M. J. (2011). Beyond alphabetic processes: literacy and its acquisition in the alphasyllabic languages. *Reading and Writing: An Interdisciplinary Journal*, 24, 615–622.
- Nag, S., Treiman, R., & Snowling, M. J. (2010). Learning to spell in an alphasyllabary: the case of Kannada. *Writing Systems Research*, 2, 41–52.
- Nag-Arulmani, S. (2003). Reading difficulties in Indian languages. In N. Goulandris (ed.), *Dyslexia in Different Languages: Cross-Linguistic Comparisons* (pp. 235–254). London: Whurr.
- Naigles, L., Hoff, E., & Vear, D. (2009). *Flexibility in Early Verb Use: Evidence from a Multiple-n Diary Study*. London: Monographs for the Society for Research in Child Development.
- Nair, V., Abraham, A., Bhat, S., & Chengappa, S. (2010). Fast mapping of novel words: a cross-linguistic investigation. *International Journal of Mind, Brain and Cognition*, 1, 57–70.
- Naka, M. (1999). The acquisition of Japanese numeral classifiers by 2- to 4-year-old children: the role of caretakers' linguistic inputs. *Japanese Psychological Research*, 41, 70–78.
- Narasimhan, B. (1981). *Modelling Language Behaviour*. Springer-Verlag, Heidelberg.
- Narasimhan, B., & Brown, P. (2008). Getting the INSIDE story: learning to express containment in Tzeltal and Hindi. In V. C. Mueller Gathercole (ed.), *Routes to Language: Studies in Honor of Melissa Bowerman* (pp. 97–130). Hove, UK: Psychology Press.
- Narasimhan, B., & Gullberg, M. (2006). Perspective-shifts in event descriptions in Tamil child language. *Journal of Child Language*, 33, 99–124.
- Narasimhan, B., Budwig, N., & Murty, L. (2005). Argument realization in Hindi caregiver-child discourse. *Journal of Pragmatics*, 37, 461–495.
- Nelson, K. (1973). *Structure and Strategy in Learning to Talk*. London: Monographs of the Society for Research in Child Development.
- Ng, B. C. (1989). The acquisition of numeral classifiers in Hokkien, a Southern Min Language. Unpublished PhD dissertation, La Trobe University, Victoria.
- Nik Safiah, K., Onn, F. M., Musa, H. H., & Mahmood, A. H. (2004). *Tatabahasa dewan*, ed. baharu [Malay Grammar, new edn]. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Nimphaibule, S. (1996). Variation of the air hostesses' pronunciation of the final consonants (t., d..) in English words. Unpublished MA thesis, Chulalongkorn University, Bangkok.
- Ninio, A., & Snow, C. E. (1996). *Pragmatic Development*. Boulder, CO: Westview Press.
- Ninio, A., Snow, C. E., Pan, B. A., & Rollins, P. R. (1994). Classifying communicative acts in children's interactions. *Journal of Communication Disorders*, 27, 157–187.
- Ninio, A., Wheeler, P., Snow, C. E., Pan, B. A., & Rollins, P. R. (1990). Inventory of Communicative Acts - Abridged (INCA-A): a coding manual. Unpublished manuscript, Harvard Graduate School of Education, Cambridge, MA.
- Nishanimit, S. P., Johnston, R. S., Joshi, R. M., Thomas, P. J., & Padakannaya, P. (in press). Effect of synthetic phonics instruction on literacy skills in an ESL setting. *Learning and Individual Differences*.
- Noji, J. (1976). *Yooziki no gengo seikatu no zittai (II) [The Language Development of a Child, 2]*. Hiroshima: Bunka Hyoron.

- Nolan, F. (2003). Intonational equivalence: an experimental evaluation of pitch scales. In M. J. Solé, D. Recasens & J. Romero (eds.), *Proceedings of the 15th International Congress of Phonetic Sciences* (pp. 771–774). Barcelona: 15th ICPHS Organizing Committee.
- Norris, D. (2005). How do computational models help us develop better theories? In A. Cutler (ed.), *Twenty-First Century Psycholinguistics: Four Cornerstones* (pp. 331–346). Hillsdale, NJ: Lawrence Erlbaum.
- Nunes, T., Bryant, P., & Olsson, J. (2003). Learning morphological and phonological spelling rules: an intervention study. *Scientific Studies of Reading*, 7, 289–307.
- Nuthmann, A., Engbert, R., & Kliegl, R. (2005). Mislocated fixations during reading and the inverted optimal viewing position effect. *Vision Research*, 45, 2201–2217.
- Obler, L. K. (1983). Dyslexia in bilinguals. In R. N. Malatesha & H. A. Whitaker, (eds.), *Dyslexia: A Global Issue* (pp. 477–496). The Hague: Martinus Nijhoff.
- Obler, L. K., & Albert, M. (1978). A monitor system for bilingual language processing. In M. Paradis (ed.), *Aspects of Bilingualism* (pp. 156–164). Columbia, SC: Hornbeam Press.
- Obler, L. K., & Machecha, N. (1991). First language loss in bilingual and polyglot aphasics. In H. Seliger & R. Vago (eds.), *First Language Attrition: Structural and Theoretical Perspectives* (pp. 53–66). Cambridge: Cambridge University Press.
- Obler, L. K., Zatorre, R. J., Galloway, L., & Vaid, J. (1982). Cerebral lateralization in bilinguals: methodological issues, *Brain and Language*, 15, 40–54.
- Ochs, E., & Schieffelin, B.B. (eds.) (1979). *Developmental Pragmatics*. New York: Academic Press.
- (1984). Language acquisition and socialization: three developmental stories and their implications. In R. A. Shweder & R. A. LeVine (eds.), *Culture Theory: Essays on Mind, Self and Emotion* (pp. 276–320). Cambridge: Cambridge University Press.
- Oh, T. M., Tan, K. L., Ng, P., Yeh, I. B., & Graham, S. (2011). The past tense debate: is phonological complexity the key to the puzzle? *Neuroimage*, 57, 271–280.
- Okubo, A. (1967). *Yoozi gengo no hattatu [Child Language Development]*. Tokyo: Tokyodo.
- (1982). (*Kokuritu Kokugo Kenkyuuzyo*) *Yoozi no kotoba siryoo: Issaizi no kotoba no kiroku [Child Language Data: A Record of Language by a One-Year-Old]*. Tokyo: Shuei Shuppan.
- Oller, J., & Eilers, R. E. (1989). A natural logic of speech and speech-like acts with developmental implications. *First Language*, 9, 225–243.
- Olson, R. K., Byrne, B., & Samuelsson, S. (2009). Reconciling strong genetic and strong environmental influences on individual differences and deficits in reading ability. In K. Pugh & P. McCardle (eds.), *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* (pp. 215–233). New York: Taylor & Francis.
- Olson, R. K., Connors, F. A., & Rack, J. P. (1991). Eye movements in dyslexic and normal readers. In J. F. Stein (ed.), *Vision and Visual Dyslexia* (pp. 243–250). London: Macmillan.
- Omar, A. (1988). Faktor Psikolinguistik dan sosiolinguistik dalam pelajaran dan pemelajaran bahasa [Psycholinguistic and sociolinguistic factors in learning and acquiring language]. *Jurnal Dewan*, 32, 5–17.

- Öney, B., & Durgunoğlu, A. Y. (1997). Beginning to read in Turkish: a phonologically transparent orthography. *Applied Psycholinguistics*, *18*, 1–15.
- O'Regan, J. K. (1990). Eye movements and reading. In E. Kowler (ed.), *Reviews of Oculomotor Research*, vol. 4, *Eye Movements and their Role in Visual and Cognitive Processes* (pp. 395–453). Amsterdam: Elsevier.
- O'Regan, J. K., & Levy-Schoen, A. (1987). Eye-movement strategy and tactics in word recognition and reading. In M. Coltheart (ed.), *The Psychology of Reading*, vol. 12, *Attention and Performance* (pp. 363–383). Hillsdale, NJ: Lawrence Erlbaum.
- Otsu, Y. (1981). Universal grammar and syntactic development of children. Unpublished PhD dissertation, Massachusetts Institute of Technology, Cambridge, MA.
- Ouellette, G. P., & Sénéchal, M. (2008). A window into early literacy: exploring the cognitive and linguistic underpinnings of invented spelling. *Scientific Studies of Reading*, *12*, 195–219.
- Ozcaliskan, S., & Goldin-Meadow, S. (2005). Do parents lead their children by the hand? *Journal of Child Language*, *32*, 481–505.
- Paap, K., & Noel, R. W. (1989). Dual-route models of print to sound: still a good horse race. *Psychology Research*, *53*, 13–24.
- Packard, J. (1990). Agrammatism in Chinese: a case study. In L. Menn & L. Obler (eds.), *Agrammatic Aphasia: Cross-Language Narrative Sourcebook* (pp. 1191–1223). Amsterdam: John Benjamins.
- (1993). *A Linguistic Investigation of Aphasic Chinese Speech*. Dordrecht: Kluwer.
- Padakannaya, P., & Mohanty, A. K. (2004). Indian orthography and teaching how to read. *Psychological Studies*, *49*, 262–271.
- Padakannaya, P., & Ramachandra, N. B. (2011). Reading akshara: Indian alphasyllabary. In P. McCardle, B. Miller, R. L. Jun & J. L. T. Ovid (eds.), *Dyslexia across Languages: Orthography and the Brain–Gene–Behavior Link* (pp. 76–95). Baltimore, MD: Paul H. Brookes.
- Padakannaya, P., Rekha, D., Vaid, J., & Joshi, M. (2002). Simultaneous acquisition of literacy skills in English and Kannada: a longitudinal study. Poster presented at the *13th World Congress of the International Association of Applied Linguistics*, Singapore.
- Pan, B. A., Imbens-Bailey, A., Winner, K., & Snow, C. E. (1996). Communicative intents expressed by parents in interaction with young children. *Merrill-Palmer Quarterly*, *42*, 248–266.
- Pandharipande, R. (1997). *Marathi*. London: Routledge.
- Panel, N. R. (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*. Washington, DC: National Institute for Child Health and Human Development.
- Panneton Cooper, R., & Aslin, R. N. (1990). Preference for infant-directed speech in the first month after birth. *Child Development*, *61*, 1584–1595.
- Papafragou, A., Hulbert, J., & Trueswell, J. C. (2008). Does language guide event perception? Evidence from eye movements. *Cognition*, *108*, 155–184.
- Papafragou, A., Massey, C., & Gleitman, L. (2002). Shake, rattle, 'n' roll: the representation of motion in thought and language. *Cognition*, *84*, 189–219.

