

PY3ELD: Early Lexical Development

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133 items

Books (11 items)

In alphabetical order. Books containing sections of background reading (i.e. to be read before the seminars) are marked 'Essential'. Note that in some cases these books are alternatives to each other. Read the notes to see which you might prefer.

The articulate mammal: an introduction to psycholinguistics, by Jean Aitchison, 2008

[Book](#)

| **Further** | Chapter 1 gives a good overview of the nature/nurture problem in language but is devoted mostly to syntax (grammar), which is not the focus of this module. Chapter 2 is good on animal communication, and Hockett, and so is relevant to our final seminar. Almost any other chapter is worthwhile reading but again, not especially so for the lexical level, more for filling in/general interest. Earlier editions are good too. Also available online as an ebook - see below.

The articulate mammal: an introduction to psycholinguistics, by Jean Aitchison, 2007

[Book](#)

The development of language, by Martyn D. Barrett, 1999

[Book](#)

| This is a typical edited book, not a textbook. It contains chapters by people who are all to some extent pushing their own ideas. Less of a textbook, it conveys the flavour of research. Again, it covers more than word learning.

Language acquisition: core readings, by Paul Bloom, 1993

[Book](#)

| As it says, a collection of 'core readings'. A bit old now, it nonetheless contains several classic papers.

How children learn the meanings of words, by Paul Bloom, 2000

[Book](#)

| A monograph by Paul Bloom, pretty up to date. Because it is a monograph (work by a single author) not everyone will agree with everything in it; but on the other hand, many will agree with much of it! Bloom writes accessibly and there is a lot here relevant to the course. He is definitely pushing his own point of view, though. Also available online as an ebook - see below.

How children learn the meanings of words, by Paul Bloom, 2000

[Book](#)

The development of language, by Jean Berko Gleason; Nan E. Bernstein, 2008

[Book](#)

| **Essential** | This is a more advanced textbook, taking you through the issues, and covering the subject in a reasonable depth. It's an edited book so the chapters are by different experts. I give references to equivalent sections in the 4th and 6th editions (which were edited by Jean Berko Gleason on her own).

The psychology of language: from data to theory, by Trevor A. Harley, 2014

Book | Excellent general-purpose text on language. Chapter 4, on language development is good, as is Chapter 3 on 'Foundations'. Parts of Chapter 11 on word meaning are also relevant to us. The same chapters from the 3rd edition are fine too. Also available online as an ebook - see below.

The psychology of language: from data to theory, by Trevor A. Harley, 2014

Book

Language development, by Erika Hoff, 2014

Book | **Essential** | This is the most relevant textbook for this course, in terms of how often I require readings from it. I'll also try to give references to equivalent sections in the 2nd, 3rd, and 4th editions.

First language acquisition: method, description, and explanation, by David Ingram, 1989

Book | A great sourcebook. Well worth sampling.

Seminar 1 (15 items)

All read Hoff in advance of the seminar

Language development, by Erika Hoff, 2014

Book | **Essential** | pp. 4-7, 10-21, 26, and 137-143.

If you cannot find Hoff in the latest edition, there are some similar, but not identical passages in earlier editions:

Language development, by Erika Hoff, 2001

Book | **Essential** | pp. 5-8, 10-22 and pp. 150-158.

Language development, by Erika Hoff, 2005

Book | **Essential** | pp. 2-5, 10-24 and 141-147.

Language development, by Erika Hoff, 2009

Book | **Essential** | pp. 4-7, 10-26 and 185-191.

If you have time, it will be helpful to read this paper by Woodward et al as well: I have put a copy of this paper, marked up in some of the more important places, in the Course Documents for week 1, on Blackboard.

Rapid word learning in 13- and 18-month-olds. - in *Developmental Psychology*, by Amanda L. Woodward; Ellen M. Markman; Colleen M. Fitzsimmons, 1994

Article | **Recommended**

Things to think about (and be ready to talk about) (1 items)

I am not sure there are many 'right' answers

- What is a word?
- What might make a word easy to learn?
- Which words come first? Why?
- What might make a word difficult to learn?

