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4 Phonological information: Phonotactics and features5 Cognitive speech constructs: Categorical perception and auditory word forms; 6 Speech perception-production links; 7 Perception fields important in production; 8 Production fields activated in speech perception; 9 Summary and conclusions; References; CHAPTER 3 Learning the Sounds of Language; 1 Introduction; 2 Background issues: Early research in infant speech perception; 3 Development of speech perception; 4 Beginnings of language: Perception of sound combinations; 5 Using multiple cues in speech
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3.2 Model successes and failures: levels of analysis3.3 Improving models with linking hypotheses; 3.4 Linking to human materials and task constraints; 3.5 Intuition and logic versus simulation; 3.6 Comparing models; 3.7 Conclusions; 4 The feedback debate; 4.1 What good can feedback do?; 4.2 Lexically mediated phoneme inhibition; 4.3 Lessons from the feedback debate; 5 Crucial questions and directions for progress; References; CHAPTER 6 Finding the Words: How Young Children Develop Skill in Interpreting Spoken Language
1 Finding the words: How young children develop skill in interpreting spoken language

Sommario/riassunto

Our ability to speak, write, understand speech and read is critical to our ability to function in today's society. As such, psycholinguistics, or the study of how humans learn and use language, is a central topic in cognitive science. This comprehensive handbook is a collection of chapters written not by practitioners in the field, who can summarize the work going on around them, but by trailblazers from a wide array of subfields, who have been shaping the field of psycholinguistics over the last decade. Some topics discussed include how children learn language, how average adults understand and produce language, how language is represented in the brain, how brain-damaged individuals perform in terms of their language abilities and computer-based models of language and meaning. This is required reading for advanced researchers, graduate students and upper-level undergraduates who are interested in the recent developments and the future of psycholinguistics.