- Paplikar, A., & Obler, L. K. (2012). *Language Mixing in Multilingual Aphasia Helps Functional Communication*. San Fransisco, CA: Academy of Aphasia.
- Papousek, M., & Hwang, S. C. (1991). Tone and intonation in Mandarin babyltalk to presyllabic infants: comparison with registers of adult conversation and foreign language instruction. *Applied Linguistics*, *12*, 481–504.
- Papousek, M., Papousek, H., & Symmes, D. (1991). The meaning of melodies in motherese in tone and stress languages. *Infant Behavior and Development*, *14*, 415–440.
- Paradis, M. (1977). Bilingualism and aphasia. In H. Whitaker & H. A. Whitaker (eds.), *Studies in Neurolinguistics* (pp. 65–121). New York: Academic Press.
- Paradis, M., & Libben, G. (1987). *The Assessment of Bilingual Aphasia*. Hillsdale, NJ: Lawrence Erlbaum.
- Paradis, M., & Rangamani, G. N. (1989). *Bilingual Aphasia Test (English–Kannada Version)*. Hillsdale, NJ: Lawrence Erlbaum.
- Parish-Morris, J., Hennon, E., Hirsh-Pasek, K., Golinkoff, R. M., & Tager-Flusberg, H. (2007). Children with autism illuminate the role of social intention in word learning. *Child Development*, *78*, 1255–1265.
- Pastizzo, M. J., & Feldman, L. B. (2009). Multiple dimensions of relatedness among words. *Mental Lexicon*, *4*, 1–25.
- Patel, P. G., & Soper, H. V. (1987). Acquisition of reading and spelling in a syllabooalphabetic writing system. *Language and Speech*, *30*, 69–81.
- Paterson, K. B., & Jordan, T. R. (2010). Effects of increased letter spacing on word identification and eye guidance during reading. *Memory and Cognition*, *38*, 502–512.
- Payne, D. (1987). Information structuring in Papago narrative discourse. *Language*, *63*, 783–804.
- Pederson, E., Danziger, E., Levinson, S., Kita, S., Senft, G., & Wilkins, D. (1998). Semantic typology and spatial conceptualization. *Language*, *74*, 557–589.
- Peng, G. (2006). Temporal and tonal aspects of Chinese syllables: a corpus-based comparative study of Mandarin and Cantonese. *Journal of Chinese Linguistics*, *34*, 134–154.
- Pennington, B. F. (2006). From single to multiple deficit models of developmental disorders. *Cognition*, *101*, 385–413.
- Penny, C. (1989). Modality effects and the structure of short-term verbal memory. *Memory and Cognition*, *17*, 398–422.
- Perdue, C. (ed.). (1984). *Second Language Acquisition by Adult Immigrants: A Field Manual*. Rowley, MA: Newbury House.
- (1993a). *Adult Language Acquisition, vol. 1, Field Methods: Cross-Linguistic Perspectives*. Cambridge: Cambridge University Press.
- (1993b). *Adult Language Acquisition, vol. 2, The Results: Cross-Linguistic Perspectives*. Cambridge: Cambridge University Press.
- Perea, M. (1998). Orthographic neighbours are not all equal: evidence using an identification technique. *Language and Cognitive Processes*, *13*, 77–90.
- Perea, M., & Acha, J. (2009). Space information is important for reading. *Vision Research*, *49*, 1994–2000.
- Perea, M., & Perez, E. (2009). Beyond alphabetic orthographies: the role of form and phonology in transposition effects in Katakana. *Language and Cognitive Processes*, *24*, 67–88.

- Perea, M., Winskel, H., & Ratitamkul, T. (2012). On the flexibility of letter position coding during lexical processing: the case of Thai. *Experimental Psychology*, *59*, 68–73.
- Perecman, E. (1984). Spontaneous translation and language mixing in a polyglot aphasic. *Brain and Language*, *23*, 43–63.
- Perez-Leroux, A. (1990). The acquisition of wh-movement in Caribbean Spanish. In T. L. Maxfield & B. Plunkett (eds.), *Papers in the Acquisition of WH* (pp. 79–99). Amherst, MA: Graduate Linguistic Student Association.
- Perfetti, C. A. (1992). The representation problem in reading acquisition. In P. B. Gough, L. C. Ehri & R. Treiman (eds.), *Reading Acquisition* (pp. 145–174). Hillsdale, NJ: Lawrence Erlbaum.
- Peterson, M. S., Kramer, A. F., & Irwin, D. E. (2004). Covert shifts of attention precede involuntary eye movements. *Perception and Psychophysics*, *66*, 398–405.
- Pham, A. H. (2003). *Vietnamese Tone: A New Analysis*. New York: Routledge.
- Phoocharoensil, S. (2009). A study of English relative clauses in the interlanguage of Thai EFL learners. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Pine, J. M., Lieven, E. V. M., & Rowland, C. (1996). Observational and checklist measures of vocabulary composition: what do they mean? *Journal of Child Language*, *23*, 573–590.
- Pinheiro, A. M. V. (1995). Reading and spelling development in Brazilian Portuguese. *Reading and Writing: An Interdisciplinary Journal*, *7*, 111–138.
- Pinker, S. (1984). *Language Learnability and Language Development*. Cambridge, MA: Harvard University Press.
- (1989). *Learnability and Cognition: The Acquisition of Verb–Argument Structure*. Cambridge, MA: Harvard University Press.
- (1991). Rules of language. *Science*, *253*, 530–535.
- (1994a). *The Language Instinct: How the Mind Creates Language*. New York: HarperCollins.
- (1994b). On the acquisition of grammatical morphemes. *Journal of Child Language*, *8*, 477–484.
- (1999). *Words and Rules: The Ingredients of Language*. New York: HarperCollins.
- Pinker, S., & Prince, A. (1988). On language and connectionism: analysis of a Parallel Distributed Processing model of language acquisition. *Cognition*, *28*, 73–193.
- Pinker, S., & Ullman, M. T. (2002). The past and future of the past tense. *Trends in Cognitive Sciences*, *6*, 456–463.
- Pitres, A. (1895). Etude sur l'aphasie. *Revue de Medicine*, *15*, 873–899.
- Piyapasuntra, S. (2010). The development of syntactic complexity and grammatical integration in Thai children's narratives. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Plaut, D. C. (2005). Connectionist approaches to reading. In M. J. Snowling & C. Hulme (eds.), *The Science of Reading: A Handbook* (pp. 24–38). Oxford: Blackwell.
- Poeppel, D. (2003). The analysis of speech in different temporal integration windows: cerebral lateralization as 'asymmetric sampling in time'. *Speech Communication*, *41*, 245–255.

- Poeppel, D., & Embick, D. (2006). Defining the relation between linguistics and neuroscience. In A. Cutler (ed.), *Twenty-First Century Psycholinguistics: Four Cornerstones* (pp. 103–118). Mahwah, NJ: Lawrence Erlbaum.
- Poeppel, D., & Wexler, K. (1993). The full competence hypothesis of clause structure in early German. *Language*, *69*, 1–33.
- Poldrack, R. A., & Gabrieli, J. D. E. (2001). Characterising the neural mechanisms of skill learning and repetition naming: evidence from mirror reading. *Brain and Cognition*, *124*, 67–82.
- Polich, J. (2007). Updating P300: an integrative theory of P3a and P3b. *Clinical Neurophysiology*, *118*, 2128–2148.
- Polka, L., & Werker, J. F. (1994). Developmental changes in perception of nonnative vowel contrasts. *Journal of Experimental Psychology: Human Perception and Performance*, *20*, 421–435.
- Pongpairoj, N. (2008). Variability in second language article production: a comparison of L1 Thai and L1 French learners of L2 English. Unpublished PhD dissertation, University of York, York, UK.
- Poon, E. Y.-W. (1980). Some aspects of the ontological development of nominal classifiers in Cantonese. Unpublished Master's dissertation, University of Hong Kong.
- Post, B., Marslen-Wilson, W. D., Randall, B., & Tyler, L. K. (2008). The processing English regular inflections: phonological cues to morphological structure. *Cognition*, *109*, 1–17.
- Postman, W. A. (2004). Processing of complex sentences in a case of aphasia in Indonesian: thematic vs. linear strategies. *Journal of Neurolinguistics*, *17*, 455–489.
- Prado, E., & Ullman, M. T. (2009). Can imageability help us draw the line between storage and composition? *Journal of Experimental Psychology: Language, Memory and Cognition*, *35*, 849–866.
- Prakash, P., & Joshi, R. M. (1989). Orthography and literacy in Kannada: a Dravidian language. In P. G. Aaron & R. M. Joshi (eds.), *Reading and Writing Disorders in Different Orthographic Systems* (pp. 223–230). Dordrecht: Kluwer.
- (1995). Language representation in Kannada. In I. Taylor & D. Olson (eds.), *Scripts and Literacy: East and West* (pp. 95–108). Dordrecht: Kluwer.
- Prakash, P., Rekha, D., Nigam, R., & Karanth, P. (1993). Phonological awareness, orthography, and literacy. In R. Scholes (ed.), *Literacy and Language Analysis* (pp. 55–70). Hillsdale, NJ: Lawrence Erlbaum.
- Prasada, S., & Pinker, S. (1993). Similarity-based and rule-based generalizations in inflectional morphology. *Language and Cognitive Processes*, *8*, 1–56.
- Prasada, S., Pinker, S., & Snyder, W. (1990). Some evidence that irregular forms are retrieved from memory but regular forms are rule-generated. Paper presented at the *Annual Meeting of the Psychonomic Society*, New Orleans.
- Prema, K. S., & Karanth, P. (2003). Assessment of learning disability: language-based tests. In P. Karanth & J. Rozario (eds.), *Learning Disabilities in India: Willing the Mind to Learn* (pp. 138–149). New Delhi: Sage Publications.
- Prentice, D. J. (1987). Malay (Indonesian and Malaysian). In B. Comrie (ed.), *The World's Major Languages* (pp. 913–935). London: Croom Helm.
- Price, C. J. (2010). The anatomy of language: a review of 100 fMRI studies published in 2009. *Annals of the New York Academy of Sciences*, *1191*, 62–88.

- Purushotama, G. (1994). *A Framework for Testing Kannada Reading on the Basis of Automaticity, Rules of Orthography and Segmental Processing*. Mysore, India: Central Institute of Indian Languages.
- Pusat Bahasa Departemen Pendidikan Nasional (2003). *Pedoman umum ejaan Bahasa Indonesia yang disempurnakan*. Jakarta Indonesia: Balai Pustaka.
- Radach, R., & Kennedy, A. (2004). Theoretical perspectives on eye movements in reading: past controversies, current issues, and an agenda for future research. *European Journal of Cognitive Psychology*, *16*, 3–26.
- Radach, R., Reilly, R., & Inhoff, A. W. (2007). Models of oculomotor control in reading: towards a theoretical foundation of current debates. In R. van Gompel, M. Fischer, W. Murray & R. Hill (eds.), *Eye Movements: A Window on Mind and Brain* (pp. 237–269). Elsevier: Oxford.
- Radford, A. (1990). *Syntactic Theory and the Acquisition of English Syntax: The Nature of Early Child Grammars of English*. Oxford: Blackwell.
- Raghavendra, P., & Leonard, L. B. (1989). The acquisition of agglutinating languages: converging evidence from Tamil. *Journal of Child Language*, *18*, 313–322.
- Rahbari, N., Sénéchal, M., & Arab-Moghaddam, N. (2007). The role of orthographic and phonological processing skills in reading and spelling of monolingual Persian children. *Reading and Writing: An Interdisciplinary Journal*, *20*, 511–533.
- Raini, R. (2003). Adaptation of the Kindergarten Language Screening Test 2 (KLST-2) into Malay on 6-year-old Malay children: a preliminary study. Unpublished undergraduate dissertation, Kebangsaan University, Malaysia.
- Ramaa, S., Miles, T. R., & Lalithamma, M. S. (1993). Dyslexia: symbol processing difficulty in Kannada language. *Reading and Writing: An Interdisciplinary Journal*, *5*, 29–41.
- Ramadoss, D., & Amritavalli, R. (2007). The acquisition of functional categories in Tamil with special reference to negation. *Nanzan Linguistics, Special Issue 1*, 67–84.
- Rao, C. (2010). Morphology in word recognition: Hindi and Urdu. Unpublished PhD dissertation, Texas A&M University, College Station, TX.
- Rao, C., & Vaid, J. (2009). Hemispheric asymmetry in Hindi vs. Urdu morphological processing: an orthography-based account. Poster presented at the *Annual Meeting of Theoretical and Experimental Issues in Neuropsychology*, Concordia University, Montreal.
- Rao, C., Vaid, J., Srinivasan, N., & Chen, H.-C. (2011). Orthographic characteristics speed Hindi word naming but slow Urdu naming: evidence from Hindi/Urdu biliterates. *Reading and Writing: An Interdisciplinary Journal*, *24*, 679–695.
- Rastle, K., & Davis, M. H. (2008). Morphological dimensions based on the analysis of orthography. *Language & Cognitive Processes*, *23*, 942–971.
- Ratitamkul, T. (2007). Argument realization in Thai. Unpublished PhD dissertation, University of Illinois at Urbana–Champaign, IL.
- (2010). Referential choices in narratives of 4-year-old Thai-speaking children. *Manusya*, *13*, 44–59.
- Ray, P. S., Hai, M. A., & Ray, L. (1966). *Bengali Language Handbook*. Washington, DC: Center for Applied Linguistics.
- Rayner, K. (1975). The perceptual span and peripheral cues in reading. *Cognitive Psychology*, *7*, 65–81.