- Was there anything in the readings you found surprising? Or was it all obvious?
- Why is word learning interesting from a practical point of view?
- Why is word learning interesting from a theoretical point of view?
- What are the main approaches to the study of language?
- Are the main approaches to the study of language learning all equally relevant to the study of the development of the lexicon?
- How can you relate this module to what you have studied so far in psychology?
- What is a 'context-bound' word?
- What might drive a difference in the comprehension v production of any given word?
- What are our spoken and written and receptive vocabularies? How do they differ?
- What does 'referential' mean?
- What is the 'prelinguistic' period? Does it exist?
- What is the difference between learning a verb and a noun? .. or a noun and a preposition?
- What is the difference between a count noun, a mass noun, a proper noun?
- What role might the order of words in sentences play in word learning?
- If you speak another language than English, does your answer to any of the questions above change?

Additional readings for Seminar 1 (6 items)

Pick and choose, no-one is going to read all of them!

Early words (2 items)

Early lexical development: comprehension and production - in Journal of Child Language, by Helen Benedict, 1979

[Article](#) | A much-cited classic.

'Early lexical development.' - in The development of language, by E. Dromi, 1999

[Chapter](#)

Parental report (3 items)

Developmental inventories using illiterate parents as informants: Communicative Development Inventory (CDI) adaptation for two Kenyan languages - in Journal of Child Language, by K. J. Alcock; K. Rimba; P. Holding; P. Kitsao-Wekulo; A. Abubakar; C. R. J. C. Newton, 2015-07

[Article](#) | [Further](#) | You need to look at Fenson et al before you can make sense of this reference.

The validity of a parent report measure of vocabulary and syntax at 24 months - in Journal of Speech and Hearing Research, by Philip S. Dale, 1991

[Article](#) | Photocopy available in the Library's Course Collection.

Philip Dale is one of the driving forces behind the use of parental report in measurement of vocabulary. Check these out at the CDI website at <http://mb-cdi.stanford.edu/cdiwelcome.htm>

Variability in early communicative development, by Larry Fenson; Michael Tomasello;

Carolyn B. Mervis; Joan Stiles, 1994

Book | **Recommended** | This is still the standard work that most cite on typical early language development - but there have been many developments since. Try running a citation search!

Early word learning (1 items)

'Early word learning' - in Handbook of Child Psychology., by A. L. Woodward; E. M. Markman, edited by W. Damon; D. Kuhn; R.S. Siegler, 1997

Chapter

Seminar 2 (24 items)

Categorisation and word learning

All read in advance: These sections are each very similar, so you can use any of the editions indicated (and by all means read on from the indicated few pages):

The development of language, by Jean Berko Gleason, 2004

Book | **Essential** | pp. 112-116

The development of language, by Jean Berko Gleason; Nan E. Bernstein, 2008

Book | **Essential** | pp. 104-108

AND:

When knowing the name of objects is not enough to categorize them - in European Journal of Developmental Psychology, by Thierry Nazzi; Marie Pilardeau, 2007

Article | **Essential** | We will be looking at this paper in the seminar. Be prepared by reading it carefully. You can learn a lot from it. For instance, the Introduction is well-written and a good template for how to lay out an argument. Even the stats section repays careful reading - many studies with this age of children use the binomial test. Figure 3 of the paper is a graphical illustration of what the binomial test is trying to do (think - what would chance responding look like in this figure?)

Things to think about (and be ready to talk about) (1 items)

There are not many 100% 'right' answers, but these are all things you might be expected to write about in an exam:

- What is a word?
- What might make a word easy to learn?
- What might make a word difficult to learn?
- What is a concept? A category? What is the difference?
- Will learning a word help us to learn a concept?
- Are there any concepts without names?
- What are non-obvious properties of an object? An action?
- What is the 'basic level'?
- What does it mean if a relationship is 'arbitrary'?

- What (if anything) does the full set of children's first words have in common with each other?
- What is a prototype?
- How do you distinguish features from shape?
- Is shape a more important feature of a category than (say) colour?
- What are the possible features of a noun category? A verb?
- Do all our words map onto categories? If not, why not?
- What do you hypothesise if someone says to you "this is a pib. And so is that." ?