- (1979). Eye guidance in reading: fixation locations within words. *Perception*, *8*, 21–30.
- (1998). Eye movements in reading and information processing: 20 years of research. *Psychological Bulletin*, *124*, 372–422.
- (2009). Eye movements and attention in reading, scene perception, and visual search. *Quarterly Journal of Experimental Psychology*, *62*, 1457–1506.
- Rayner, K., & Kaiser, J. S. (1975). Reading mutilated text. *Journal of Educational Psychology*, *67*, 301–306.
- Rayner, K., & Pollatsek, A. (1989). *The Psychology of Reading*. Hillsdale, NJ: Lawrence Erlbaum.
- (1996). Reading unspaced text is not easy: comments on the implications of Epelboim *et al.*'s (1994) study for models of eye movement control in reading. *Vision Research*, *36*, 461–465.
- Rayner, K., Fischer, M. H., & Pollatsek, A. (1998). Unspaced text interferes with both word identification and eye movement control. *Vision Research*, *38*, 1129–1144.
- Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, *2*, 31–74.
- Rayner, K., Juhasz, B. J., & Brown, S. J. (2007). Do readers obtain preview benefit from word $n + 2$? A test of serial attention shift versus distributed lexical processing models of eye movement control in reading. *Journal of Experimental Psychology: Human Perception and Performance*, *33*, 230–245.
- Rayner, K., Juhasz, B. J., & Pollatsek, A. (2005). Eye movements during reading. In M. Snowling & C. Hulme (eds.), *The Science of Reading: A Handbook* (pp. 79–97). Oxford: Blackwell.
- Rayner, K., Li, X., & Pollatsek, A. (2007). Extending the EZ-Reader model of eye movement control to Chinese readers. *Cognitive Science*, *31*, 1021–1033.
- Rayner, K., Li, Z., Juhasz, B. J., & Yan, G. (2005). The effect of word predictability on the eye movements of Chinese readers. *Psychonomic Bulletin and Review*, *12*, 1089.
- Rayner, K., Well, A. D., Pollatsek, A., & Bertera, J. H. (1982). The availability of useful information to the right of fixation in reading. *Perception and Psychophysics*, *31*, 537–550.
- Razak, A. R. (2009). Guidelines to Malay grammar: a grammar guide to language profiling, Prime Minister Initiative 2 Connect Project. Unpublished manual, De Montfort University, UK and Universiti Kebangsaan Malaysia, Malaysia.
- Razak, A. R., Aziz, M. A., Lim, H. Y., & Jin, L. (2011). Determining milestones in developmental syntax among Malay children towards the construction of a Malay syntactic assessment tool. Paper presented at the *44th Annual Meeting of the British Association for Applied Linguistics (BAAL) Colloquium of Clinical Linguistics* Bristol University, UK.
- Razak, A. R., Aziz, M. A., Siran, S. R., Goh, C. E., & Jin, L. (2009). Developmental Malay syntactic profiles. Paper presented at the *2nd International Clinical Linguistics Conference*, Madrid, Spain.
- Razak, A. R., Madison, C., Siow, Y. K., & Aziz, M. A. (2010). Preliminary content validity and reliability of a newly developed Malay preschool language assessment tool. *Asia Pacific Journal of Speech, Language, and Hearing*, *13*, 217–234.

- Razali, R. (2003). Adaptation of the Kindergarten Language Screening Test 2 (KLST-2) into Malay on 5-year-old Malay children: a preliminary study. Unpublished undergraduate dissertation, Kebangsaan, University, Malaysia.
- Reichle, E. D., Liversedge, S. P., Pollatsek, A., & Rayner, K. (2008). Encoding multiple words simultaneously in reading is implausible. *Trends in Cognitive Sciences*, *13*, 115–119.
- Reichle, E. D., Pollatsek, A., Fisher, D. L., & Rayner, K. (1998). Toward a model of eye movement control in reading. *Psychological Review*, *105*, 125–157.
- Reichle, E. D., Rayner, K., & Pollatsek, A. (1999). Eye movement control in reading: accounting for initial fixation locations and refixations within the E-Z Reader model. *Vision Research*, *39*, 4403–4411.
- (2003). The E-Z Reader model of eye-movement control in reading: comparisons to other models. *Behavioral and Brain Sciences*, *26*, 445–526.
- Reilly, R. G., & O'Regan, J. K. (1998). Eye movement control during reading: a simulation of some word-targeting strategies. *Vision Research*, *38*, 303–317.
- Reilly, R. G., & Radach, R. (2006). Some empirical tests of an interactive activation model of eye movement control in reading. *Journal of Cognitive Systems Research*, *7*, 34–55.
- Reilly, R. G., Aranyanak, I., Yu, L., Yan, G., & Tang, S. (2011). Eye movement control in reading Thai and Chinese. *Studies of Psychology and Behavior*, *9*, 35–44.
- Reilly, R. G., Radach, R., Corbic, D., & Luksaneeyanawin, S. (2005). Comparing reading in English and Thai: the role of spatial word unit segmentation in distributed processing and eye movement control. Paper presented at the the *13th European Conference on Eye Movements*, University of Bern, Switzerland.
- Ren, G. Q., Yang, Y., & Li, X. (2009). Early cortical processing of linguistic pitch patterns as revealed by the mismatch negativity. *Neuroscience*, *162*, 87–95.
- Ribot, T. (1881). *Les maladies de la mémoire*. Paris: Librairie Bermer Baillière.
- Rickard Liow, S. J., & Lau, L. H.-S. (2006). The development of bilingual children's early spelling in English. *Journal of Educational Psychology*, *98*, 868–878.
- Rickard Liow, S. J., & Lee, L. C. (2004). Metalinguistic awareness and semi-syllabic scripts: children's spelling errors in Malay. *Reading and Writing: An Interdisciplinary Journal*, *17*, 7–26.
- Rickard Liow, S. J., & Poon, K.-L. (1998). Phonological awareness in multilingual Chinese speaking children. *Applied Psycholinguistics*, *19*, 339–362.
- Rickard Liow, S. J., & Tng, S. K. (2003). Bисcriptal literacy development of Chinese children in Singapore. In C. McBride-Chang & H.-C. Chen (eds.), *Reading Development in Chinese Children* (pp. 215–228). Westport, CT: Praeger.
- Rickard Liow, S. J., Tng, S.-K., & Lee, C.-L. (1999). Chinese characters: semantic and phonetic regularity norms for China, Singapore, and Taiwan. *Behavior Research Methods, Instruments, and Computers*, *31*, 155–177.
- Rips, L. J., Shoben, E. J., & Smith, E. E. (1973). Semantic distance and the verification of semantic relations. *Journal of Verbal Learning and Verbal Behaviour*, *12*, 1–20.
- Rispoli, M. J. V. (1981). The emergence of verb and adjective tense-aspect inflections in Japanese. Unpublished MA thesis, University of Pennsylvania, Philadelphia, PA.
- Rispoli, M., & Bloom, L. (1985). Incomplete and continuing: theoretical issues in the acquisition of tense and aspect. *Journal of Child Language*, *12*, 471–474.

- Rizzi, L. (1986). Null objects in Italian and the theory of *pro*. *Linguistic Inquiry*, *17*, 501–557.
- Roelofs, A. (2008). Tracing attention and the activation flow in spoken word planning using eye movements. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *34*, 353–368.
- Roelofs, A., & Piai, V. (2011). Attention demands of spoken word planning: a review. *Frontiers in Psychology*, *2*, 307.
- Rogers, T. T., & McClelland, J. L. (2004). *Semantic Cognition: A Parallel Distributed Processing Approach*. Cambridge, MA: MIT Press.
- Rogoff, B. (1990). *Apprenticeship in Thinking: Cognitive Development in Social Context*. New York: Oxford University Press.
- (2003). *The Cultural Nature of Human Development*. New York: Oxford University Press.
- Rolla San Francisco, A., Mo, E., Carlo, M., August, D., & Snow, C. (2006). The influences of language of literacy instruction and vocabulary on the spelling of Spanish–English bilinguals. *Reading and Writing: An Interdisciplinary Journal*, *19*, 627–642.
- Rosch, E. (1973). Natural categories. *Cognitive Psychology*, *4*, 328–350.
- Rosch, E., & Mervis, C. B. (1975). Family resemblances: studies in the internal structure of categories. *Cognitive Psychology*, *7*, 573–605.
- Rosch, E., Mervis, C. B., Gray, W. D., Johnson, D. M., & Boyes-Braem, P. (1976). Basic objects in natural categories. *Cognitive Psychology*, *8*, 382–439.
- Rose, P. (1987). Considerations in the normalisation of the fundamental frequency of linguistic tone. *Speech Communication*, *6*, 343–352.
- (1993). A linguistic–phonetic acoustic analysis of Shanghai tones. *Australian Journal of Linguistics*, *13*, 185–220.
- (1997). A seven-tone dialect in Southern Thai with super high: Pakphanang tonal acoustics and physiological inferences. In A. S. Abramson (ed.), *Southeast Asian Linguistic Studies in Honor of Vichin Panupong* (pp. 191–208). Bangkok: Chulalongkorn University Press.
- (2000). Hong Kong Cantonese citation tone acoustics: a linguistic tonetic study. In M. Barlow & P. Rose (eds.), *Proceedings of the 8th Australian International Conference on Speech Science and Technology* (pp. 198–203). Canberra: Australian Speech Science and Technology Association.
- Ross, E. D., Edmondson, J. A., & Seibert, G. B. (1986). The effect of affect on various acoustic measures of prosody in tone and non-tone languages. *Journal of Phonetics*, *14*, 283–302.
- Ross, J. (1967). Constraints on variables in syntax. Unpublished PhD dissertation, Massachusetts Institute of Technology, Cambridge, MA.
- Rousselot, P.-J. (1897–1901). *Principes de phonétique expérimentale*, vol. 1. Paris: H. Welter.
- Rowland, C. F. (2007). Explaining errors in children's questions. *Cognition*, *104*, 106–134.
- Rugg, M. D. (1999). Functional neuroimaging in cognitive neuroscience. In C. M. Brown (ed.), *The Neurocognition of Language* (pp. 15–36). Oxford: Oxford University Press.
- Ruke-Dravina, V. (1977). *Standardization Process in Latvian: 16th Century to Present*. Stockholm: Almqvist & Wiksell.

- Rumelhart, D. E., & McClelland, J. L. (1982). An interactive activation model of context effects in letter perception: Part 2. The contextual enhancement effect and some tests and extensions of the model. *Psychological Review*, *89*, 60–94.
- (1986). On learning the past tenses of English verbs: implicit rules or parallel distributed processing? In J. L. McClelland & D. E. Rumelhart (eds.), *Parallel Distributed Processing: Explorations in the Microstructures of Cognition* (pp. 216–271). Cambridge, MA: MIT Press.
- Rungnaphawet, R. (2007). The syntactic variation of English adverbs in the interlanguage of Thai learners. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Ryu, J.-Y., & Shirai, Y. (in press). The first language acquisition of the Korean imperfective aspect markers -ko iss-/a iss-. In S. Nam, H. Ko & J. Jun (ed.), *Japanese/Korean Linguistics*, vol. 21. Stanford, CA: Center for the Study of Language and Information.
- Saalbach, H., & Imai, M. (2007). The scope of linguistic influence: does a classifier system alter object concepts? *Journal of Experimental Psychology: General*, *136*, 485–501.
- (2012). The relation between linguistic categories and cognition: the case of numeral classifiers. *Language and Cognitive Processes*, *27*, 381–428.
- Sahin, N. T., Pinker, S., & Halgren, E. (2006). Abstract grammatical processing of nouns and verbs in Broca's area: evidence from fMRI. *Cortex*, *42*, 540–562.
- Sainio, M., Hyönä, J., Bingushi, K., & Bertram, R. (2007). The role of interword spacing in reading Japanese: an eye movement study. *Vision Research*, *47*, 2575–2584.
- Salehuddin, K. (2010). The acquisition of numeral classifiers by Malay children. Unpublished PhD dissertation, University of Western Sydney, Sydney.
- Salehuddin, K., & Winskel, H. (2009a). An investigation into Malay numeral classifier acquisition through an elicited production task. *First Language*, *29*, 289–311.
- (2009b). An investigation into Malay numeral classifier acquisition through a matching comprehension task. Paper presented at the *16th Biennial Conference of the Australasian Human Development Association*, Flinders, Australia.
- (2011). Object categorisation into Malay shape-based numeral classifiers. *GEMA Online Journal on Language Studies*, *11*, 53–68.
- (2012). Malay numeral classifier usage in care taker-child talk. *GEMA Online Journal on Language Studies*, *12*, 89–104.
- Salehuddin, K., Winskel, H., & Maros, M. (2011). The Pragmatic functions of numeral classifiers in modern Malay written corpus. *GEMA Online Journal on Language Studies*, *11*, 137–153.
- Salomon, R. G. (2000). Typological observations on the Indic script group and its relationship to other alphasyllabaries. *Studies in the Linguistic Sciences*, *30*, 87–103.
- Samadi, H., & Perkins, M. R. (1998). P-LARSP: a developmental language profile for Persian. *Clinical Linguistics and Phonetics*, *12*, 83–103.
- Samana, W. (2005). An analysis of interlanguage of complement usages in Thai university students. Unpublished MA dissertation, Chulalongkorn University, Bangkok.
- Samuelsson, S., Byrne, B., Quain, P., Wadsworth, S., Corley, R., DeFries, J. C., Willcutt, E., & Olson, R. K. (2005). Environmental and genetic influences on prereading skills in Australia, Scandinavia, and the United States. *Journal of Educational Psychology*, *97*, 705–722.

- Samuelsson, S., Byrne, B., Wadsworth, S., Corley, R., DeFries, J. C., Willcutt, E., & Olson, R. K. (2008). Response to early literacy instruction in the United States, Australia, and Scandinavia: a behavioral–genetic analysis. *Learning and Individual Differences*, *18*, 289–295.
- Sanches, M. (1977). Language acquisition and language change: Japanese numeral classifiers. In B. G. Blount & M. Sanches (eds.), *Sociocultural Dimensions of Language Change* (pp. 51–62). New York: Academic Press.
- Sanjay, K. (2006). Code mixing and code switching in Hindi–English bilingual aphasics. Unpublished Masters dissertation, University of Mysore, Mysore, India.
- Sankhavadhana, T. (1988). A contrastive study of intonation in English and Thai. Unpublished Masters dissertation, Chulalongkorn University, Bangkok.
- Sankoff, D., & Poplack, S. (1981). A formal grammar of code switching. *Papers in Linguistics*, *14*, 3–43.
- Santelmann, L., Berk, S., Somashekhar, S., & Lust, B. (2002). Continuity and development in the acquisition of inversion in yes/no questions: dissociating movement and inflection. *Journal of Child Language*, *27*, 157–181.
- Santiago, C., & Stansfield, J. (1998). Prioritisation in speech and language therapy departments in Scotland and Malaysia. *International Journal of Language and Communication Disorders*, *33*, 102–107.
- Sapir, E. (1921). *Language: An Introduction to the Study of Speech*. New York: Harcourt, Brace.
- Sarkar, P. (1986). Aspects of Bengali syllables. Paper presented at the *National Seminar on the Syllable in Phonetics and Phonology*, Hyderabad. Osmania University.
- Sarma, V. (1995). How many branches to the syntactic tree? Disagreement over agreement [on children's acquisition of Tamil]. In J. N. Beckman (ed.), *Proceedings of the North East Linguistic Society 25*, vol. 2, *Papers from the Workshops on Language Acquisition and Language Change* (pp. 89–103). Amherst, MA: Department of Linguistics, University of Massachusetts.
- (1998). Case, agreement and word order: issues in the syntax and acquisition of Tamil. Unpublished PhD Dissertation, Massachusetts Institute of Technology, Cambridge, MA.
- (2002). Case and agreement: the issue of non-finite sentences in acquisition. In I. Laser (ed.), *The Process of Language Acquisition* (pp. 203–231). New York: Peter Lang.
- (2003). Non-canonical word orders: topic and focus in adult and child Tamil. In S. Karimi (ed.), *Word Order and Scrambling* (pp. 238–272). Oxford: Blackwell.
- Sasanuma, S., Itoh, M., Kobayashi, S., & Mori, K. (1980). The nature of the task–stimulus interaction in the tachistoscopic recognition of Kana and Kanji words. *Brain and Language*, *9*, 298–306.
- Scancarelli, J. (1985). Referential strategies in Chamorro narratives. *Studies in Language*, *9*, 335–362.
- Scheffner, H. C., & Weiss, A. (1999). Guiding language development: how African American mothers and their infants structure play interactions. *Journal of Speech, Language and Hearing Research*, *42*, 1219–1233.

- Schieffelin, B. B., & Ochs, E. (1983). A cultural perspective on the transition from prelinguistic to linguistic communication. In R. M. Golinkoff (ed.), *The Transition from Prelinguistic to Linguistic Communication*. Hillsdale, NJ: Lawrence Erlbaum.
- Schmidt, T. P. (1992). A non-linear analysis of aspect in Thai narrative discourse. In K. L. Adams & T. J. Hudak (eds.), *Papers from the 2nd Annual Meeting of the South-East Asian Linguistics Society*. Tempe, AZ: Arizona State University.
- Schotter, E. R., Angele, B., & Rayner, K. (2012). Parafoveal processing in reading. *Attention, Perception and Psychophysics*, *74*, 5–35.
- Scott, S. K., & Johnsrude, I. S. (2003). The neuroanatomical and functional organization of speech perception. *Trends in Neurosciences*, *26*, 100–107.
- Sebastian, D., Dalvi, U., & Obler, L. K. (2012). Language deficits, recovery patterns and effective intervention in a multilingual 16 years post-TBI. In M. Gitterman, M. Goral & L.K. Obler (eds.), *Aspects of Multilingual Aphasia* (pp. 122–140). Clevedon, UK: Multilingual Matters.
- Seidenberg, M. S., & McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review*, *96*, 523–568.
- Sevikul, P. (1993). *Sim Bai*. Bangkok: Dokya Publishing.
- Seymour, P. H. K. (1997). Foundations of orthographic development. In C. A. Perfetti, L. Rieben & M. Fayol (eds.), *Learning to Spell: Research, Theory, and Practice across Languages* (pp. 319–337). Hillsdale, NJ: Lawrence Erlbaum.
- Seymour, P. H. K., Aro, M., & Erskine, J. M. (2003). Foundation literacy acquisition in European languages. *British Journal of Psychology*, *94*, 143–174.
- Shahar-Yames, D., & Share, D. (2008). Spelling as a self-teaching mechanism in orthographic learning. *Journal of Research in Reading*, *31*, 22–39.
- Share, D. L. (1995). Phonological recoding and self-teaching: sine qua non of reading acquisition. *Cognition*, *55*, 151–218.
- (2008). On the anglocentricities of current reading research and practice: the perils of overreliance on an ‘outlier’ orthography. *Psychological Bulletin*, *134*, 584–615.
- Shirai, Y. (1991). Primacy of aspect in language acquisition: simplified input and prototype. Unpublished PhD dissertation, University of California, Los Angeles, CA.
- (1993). Inherent aspect and the acquisition of tense/aspect morphology in Japanese. In H. Nakajima & Y. Otsu (eds.), *Argument Structure: Its Syntax and Acquisition* (pp. 185–211). Tokyo: Kaitakusha.
- (1994). On the overgeneralization of progressive marking on stative verbs: bioprogram or input? *First Language*, *14*, 67–82.
- (1998). The emergence of tense-aspect morphology in Japanese: universal predisposition? *First Language*, *18*, 281–309.
- (2000). The semantics of the Japanese imperfective -teiru: an integrative approach. *Journal of Pragmatics*, *32*, 327–361.
- (2009). Temporality in first and second language acquisition. In W. Klein & P. Li (eds.), *The Expression of Time* (pp. 167–193). Berlin: Mouton de Gruyter.
- Shirai, Y., & Andersen, R. W. (1995). The acquisition of tense/aspect morphology: a prototype account. *Language*, *71*, 743–762.
- Shirai, Y., & Nishi, Y. (2005). How what we mean impacts how we talk: the Japanese imperfective aspect marker -teiru in conversation. In J. Frodesen &

- C. Holten (eds.), *The Power of Context in Language Learning and Teaching* (pp. 39–48). Boston, MA: Thomson Heinle.
- Shirai, Y., Slobin, D. I., & Weist, R. M. (1998). Introduction: the acquisition of tense/aspect morphology. *First Language*, *18*, 245–253.
- Shirai, Y., & Suzuki, Y. (in press). The acquisition of the Japanese imperfective aspect marker: universal or input frequency? In B. Frellesvig & P. Sells (eds.), *Japanese/Korean Linguistics*, vol. 20. Stanford, CA: Center for the Study of Linguistics and Information.
- Shute, B., & Wheldall, K. (1989). Pitch alternations in British motherese: some preliminary acoustic data. *Journal of Child Language*, *16*, 503–512.
- Sidtis, J. J., & Van Lancker Sidtis, D. (2003). A neurobehavioral approach to dysprosody. *Seminars in Speech and Language*, *24*, 93–105.
- Simanjuntak, M. (1983). Aspek-aspek fonologi transformasi-generatif dalam pemerolehan dan pengajaran bahasa Melayu: Satu tinjauan psikolinguistik [Phonological aspects according to transformational-generative grammar in the acquisition and teaching of the Malay language: a psycholinguistic overview]. Unpublished PhD dissertation, Kebangsaan University, Malaysia.
- (1987). *Pengantar psikolinguistik moden [Introduction to Modern Psycholinguistics]*. Kuala Lumpur: Dewan Bahasa & Pustaka.
- (1990). Pertumbuhan dan perkembangan bahasa kanak-kanak [The growth and development of child language]. *Jurnal Dewan*, *34*, 692–704.
- Singh, L., Morgan, J. L., & Best, C. T. (2002). Infants' listening preferences: baby talk or happy talk? *Infancy*, *3*, 365–394.
- Singh, N., & Mishra, R. K. (2012). Does language proficiency modulate oculomotor control? Evidence from Hindi–English bilinguals. *Bilingualism: Language and Cognition*, *1*, 1–11.
- Singapore in Figures (2011). *Singapore*. www.singstat.gov.sg
- Siok, W. T., & Fletcher, P. (2001). The role of phonological awareness and visual-orthographic skills in Chinese reading acquisition. *Developmental Psychology*, *37*, 886–899.
- Sittiprapaporn, W., Chindaduangratn, C., Tervaniemi, M., & Khotchabhakdi, N. (2003). Preattentive processing of lexical tone perception by the human brain as indexed by the mismatch negativity paradigm. *Annals of the New York Academy of Sciences*, *999*, 199–203.
- Slobin, D. I. (1973). Cognitive prerequisites for the development of grammar. In C. A. Ferguson & D. I. Slobin (eds.), *Studies of Child Language Development* (pp. 179–183). New York: Holt, Rinehart & Winston.
- (1985a). Crosslinguistic evidence for the language-making capacity. In D. I. Slobin (ed.), *The Crosslinguistic Study of Language Acquisition*, vol. 2, *Theoretical Issues* (pp. 1157–1256). Hillsdale, NJ: Lawrence Erlbaum.
- (1985b). Introduction: why study acquisition crosslinguistically? In D. I. Slobin (ed.), *The Crosslinguistic Study of Language Acquisition*, vol. 1, *The Data* (pp. 3–24). Hillsdale, NJ: Lawrence Erlbaum.
- (1992). *The Crosslinguistic Study of Language Acquisition*, vol. 3. Hillsdale, NJ: Lawrence Erlbaum.
- (1996). From 'thought and language' to 'thinking for speaking'. In J. J. Gumperz & S. C. Levinson (eds.), *Rethinking Linguistic Relativity* (pp. 70–96). Cambridge: Cambridge University Press.

- (1997). *The Crosslinguistic Study of Language Acquisition*, vol. 5, *Expanding the Contexts*. Mahwah, NJ: Lawrence Erlbaum.
- (2003). Language and thought online: cognitive consequences of linguistic relativity. In D. Gentner & S. Goldin-Meadow (eds.), *Language in Mind: Advances in the Investigation of Language and Thought* (pp. 157–191). Cambridge, MA: MIT Press.
- (2004). The many ways to search for a frog: linguistic typology and the expression of motion events. In S. Strömqvist & L. Verhoeven (eds.), *Relating Events in Narrative: Typological and Contextual Perspectives* (pp. 219–257). Mahwah, NJ: Lawrence Erlbaum.
- Smalley, W. A. (1994). *Linguistic Diversity and National Unity: Language Ecology in Thailand*. Chicago, IL: University of Chicago Press.
- Smith, C. S. (1983). A theory of aspectual choice. *Language*, **59**, 479–501.
- (1991). *The Parameters of Aspect*. Dordrecht: Kluwer.
- Smolka, E., Zwitserlood, P., & Rosler, F. (2007). Stem access in regular and irregular inflection: evidence from German participles. *Journal of Memory and Language*, **57**, 325–347.
- Snodgrass, J. G., Levy-Berger, G., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- Snow, C. E. (1977). The development of conversation between mothers and babies. *Journal of Child Language*, **4**, 1–22.
- (1989). Understanding social interaction and language acquisition: sentences are not enough. In M. H. Bornstein & J. S. Bruner (eds.), *Human Interaction* (pp. 83–103). Hillsdale, NJ: Lawrence Erlbaum.
- (1999). Social perspectives on the emergence of language. In B. MacWhinney (ed.), *The Emergence of Language* (pp. 257–276). Mahwah, NJ: Lawrence Erlbaum.
- Snow, C. E., Pan, B. A., Imbens-Bailey, A., & Herman, J. (1996). Learning how to say what one means: a longitudinal study of children's speech act use. *Social Development*, **5**, 56–84.
- So, D., & Siegel, L. S. (1997). Learning to read Chinese: semantic, syntactic, phonological and working memory skills in normally achieving and poor Chinese readers. *Reading and Writing: An Interdisciplinary Journal*, **9**, 1–21.
- Soares, C., & Grosjean, F. (1984). Bilinguals in a monolingual and bilingual speech mode: the effect on lexical access. *Memory and Cognition*, **12**, 380–386.
- Spencer, K. A. (2000). Is English a dyslexic language? Orthographic transparency and multilingual teaching. *Dyslexia*, **6**, 152–162.
- Spieler, D. H., & Griffin, Z. M. (2006). The influence of age on the time course of word preparation in multiword utterances. *Language and Cognitive Processes*, **21**, 291–321.
- Spivey, M. J., & Marian, V. (1999). Cross talk between native and second languages: partial activation of an irrelevant lexicon. *Psychological Science*, **10**, 281–284.
- Spragins, A. B., Lefton, L. A., & Fisher, D. F. (1976). Eye movements while reading and searching spatially transformed text: a developmental examination. *Memory and Cognition*, **4**, 36–42.
- Spreng, B. (2004). Error patterns in the acquisition of German plural morphology: evidence for the relevance of grammatical gender as a cue. *Toronto Working Papers in Linguistics*, **23**, 147–172.

- Sprenger-Charolles, L., & Siegel, L. S. (1997). A longitudinal study of the effects of syllabic structure on the development of reading and spelling skills in French. *Applied Psycholinguistics*, *18*, 485–505.
- Sprenger-Charolles, L., Colé, P., & Serniclaes, W. (2006). *Reading Acquisition and Developmental Dyslexia*. Hove, UK: Psychology Press.
- Sprenger-Charolles, L., Siegel, L. S., & Bonnett, B. (1998). Reading and spelling acquisition in French: the role of phonological mediation and orthographic factors. *Journal of Experimental Child Psychology*, *68*, 134–165.
- Sproat, R. (2006). Brahmi-derived scripts, script layout, and segmental awareness. *Written Language and Literacy*, *9*, 45–63.
- Sridhar, S. N. (1979). Dative subjects and the notion of subject. *Lingua*, *49*, 99–125.
- Srivastava, R. N. (1980). Societal bilingualism and language teaching in India. *Indian Journal of Applied Linguistics*, *6*, 13–25.
- Stamatakis, E. A., Marslen-Wilson, W. D., Tyler, L. K., & Fletcher, P. C. (2005). Cingulate control of fronto-temporal integration reflects linguistic demands: a three-way interaction in functional connectivity. *Neuroimage*, *28*, 115–121.
- Steever, S. (1998). *The Dravidian Languages*. London: Routledge.
- Stephany, U. (1981). Verbal grammar in Modern Greek early child language. In P. S. Dale & D. Ingram (eds.), *Child Language: An International Perspective* (pp. 45–57). Baltimore, MD: University Park Press.
- Stephany, U., & Voeikova, M. D. (2009). *Development of Nominal Inflection in First Language Acquisition: A Cross-Linguistic Perspective*. Berlin: Mouton de Gruyter.
- Stern, D., Spieker, S., Barnett, R. K., & MacKain, K. (1983). The prosody of maternal speech: infant age and context related changes. *Journal of Child Language*, *10*, 1–15.
- Stern, D., Spieker, S., & MacKain, K. (1982). Intonation contours as signals in maternal speech to prelinguistic infants. *Developmental Psychology*, *18*, 727–735.
- Stern, W., & Stern, C. (1965[1928]). *Die Kindersprache: Eine psychologische und sprachtheoretische Untersuchung [Child Language: A Psychological and Linguistic Study]*. Darmstadt, Germany: Wissenschaftliche Buchgesellschaft.
- Stevenson, H., Stigler, J., Luker, G., Lee, S., Hsu, C., & Kitamura, S. (1982). Reading disabilities: the case of Chinese, Japanese, and English. *Child Development*, *53*, 1164–1181.
- Stoll, S. (2009). Crosslinguistic approaches to language acquisition. In E. Bavin (ed.), *The Cambridge Handbook of Child Language* (pp. 89–104). Cambridge: Cambridge University Press.
- Stoll, S., Bickel, B., Lieven, E., Paudyal, N. P., Banjade, G., Bhatta, T. N., & Rai, N. K. (2012). Nouns and verbs in Chintang: children's usage and surrounding adult speech. *Journal of Child Language*, *39*, 284–321.
- Strange, W. (1995). *Speech Perception and Linguistic Experience: Issues in Cross-Language Research*. Timonium, MD: York Press.
- Stringfellow, A., Cahana-Amitay, D., Hughes, E., & Zukowski, A. (eds.) (1996). *Proceedings of the 20th Annual Boston University Conference on Language Development*, Somerville, MA: Cascadilla Press.
- Strömqvist, S., & Verhoeven, L. (2004). Typological and contextual perspectives on narrative development. In S. Strömqvist & L. Verhoeven (eds.), *Relating Events*

- in Narrative: Typological and Contextual Perspectives* (vol. 2, pp. 89–112). Mahwah, NJ: Lawrence Erlbaum.
- Stuart, M. (2005). Phonemic analysis and reading development: some current issues. *Journal of Research in Reading*, *28*, 39–49.
- Suárez, L., & Goh, W. D. (2007). Phonological and visual short-term memory codification in English–Mandarin bilinguals. In F. Mansouri (ed.), *Second Language Acquisition Research: Theory-Construction and Testing* (pp. 199–223). Newcastle, UK: Cambridge Scholars Press.
- Sudasna Na Ayudhya, P. (2002). Models of mental lexicon in bilinguals with high and low second language experience: an experimental study of lexical access. Unpublished PhD dissertation, Chulalongkorn University, Bangkok.
- Suga, N., Ma, X., Gao, E., Sakai, M., & Chowdhury, S. A. (2003). Descending system and plasticity for auditory signal processing: neuroethological data for speech scientists. *Speech Communication*, *41*, 189–200.
- Svantesson, J.-O., & House, D. (2006). Tone production, tone perception and Kammu tonogenesis. *Phonology*, *23*, 309–333.
- Swaminathan, J., Krishnan, A., & Gandour, J. T. (2008). Pitch encoding in speech and nonspeech contexts in the human auditory brainstem. *Neuroreport*, *19*, 1163–1167.
- Sze, W. P., & Rickard Liow, S. J. (2011). Influence of L1 morphophonemics on L2 processing: evidence from Malay–English speaking bilinguals. *Bilingualism: Language and Cognition*, *14*, 423–432.
- T'sou, B. K. (1976). The structure of nominal classifier systems. In P. N. Jenner, L. C. Thompson & S. Starosta (eds.), *Austroasiatic Studies* (pp. 1215–1247). Honolulu, HI: University of Hawaii Press.
- Tan, H. T. (1999). Pemerolehan Bahasa Melayu: Kajian ke atas perkembangan ayat interogatif oleh kanak-kanak Melayu Berumur 18–48 bulan [Malay Language acquisition: a study of the development of interrogative sentences by Malay children between 18 and 48 months.]. Unpublished Masters dissertation, Universiti Sains Malaysia, Penang, Malaysia.
- Tanenhaus, M., Spivey-Knowlton, M., Eberhard, K., & Sedivy, J. (1995). Integration of visual and linguistic information in spoken language comprehension. *Science*, *268*, 1632–1634.
- Tangel, D. M., & Blachman, B. A. (1992). Effect of phoneme awareness instruction on kindergarten children's invented spelling. *Journal of Reading Behavior*, *24*, 233–261.
- Tardif, T., Fletcher, P., Liang, W., Zhang, Z., Kaciroti, N., & Marchman, V. (2008). Baby's first 10 words. *Developmental Psychology*, *44*, 929–938.
- Tardif, T., Shatz, M., & Naigles, L. (1997). Caregiver speech and children's use of nouns versus verbs: a comparison of English, Italian, and Mandarin. *Journal of Child Language*, *24*, 535–565.
- Tavassoli, N. T. (2002). Spatial memory for Chinese and English. *Journal of Cross-Cultural Psychology*, *33*, 415–431.
- Teeranon, P., & Rungrojsuwan, R. (2009). Change in the standard Thai high tone: an acoustic study. *Manusya: Journal of Humanities*, Special Issue, *17*, 34–44.
- Tehan, G., & Humphreys, M. S. (1995). Transient phonemic codes and immunity to proactive interference. *Memory and Cognition*, *23*, 181–191.

- (1996). Cuing effects in short-term recall. *Memory and Cognition*, *24*, 719–731.
- (1998). Creating proactive interference in immediate recall: building a DOG from a DART, a MOP, and a FIG. *Memory and Cognition*, *26*, 477–489.
- Teichmann, M., Dupoux, E., Cesaro, P., & Bachoud-Levi, A. C. (2008). The role of the striatum in sentence processing: evidence from a priming study in early stages of Huntington's disease. *Neuropsychologia*, *46*, 174–185.
- Teichmann, M., Dupoux, E., Kouider, S., Brugieres, P., Boisse, M. F., Baudic, S., & Bachoud-Levi, A. C. (2005). The role of the striatum in rule application: the model of Huntington's disease at early stage. *Brain and Cognition*, *128*, 1155–1167.
- Tell, P. M. (1972). The role of certain acoustic and semantic factors at short and long retention intervals. *Journal of Verbal Learning and Verbal Behavior*, *11*, 555–564.
- Theissen, E., Hill, A., & Saffran, J. R. (2005). Infant directed speech facilitates word segmentation. *Infancy*, *7*, 53–71.
- Thepboriruk, K. (2010). Bangkok tones revisited. *Journal of the Southeast Asian Linguistics Society*, *3*, 86–105.
- Thepkajana, K. (1986). Serial verb constructions in Thai. Unpublished PhD dissertation, University of Michigan.
- Thomas, C. J. (1905). Congenital word-blindness and its treatment. *Ophthalmoscope*, *3*, 380–385.
- Thongkum, T. L. (1988). Phonation types in Mon-Khmer languages. In O. Fujimura (ed.), *Vocal Physiology: Voice Production, Mechanisms and Functions* (vol. 2, pp. 319–393). New York: Raven Press.
- (1989). An acoustic study of the register complex in Kui (Suai). *Mon-Khmer Studies*, *15*, 1–19.
- (1991). An instrumental study of Chong registers. In J. Davidson (ed.), *Austroasiatic Languages: Essays in Honour of H.L. Shorto* (pp. 141–160). London: School of Oriental and African Studies.
- Thurgood, G. (2007). Tonogenesis revisited: revising the model and the analysis. In J. G. Harris, S. Burusphat & J. E. Harris (eds.), *Studies in Tai and Southeast Asian Linguistics* (pp. 241–262). Bangkok: Ekphim Thai.
- Tingsabadh, K., & Abramson, A. S. (1999). Thai. In *Handbook of the International Phonetic Association* (pp. 147–149). Cambridge: Cambridge University Press.
- Tingsabadh, K., & Deeprasert, D. (1997). Tones in standard Thai connected speech. In A. S. Abramson (ed.), *Southeast Asian Linguistic Studies in Honor of Vichin Panupong* (pp. 297–307). Bangkok: Chulalongkorn University.
- Tiwari, S., Nair, R., & Krishnan, G. (2011). A preliminary investigation of akshara knowledge in the Malayalam alphasyllabary: extension of Nag's (2007) study. *Writing Systems Research*, *3*, 145–151.
- Tjung, Y. (2006). The formation of relative clauses in Jakarta Indonesian: a subject–object asymmetry. Unpublished PhD dissertation, University of Delaware, Newark, DE.
- Toda, S., Fogel, A., & Kawai, M. (1990). Maternal speech to three-month-old infants in the United States and Japan. *Journal of Child Language*, *17*, 279–294.
- Toda, T. (2003). Acquisition of special morae in Japanese as a second language. *Journal of the Phonetic Society of Japan*, *7*, 70–83.

- Tomasello, M. (1992). *First Verbs: A Case Study of Early Grammatical Development*. Cambridge: Cambridge University Press.
- (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Cambridge, MA: Harvard University Press.
- Tran, J. (2011). The acquisition of Vietnamese classifiers. Unpublished PhD dissertation, University of Hawaii, Honolulu, HI.
- Tran, J., & Deen, K. (2003). Aspect marking and modality in child Vietnamese. In *Proceedings of the 28th Boston University Conference on Language Development* (Supplement).
- Treiman, R. (1993). *Beginning to Spell: A Study of First-Grade Children*. New York: Oxford University Press.
- (1997). Beginning to spell in English. In C. Hulme & R. M. Joshi (eds.), *Reading and Spelling: Development and Disorders* (pp. 371–393). Mahwah, NJ: Lawrence Erlbaum.
- Treiman, R., & Bourassa, D. (2000). Children's written and oral spelling. *Applied Psycholinguistics*, 21, 183–204.
- Treiman, R., & Weatherstone, S. (1992). Effects of linguistic structure on children's ability to isolate initial consonants. *Journal of Educational Psychology*, 84, 174–181.
- Treiman, R., Cassar, M., & Zukowski, A. (1994). What types of linguistic information do children use in spelling? The case of flaps. *Child Development*, 65, 1318–1337.
- Treiman, R., Goswami, U., Tincoff, R., & Leevers, H. (1997). Effects of dialect on American and British children's spelling. *Child Development*, 68, 229–245.
- Treiman, R., Mullennix, J., Bijeljac-Babic, R., & Richmond-Welty, E. D. (1995). The special role of rimes in the description, use, and acquisition of English orthography. *Journal of Experimental Psychology: Human Perception and Performance*, 124, 107–136.
- Treiman, R., Tincoff, R., & Richmond-Welty, E. D. (1996). Letter names help children to connect print and speech. *Developmental Psychology*, 32, 505–514.
- Tsai, J. L., & McConkie, G. W. (2003). Where do Chinese readers send their eyes? In J. Hyönä, R. Radach, H. Deubel (eds.), *The Mind's Eye: Cognitive and Applied Aspects of Eye Movements* (pp. 159–176). Oxford: Elsevier.
- Tsai, J. L., Lee, C. Y., Lin, Y. C., Tzeng, O. J. L., & Hung, D. L. (2006). Neighborhood size effects of Chinese words in lexical decision and reading. *Language and Linguistics*, 7, 659–675.
- Tsang, Y. K., Jia, S., Huang, J., & Chen, H. C. (2011). ERP correlates of pre-attentive processing of Cantonese lexical tones: the effects of pitch contour and pitch height. *Neuroscience Letters*, 487, 268–272.
- Tse, S. K., Li, H., & Leung, S. O. (2007). The acquisition of Cantonese classifiers by preschool children in Hong Kong. *Journal of Child Language*, 34, 495–517.
- Tsukada, K. (2006). Cross-language perception of final stops in Thai and English bilingualism. *Language and Cognition*, 9, 309–318.
- (2011). The perception of Arabic and Japanese short and long vowels by native speakers of Arabic, Japanese, and Persian. *Journal of the Acoustical Society of America*, 129, 989–998.
- (2012a). Comparison of native vs. non-native perception of vowel length contrasts in Arabic and Japanese. *Applied Psycholinguistics*, 33, 501–516.

- (2012b). Non-native Japanese listeners' perception of vowel length contrasts in Japanese and Modern Standard Arabic (MSA). *Second Language Research, 28*, 151–168.
- Tsukada, K., & Ishihara, S. (2007). The effect of first language (L1) in cross-language speech perception: comparison of word-final stop discrimination by English, Japanese and Thai listeners. *Journal of the Phonetic Society of Japan, 11*, 82–92.
- Tsukada, K., & Roengpitya, R. (2008). Discrimination of English and Thai words ending with voiceless stops by native Thai listeners differing in English experience. *Journal of the International Phonetic Association, 38*, 325–347.
- Tsukada, K., Birdsong, D., Mack, M., Sung, H., Bialystok, E., & Flege, J. (2004). Release bursts in English word-final voiceless stops produced by native English and Korean adults and children. *Phonetica, 61*, 67–83.
- Tsukada, K., Birdsong, D., Bialystok, E., Mack, M., Sung, H., & Flege, J. (2005). A developmental study of English vowel production and perception by native Korean adults and children. *Journal of Phonetics, 33*, 263–290.
- Tuaycharoen, P. (1977). The phonetic and phonological development of a Thai baby: from early communicative interaction to speech. Unpublished PhD dissertation, University of London.
- (1984). Developmental strategies in the acquisition of numeral classifiers in Thai. Paper presented at the *International Symposium on Language and Linguistics*, Chiang Mai University, Chiang Mai, Thailand.
- Tyler, L. K., deMornay-Davies, P., Anokhina, R., Longworth, C., Randall, B., & Marslen-Wilson, W. D. (2002). Dissociations in processing past tense morphology: neuropathology and behavioral studies. *Journal of Cognitive Neuroscience, 14*, 79–94.
- Tzeng, J. L. O., Chen, S., & Hung, L. D. (1991). The classifier problem in Chinese aphasia. *Brain and Language, 41*, 184–202.
- Uchida, N., & Imai, M. (1996). A study on the acquisition of numeral classifiers among young children. *Japanese Journal of Educational Psychology, 44*, 126–135.
- (1999). Heuristics in learning classifiers: the acquisition of the classifier system and its implications for the nature of lexical acquisition. *Japanese Psychological Research, 41*, 50–69.
- Ullman, M. T. (1999). Acceptability ratings of regular and irregular past tense forms: evidence for a dual-system model of language from word frequency and phonological neighbourhood effects. *Language and Cognitive Processes, 14*, 47–67.
- (2001). A neurocognitive perspective on language: the declarative/procedural model. *Nature Reviews Neuroscience, 2*, 717–726.
- (2004). Contributions of memory circuits to language: the declarative/procedural model. *Cognition, 92*, 231–270.
- Ullman, M. T., & Pierpont, E. I. (2005). Specific language impairment is not specific to language: the procedural deficit hypothesis. *Cortex, 41*, 399–433.
- Ullman, M. T., Bergida, R., & O'Craven, K. M. (1997). Distinct fMRI activation patterns for regular and irregular past tense. *Neuroimage, 5*, S549.
- Ullman, M. T., Corkin, S., Coppola, M., Hickok, G., Growdon, J. H., Koroshetz, W. J., & Pinker, S. (1997). A neural dissociation within language:

- evidence that the mental dictionary is part of declarative memory, and that grammatical rules are processed by the procedural system. *Journal of Cognitive Neuroscience*, *9*, 266–276.
- Ullman, M. T., Pancheva, R., Love, T., Yee, E., Swinney, D., & Hickok, G. (2005). Neural correlates of lexicon and grammar: evidence from the production, reading, and judgment of inflection in aphasia. *Brain and Language*, *93*, 185–238.
- Ullman, M. T., Walenski, M., Prado, E., Ozawa, K., & Steinhauer, K. (2001). A new method for investigating the real-time composition of complex linguistic forms. In *Proceedings of the 14th Annual CUNY Conference on Human Sentence Processing*, 64.
- Underwood, G. (ed.) (2005). *Cognitive Guidance in Eye Movements*. Oxford: Oxford University Press.
- Underwood, G., Jebbett, L., & Roberts, K. (2004). Inspecting pictures for information to verify a sentence: eye movements in general encoding and in focused search. *Quarterly Journal of Experimental Psychology: Human Perception and Performance*, *56*, 165–182.
- Uther, M., Knoll, M. A., & Burnham, D. (2007). Do you speak E-NG-L-I-SH? A comparison of foreigner- and infant-directed speech. *Speech Communication*, *49*, 2–7.
- Vaid, J. (1988). Asymmetries in tachistoscopic word recognition: scanning effects re-examined. *International Journal of Neuroscience*, *42*, 253–258.
- Vaid, J., & Gupta, A. (2002). Exploring word recognition in a semi-alphabetic script: the case of Devanagari. *Brain and Language*, *81*, 679–690.
- Vaid, J., & Hall, D. G. (1991). Neuropsychological perspectives on bilingualism: right, left and center. In A. Reynolds (ed.), *Bilingualism, Multiculturalism, and Second Language Learning: The McGill Conference in Honor of Wallace E. Lambert* (pp. 81–112). Hillsdale, NJ: Lawrence Erlbaum.
- Vaid, J., & Padakannaya, P. (2004). Reading and writing in semi-syllabic scripts: an introduction. *Reading and Writing: An Interdisciplinary Journal*, *17*, 1–6.
- Vaid, J., & Pandit, R. (1991). Sentence interpretation in normal and aphasic Hindi speakers. *Brain and Language*, *41*, 250–274.
- Vaid, J., Rao, C., & Chen, H.-C. (2006). On the psycholinguistic significance of the bar in Hindi word recognition. Poster presented at the *Vancouver Conference of the Society for the Scientific Study of Reading*.
- Vaidyanathan, R. (1988). Development of forms and functions of interrogatives in children: a longitudinal study in Tamil. *Journal of Child Language*, *15*, 533–549.
- (1991). Development of forms and functions of negation in the early stages of language acquisition: a study in Tamil. *Journal of Child Language*, *18*, 51–66.
- Vairojanavong, N. (1984). A contrastive study of the accentual systems in English and Thai and an error analysis of the pronunciation of English polysyllabic medical terms. Unpublished MA dissertation, Chulalongkorn University, Bangkok.
- Valian, V. (1994). Children's postulation of null subjects: parameter setting and language acquisition. In B. Lust, G. Hermon & J. Kornfilt (eds.), *Syntactic Theory and First Language Acquisition: Cross-Linguistic Perspectives*, vol. 2, *Binding, Dependencies, and Learnability* (pp. 273–286). Hillsdale, NJ: Lawrence Erlbaum.
- van der Lely, H. K. J., & Ullman, M. T. (1996). The computation and representation of past-tense morphology in normally developing and specifically language impaired children. In A. Stringfellow, D. Cahana-Amitay, E. Hughes &

- A. Zukowski (eds.), *Proceedings of the 20th Annual Boston University Conference on Language Development* (vol. 2, pp. 792–803). Somerville, MA: Cascadilla Press.
- Van Lancker, D., & Fromkin, V. A. (1973). Hemispheric specialization for pitch and “tone”: evidence from Thai. *Journal of Phonetics*, 2, 102–109.
- Van Lancker Sidtis, D., Pachana, N., Cummings, J. L., & Sidtis, J. J. (2006). Dysprosodic speech following basal ganglia insult: toward a conceptual framework for the study of the cerebral representation of prosody. *Brain and Language*, 97, 135–153.
- Van Orden, G. C., Pennington, B. F., & Stone, G. O. (1990). Word identification in reading and the promise of subsymbolic psycholinguistics. *Psychological Review*, 97, 488–522.
- Varma, T. (1979). Stage one speech of a Hindi-speaking child. *Journal of Child Language*, 6, 167–174.
- Vasanta, D. (2004). Processing phonological information in a semi-syllabic script: developmental data from Telugu. *Reading and Writing: An interdisciplinary Journal*, 17, 59–78.
- Velan, H., & Frost, R. (2011). Words with and without internal structure: what determines the nature of orthographic and morphological processing? *Cognition*, 118, 141–156.
- Vellutino, F. R., & Scanlon, D. M. (1987). Phonological coding, phonological awareness, and reading ability: evidence from a longitudinal and experimental study. *Merrill-Palmer Quarterly*, 33, 321–363.
- Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): what have we learned in the past four decades? *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 45, 2–40.
- Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of reading ability: multivariate evidence for a convergent skills model of reading development. *Scientific Studies of Reading*, 11, 3–32.
- Vendler, Z. (1957). Verbs and times. *Philosophical Review*, 66, 143–160.
- Verhoeven, L. (2000). Components in early second language reading and spelling. *Scientific Studies of Reading*, 4, 313–330.
- Vincent, D. (2000). *The Rise of Mass Literacy*. Cambridge, UK: Polity Press.
- Vongvianond, P. E. (1983). Indirect speech acts: a case of deviant forms and limited repertoire in interlanguage. In F. Eppert (ed.), *Transfer and Translation in Language Learning and Teaching: Selected Papers from the RELC Seminar on Interlanguage Transfer Processes in Language learning* (pp. 144–152). Singapore: Regional Language Centre.
- Wade, N. J., & Tatler, B. W. (2005). *The Moving Tablet of the Eye: The Origins of Modern Eye Movement Research*. Oxford: Oxford University Press.
- Walenski, M., Mostofsky, S. H., & Ullman, M. T. (2007). Speeded processing of grammar tool knowledge in Tourette’s syndrome. *Neuropsychologia*, 45, 2447–2460.
- Walenski, M., Sosta, K., Cappa, S., & Ullman, M. T. (2009). Deficits on irregular verbal morphology in Italian-speaking Alzheimer’s disease patients: evidence from present tense and past participle production. *Neuropsychologia*, 47, 1245–1255.
- Wali, A., Sproat, R., Padakannaya, P., & Bhuvaneshwari, B. (2009). Model for phonemic awareness in readers of Indian script. *Written Language and Literacy*, 12, 161–169.

- Wang, M., & Geva, E. (2003). Spelling performance of Chinese children using English as a second language: lexical and visual–orthographic processes. *Applied Psycholinguistics*, *24*, 1–25.
- Wang, W. S.-Y. (1959). Transition and release as perceptual cues for final plosives. *Journal of Speech, Language and Hearing Research*, *2*, 66–73.
- Wang, Y., Jongman, A., & Sereno, J. A. (2003). Acoustic and perceptual evaluation of Mandarin tone productions before and after perceptual training. *Journal of the Acoustical Society of America*, *113*, 1033–1043.
- (2006). L2 acquisition and processing of Mandarin tone. In P. Li, L. H. Tan, E. Bates & O. J. L. Tzeng (eds.), *Handbook of East Asian Psycholinguistics*, vol. 1, *Chinese* (pp. 250–256). Cambridge: Cambridge University Press.
- Wayland, R., & Guion, S. (2003). Perceptual discrimination of Thai tones by naïve and experienced learners of Thai. *Applied Psycholinguistics*, *24*, 113–129.
- Wayland, R., & Jongman, A. (2003). Acoustic correlates of breathy and clear vowels: the case of Khmer. *Journal of Phonetics*, *21*, 181–201.
- Wayland, R.P., & Guion, S.G. (2004). Training English and Chinese listeners to perceive Thai tones. *Language Learning*, *54*, 681–712.
- Weber, A., & Cutler, A. (2004). Lexical competition in non-native spoken-word recognition. *Journal of Memory and Language*, *50*, 1–25.
- Weber, E. G. (2003). Nominal information flow in the talk of two boys with autism. In J. W. D. Bois, L. E. Kumpf & W. J. Ashby (eds.), *Preferred Argument Structure: Grammar as Architecture for Function* (pp. 353–383). Amsterdam: John Benjamins.
- Wei, L., & Lee, S. (2001). The use of Cantonese classifiers and quantifiers by young British-born Chinese in Tyneside. *International Journal of Bilingual Education and Bilingualism*, *14*, 359–382.
- Weissenborn, J., Roeper, T., & de Villiers, J. (1991). The acquisition of wh-movement in German and French. In T. L. Maxfield & B. Plunkett (eds.), *Papers in the Acquisition of WH* (pp. 43–74). Amherst, MA: Graduate Linguistic Student Association.
- Weist, R. M., Wysocka, H., Witkowska-Stadnik, K., Buczowska, E., & Konieczna, E. (1984). The defective tense hypothesis: on the emergence of tense and aspect in child Polish. *Journal of Child Language*, *11*, 347–374.
- Werker, J. F., & McLeod, P. J. (1989). Infant preference for both male and female infant-directed talk: a developmental study of attentional affective responsiveness. *Canadian Journal of Psychology*, *43*, 230–246.
- Werker, J. F., & Tees, R. C. (1992). The organisation and reorganisation of human speech perception. *Annual Review of Neuroscience*, *15*, 377–402.
- Werker, J. F., Pegg, J. E., & McLeod, P. J. (1994). A cross-language investigation of infant preferences for infant-directed communication. *Infant Behavior and Development*, *17*, 323–333.
- Wernicke, C. (1874). *Der phasische Symptomenkomplex*. Breslau: Cohn & Weigert. Republished as: *The Aphasia Symptom Complex: A Psychological Study on an Anatomical Basis: Wernicke's Works on Aphasia*. The Hague: Mouton.
- Wexler, K. (1998). Very early parameter setting and the unique checking constraint: a new explanation of the optional infinitive stage. *Lingua*, *106*, 23–79.

- White, S. J. (2008). Eye movement control during reading: effects of word frequency and orthographic familiarity. *Journal of Experimental Psychology: Human Perception and Performance*, *34*, 205–223.
- White, S. J., Johnson, R. L., Liversedge, S. P., & Rayner, K. (2008). Eye movements when reading transposed text: the importance of word-beginning letters. *Journal of Experimental Psychology: Human Perception and Performance*, *34*, 1261–1276.
- White, S. J., Rayner, K., & Liversedge, S. P. (2005). Eye movements and the modulation of parafoveal processing by foveal processing difficulty: a re-examination. *Psychonomic Bulletin and Review*, *12*, 891–896.
- Whitney, C. (2001). How the brain encodes the order of letters in a printed word: the SERIOL model and selective literature review. *Psychonomic Bulletin and Review*, *8*, 221–243.
- Whorf, B. L. (1956). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*, ed. J. Carroll. Cambridge, MA: MIT Press.
- Wickens, D. D., Born, D. G., & Allen, C. K. (1963). Proactive inhibition and item similarity in short-term memory. *Journal of Verbal Learning and Verbal Behavior*, *2*, 440–445.
- Wigglesworth, G. (1990). Children's narrative acquisition: a study of some aspects of reference and anaphora. *First Language*, *10*, 105–125.
- Wildgruber, D., Ackermann, H., Kreifelts, B., & Ethofer, T. (2006). Cerebral processing of linguistic and emotional prosody: fMRI studies. *Progress in Brain Research*, *156*, 249–268.
- Wilkinson, G. S., & Robertson, G. J. (2006). *Wide Range Achievement Test 4 (WRAT 4)*. Lutz, FL: Psychological Assessment Resources.
- Wills, A. J., Graham, S., Koh, Z., McLaren, I.P.L., & Rolland, M. D. (2011). Effect of concurrent load on feature and rule-based generalization in human contingency learning. *Journal of Experimental Psychology: Animal Behavior Processes*, *37*, 308–316.
- Wilson, M., Kahlaoui, K., & Weekes, B. (2012). Acquired dyslexia and dysgraphia in bilinguals across alphabetical and non-alphabetical scripts. In M. Gitterman, M. Goral & L. K. Obler (eds.), *Aspects of Multilingual Aphasia* (pp. 187–206). Clevedon, UK: Multilingual Matters.
- Wimmer, H. (1993). Characteristics clevedon, UK of developmental dyslexia in a regularwriting system. *Applied Psycholinguistics*, *14*, 1–33.
- Wimmer, H., & Goswami, U. (1994). The influence of orthographic consistency on reading development: word recognition in English and German children. *Cognition*, *51*, 91–103.
- Wimmer, H., & Mayringer, H. (2002). Dysfluent reading in the absence of spelling difficulties: a specific disability in regular orthographies. *Journal of Educational Psychology*, *94*, 272–277.
- Winskel, H. (2007). The expression of temporal relations in Thai children's narratives. *First Language*, *27*, 133–158.
- (2009). Reading in Thai: the case of misaligned vowels. *Reading and Writing: An Interdisciplinary Journal*, *22*, 1–24.
- (2010). Spelling development in Thai children. (Special issue on Reading development and impairment in Asian languages, guest editor G. Simpson.) *Journal of Cognitive Science*, *11*, 7–35.

- (2011). Orthographic and phonological parafoveal processing of consonants, vowels, and tones when reading Thai. *Applied Psycholinguistics*, *32*, 739–759.
- Winskel, H., & Iemwanthong, K. (2010). Reading and spelling acquisition in Thai children. *Reading and Writing: An Interdisciplinary Journal*, *23*, 1021–1053.
- Winskel, H., & Luksaneeyanawin, S. (2009). Obligatory grammatical categories and the expression of temporal events. *Journal of Child Language*, *36*, 355–380.
- Winskel, H., & Perea, M. (2013). Letter position coding of consonants and vowels during normal reading: evidence from parafoveal previews in Thai. *Journal of Cognitive Psychology*, *25*, 119–130.
- Winskel, H., & Widjaja, V. (2007). Phonological awareness, letter knowledge, and literacy development in Indonesian beginner readers and spellers. *Applied Psycholinguistics*, *28*, 23–45.
- Winskel, H., Perea, M., & Ratitamkul, T. (2012). On the flexibility of letter position coding during lexical processing: evidence from eye movements when reading Thai. *Quarterly Journal of Experimental Psychology*, *65*(8), 1522–36.
- Winskel, H., Radach, R., & Luksaneeyanawin, S. (2009). Eye movements when reading spaced and unspaced Thai and English: a comparison of Thai–English bilinguals and English monolinguals. *Journal of Memory and Language*, *61*, 339–351.
- Wong, A. M. Y., & Johnston, J. R. (2004). The development of discourse referencing in Cantonese-speaking children. *Journal of Child Language*, *31*, 633–660.
- Wong, C. S. P. (1998). The acquisition of Cantonese noun phrases. Unpublished PhD dissertation, University of Hawaii, Honolulu, HI.
- Wong, P. C. (2002). Hemispheric specialization of linguistic pitch patterns. *Brain Research Bulletin*, *59*, 83–95.
- Wong, P. C., Parsons, L. M., Martinez, M., & Diehl, R. L. (2004). The role of the insular cortex in pitch pattern perception: the effect of linguistic contexts. *Journal of Neuroscience*, *24*, 9153–9160.
- Wong, P. C., Perrachione, T. K., Gunasekera, G., & Chandrasekaran, B. (2009). Communication disorders in speakers of tone languages: etiological bases and clinical considerations. *Seminars in Speech and Language*, *30*, 162–173.
- Wong, P. C., Skoe, E., Russo, N. M., Dees, T., & Kraus, N. (2007). Musical experience shapes human brainstem encoding of linguistic pitch patterns. *Nature Neuroscience*, *10*, 420–422.
- Wong, V., Lee, P. W. H., Lieh-Mak, F., Yeung, C. Y., Leung, P. W. L., Luk, S. L., & Yiu, E. (1992). Language screening in preschool Chinese children. *International Journal of Language and Communication Disorders*, *27*, 247–264.
- Wongwarangkul, C. (2000). Analysis of the nature of interlanguage pragmatics in choice making for requesting strategies by Thai EFL learners. Unpublished PhD dissertation, Michigan State University, East Lansing, MI.
- Woon, F. T. (2011). Chinese classifiers and the Declarative Procedural Model: a preliminary investigation. Unpublished Honours dissertation, National University of Singapore.
- Wotschack, C., & Kliegl, R. (2013). Reading strategy modulates parafoveal-on-foveal effects in sentence reading. *Quarterly Journal of Experimental Psychology*, *66*, 548–562.

- Wylie, E., & Ingram, D. E. (2006). *International Second Language Proficiency Rating (ISLPR)*. Nathan, Qld: Centre for Applied Linguistics and Languages, Mt Gravatt Campus, Griffith University.
- Xi, J., Zhang, L., Shu, H., Zhang, Y., & Li, P. (2010). Categorical perception of lexical tones in Chinese revealed by mismatch negativity. *Neuroscience*, *170*, 223–231.
- Xin, A. T. (1982). Educational experiments to children aged below three years old for their language development. In Z. X. Zhu (ed.), *Psychological Development of Children below Three Years Old*. Beijing: Beijing Normal University Press.
- Xu, Y., Gandour, J., Talavage, T., Wong, D., Dzemidzic, M., Tong, Y., & Lowe, M. (2006). Activation of the left planum temporale in pitch processing is shaped by language experience. *Human Brain Mapping*, *27*, 173–183.
- Xu, Y., Krishnan, A., & Gandour, J. T. (2006). Specificity of experience-dependent pitch representation in the brainstem. *Neuroreport*, *17*, 1601–1605.
- Yamaguchi, S., Toyoda, G., Xu, J., Kobayashi, S., & Henik, A. (2002). Electroencephalographic activity in a flanker interference task using Japanese orthography. *Journal of Cognitive Neuroscience*, *14*, 971–979.
- Yamamoto, K. (2009). The acquisition of Japanese numeral classifiers. In M. Nakayama, R. Mazuka & Y. Shirai (eds.), *Handbook of East Asian Psycholinguistics* (vol. 2, pp. 69–75). Cambridge: Cambridge University Press.
- Yamamoto, K., & Keil, F. C. (2000). The acquisition of Japanese numeral classifiers: linkage between grammatical forms and conceptual categories. *Journal of East Asian Linguistics*, *9*, 379–409.
- Yan, G., Tian, H., Bai, X., & Rayner, K. (2006). The effect of word and character frequency on the eye movements of Chinese readers. *British Journal of Psychology*, *97*, 259–268.
- Yan, M., Kliegl, R., Richter, E. M., Nuthmann, A., & Shu, H. (2010). Flexible saccade-target selection in Chinese reading. *Quarterly Journal of Experimental Psychology*, *63*, 705–725.
- Yan, M., Kliegl, R., Shu, H., Pan, J., & Zhou, X. (2010). Parafoveal load of word $N+1$ modulates preprocessing effectiveness of word $N+2$ in Chinese reading. *Journal of Experimental Psychology: Human Perception and Performance*, *36*, 1669–1676.
- Yan, M., Risso, S., Zhou, X., & Kliegl, R. (2012). Preview fixation modulates identical and semantic preview benefit in Chinese reading. *Reading and Writing: An Interdisciplinary Journal*, *25*, 1093–1111.
- Yang, H.-M., & McConkie, G. W. (1999). Reading Chinese: some basic eye-movement characteristics. In J. Wang, A. W. Inhoff & H.-C. Chen (eds.), *Reading Chinese Script: A Cognitive Analysis* (pp. 207–222). Mahwah, NJ: Lawrence Erlbaum.
- Yang, J., Rayner, K., Li, N., & Wang, S. (2012). Is preview benefit from word $n+2$ a common effect in reading Chinese: evidence from eye movements. *Reading and Writing: An Interdisciplinary Journal*, *25*, 1079–1091.
- Yang, J., Wang, S., Xu, Y., & Rayner, K. (2009). Do Chinese readers obtain preview benefit from word $n+2$? Evidence from eye movements. *Journal of Experimental Psychology: Human Perception and Performance*, *35*, 1192–1204.
- Yang, M. J., & Cheng, C. M. (1999). Hemisphere differences in accessing lexical knowledge of Chinese characters. *L laterality*, *4*, 149–166.

- Yang, X. L. (2009). Learning to talk with peers: the conversation skill's development of 3–6-year-old Chinese children. (In Chinese.) Unpublished Masters dissertation, East China Normal University, Shanghai.
- Yap, M., Rickard Liow, S. J., Jalil, S., & Faizal, S. S. (2010). The Malay lexicon project: a database of lexical statistics for 9,592 words. *Behaviour Research Method*, *42*, 992–1003.
- Yarkoni, T., Balota, D., & Yap, M. (2008). Moving beyond Coltheart's *N*: a new measure of orthographic similarity. *Psychonomic Bulletin and Review*, *15*, 971–979.
- Yen, M. H., Radach, R., Tzeng, O. J. L., Hung, D. L., & Tsai, J. L. (2009). Early parafoveal processing in reading Chinese sentences. *Acta Psychologica*, *131*, 24–33.
- Yen, M. H., Radach, R., Tzeng, O. J.-L., & Tsai, J.-L. (2012). Usage of statistical cues for word boundary in reading Chinese sentences. *Reading and Writing: An Interdisciplinary Journal*, *25*(5), 1007–1029.
- Yen, M. H., Tsai, J. L., Tzeng, O. J. L., & Hung, D. L. (2008). Eye movements and parafoveal word processing in reading Chinese. *Memory and Cognition*, *36*, 1033–1045.
- Yeo, K. (2007). Beyond proactive interference: automatic bilingual activation as an added source of interference. Unpublished Honours dissertation, National University of Singapore.
- Yeong, S. H.-M., & Rickard Liow, S. J. (2010). Phonemic representation and early spelling errors in Mandarin–English bilingual children. *Scientific Studies of Reading*, *14*, 387–406.
- (2011). Cognitive–linguistic foundations of early spelling development in bilinguals. *Journal of Educational Psychology*, *103*, 470–488.
- (2012). Development of phonological awareness in English–Mandarin bilinguals: a comparison of English-L1 and Mandarin-L1 kindergarten children. *Journal of Experimental Child Psychology*, *112*, 111–126.
- Yip, M. (2002). *Tone*. Cambridge: Cambridge University Press.
- Yip, P.-C., & Rimmington, D. (2004). *Chinese: A Comprehensive Grammar*. London: Routledge.
- Yu, L., & Yan, G. (2010). The concreteness effect of four character Chinese idioms in reading. Paper presented at the *4th China International Conference on Eye Movements*, Tianjin Normal University, Tianjin.
- Zatorre, R. J., & Belin, P. (2001). Spectral and temporal processing in human auditory cortex. *Cerebral Cortex*, *11*, 946–953.
- Zatorre, R. J., & Gandour, J. T. (2008). Neural specializations for speech and pitch: moving beyond the dichotomies. *Philosophical Transactions of the Royal Society of London, Series B, Biological Sciences*, *363*, 1087–1104.
- Zatorre, R. J., Evans, A., Meyer, E., & Gjedde, A. (1992). Lateralization of phonetic and pitch discrimination in speech processing. *Science*, *256*, 846–849.
- Zee, E. (1999). Chinese (Hong Kong Cantonese). In *Handbook of the International Phonetic Association* (pp. 58–60). Cambridge: Cambridge University Press.
- Zhang, L., Xi, J., Xu, G., Shu, H., Wang, X., & Li, P. (2011). Cortical dynamics of acoustic and phonological processing in speech perception. *PLoS One*, *6*, e20963.
- Zhang, S., & Schmitt, B. (1998). Language-dependent classification: the mental representation of classifiers in cognition, memory, and evaluations. *Journal of Experimental Psychology: Applied*, *4*, 375–385.

- Zheng, H.-Y., Minett, J. W., Peng, G., & Wang, W. S.-Y. (2012). The impact of tone systems on the categorical perception of lexical tones: an event-related potentials study. *Language and Cognitive Processes*, *27*, 184–209.
- Zhou, J. (2002). *The Pragmatic Development of Chinese Children: From 14 Months to 32 Months*. Nanjing: Nanjing Normal University Press.
- (2006). A report on the pragmatic development of Chinese children from 3 to 6 years old. In L. J. Pang (ed.), *Cultural Inheritance in Chinese Early Education* (in Chinese) (pp. 52–83). Zhejiang, China: Zhejiang Education Publishing Co.
- Zhou, J., & Fletcher, P. (2006). Learning to use language in interaction with parents: the communicative act development of young Chinese children. *International Journal of Early Education Research*, *2006*, Japan.
- Zhou, J., & Li, X. Y. (2010). Do educational backgrounds make a difference? A comparative study on communicative acts of Chinese mothers in interacting with their young children (in Chinese). *Journal of Psychological Science*, *33*, 478–485.
- Zhou, J., & Zhang, J. R. (eds.) (2009). *Studies on Language Development of Chinese-Speaking Children*. Beijing: Educational Science Publishing House.
- Zhou, J., Li, X. Y., & Jin, L. X. (2008). Language development of autistic children in Chinese mother-child communication: a language profile different from Western ones. A poster presentation at the 11th *Conference of the International Association for the Study of Child Language*.
- Zhou, N., & Xu, L. (2008). Development and evaluation of methods for assessing tone production skills in Mandarin-speaking children with cochlear implants. *Journal of the Acoustical Society of America*, *123*, 1653–1664.
- Zhou, X., & Marslen-Wilson, W. D. (2009). Pseudohomophone effects in processing Chinese compound words. *Language and Cognitive Processes*, *24*, 1009–1038.
- Zhu, H. (2002). *Phonological Development in Specific Contexts: Studies of Chinese-Speaking Children*. Clevedon, UK: Multilingual Matters.
- Zhu, S. M. (1986). *Studies of Child Language Development*. Shanghai: East China Normal University Press.
- Ziegler, J. C., & Goswami, U. (2005). Reading acquisition, developmental dyslexia, and skilled reading across languages: a psycholinguistic grain size theory. *Psychological Bulletin*, *131*, 3–29.
- Ziegler, J. C., Bertrand, D., Tóth, D., Csépe, V., Reis, A., Faísca, L., & Blomert, L. (2010). Orthographic depth and its impact on universal predictors of reading: a cross-language investigation. *Psychological Science*, *21*, 551–559.
- Ziegler, J. C., Pech-Georgels, C., Dufau, S. & Grainger, J. (2010). Rapid processing of letters, digits, and symbols: what purely visual–attentional deficit in developmental dyslexia? *Developmental Science*, *13*, F8–F14.
- Zlatev, J. (2003). Multiple constraints on reference form: null, pronominal and full reference in Mapudungun. In J. W. D. Bois, L. E. Kumpf & W. J. Ashby (eds.), *Preferred Argument Structure* (pp. 225–245). Amsterdam: John Benjamins.
- Zlatev, J., & Yangklang, P. (2004). A third way to travel: the place of Thai (and other serial verb languages) in motion event typology. In S. Strömqvist & L. Verhoeven (eds.), *Relating Events in Narrative: Cross-Linguistic and Cross-Contextual Perspectives* (pp. 159–190). Mahwah, NJ: Lawrence Erlbaum.
- Zsiga, E., & Nitisoroj, R. (2007). Tone features, tone perception, and peak alignment in Thai. *Language and Speech*, *50*, 343–383.