Additional readings for Seminar 2 (18 items)

Group A: Words and categories (9 items)

Do Words Facilitate Object Categorization in 9-Month-Old Infants? - in Journal of Experimental Child Psychology, by Marie T. Balaban; Sandra R. Waxman, 1997

Article

Words (but not Tones) facilitate object categorization: Evidence from 6- and 12-month-olds - in Cognition, by Anne L. Fulkerson; Sandra R. Waxman, 2007

Article | Recommended | FOR PRESENTATION 2.3

Categorization and Its Developmental Relation to Early Language - in Child Development, by Lisa Gershkoff-Stowe, Donna J. Thal, Linda B. Smith and Laura L. Namy, 1997

Article | Recommended | FOR PRESENTATION 2.2. Takes issue with Gopnik & Meltzoff (below).

Categorization and Naming: Basic-Level Sorting in Eighteen-Month-Olds and Its Relation to Language - in Child Development, by Alison Gopnik and Andrew N. Meltzoff, 1992

Article | Recommended | FOR PRESENTATION 2.1

Language development, by Erika Hoff, 2014

Book | pp. 143-148

An image is worth a thousand words: why nouns tend to dominate verbs in early word learning - in Developmental Science, by Colleen McDonough; Lulu Song; Kathy Hirsh-Pasek; Roberta Michnick Golinkoff; Robert Lannon, 2011

Article

Linguistic and cognitive abilities in infancy: when does language become a tool for categorization? - in Cognition, by Thierry Nazzi; Alison Gopnik, 2001

Article | Recommended | FOR PRESENTATION 2.7

Principles of categorization - in Cognition and categorization, by E Rosch, edited by E Rosch; B B Lloyd, 1978

Chapter

From perceptual to language-mediated categorization - in Philosophical Transactions of the Royal Society B: Biological Sciences, by G. Westermann; D. Mareschal, 2013

Article

Group B: Words, features, shape, and category membership are related - statistically? (9 items)

Object Familiarity Enhances Infants' Use of Phonetic Detail in Novel Words - in *Infancy*, by Christopher T. Fennell, 2012

[Article](#)

Thirteen-Month-Olds Rely on Shared Labels and Shape Similarity for Inductive Inferences - in *Child Development*, by Susan A. Graham, Cari S. Kilbreath and Andrea N. Welder, 2004

[Article](#)

The First Slow Step: Differential Effects of Object and Word-Form Familiarization on Retention of Fast-Mapped Words - in *Infancy*, by Sarah C. Kucker; Larissa K. Samuelson, 2012

[Article](#) | FOR PRESENTATION 2.6

A shift in children's use of perceptual and causal cues to categorization - in *Developmental Science*, by Thierry Nazzi; Alison Gopnik, 2000

[Article](#) | **Recommended**

Labels can override perceptual categories in early infancy - in *Cognition*, by Kim Plunkett; Jon-Fan Hu; Leslie B. Cohen, 2008

[Article](#) | To understand this properly, you first might want to read 'Infant perception of correlations among attributes' by Younger & Cohen (1983) below. FOR PRESENTATION 2.4

The role of similarity in the development of categorization - in *Trends in Cognitive Sciences*, by Vladimir M. Sloutsky, 2003

[Article](#) | Sloutsky is a real scientist!

How Much Does a Shared Name Make Things Similar? Linguistic Labels, Similarity, and the Development of Inductive Inference - in *Child Development*, by Vladimir M. Sloutsky, Ya-Fen Lo and Anna V. Fisher, 2001

[Article](#) | **Recommended** | This is a 'hard' paper, but not quite as hard as it looks, once you start to think about it. Don't be put off by the equations, try working some examples on paper, it is not rocket science! This is an important reference because it addresses an absolutely critical question: "Are labels special, or are they just another feature of the category? You might want to read it along with Nazzi & Gopnik. FOR PRESENTATION 2.5

Count nouns, adjectives, and perceptual properties in children's novel word interpretations. - in *Developmental Psychology*, by Linda B. Smith; Susan S. Jones; Barbara Landau, 1992

[Article](#) | This is one of the papers that started the 'shape bias' so is worth looking at.

Infant Perception of Correlations among Attributes - in *Child Development*, by Barbara A. Younger and Leslie B. Cohen, 1983

[Article](#) | Not a paper about word learning at all, on the face of it... but Plunkett et al take it in that direction very neatly

Seminar 3 (27 items)

Principles, constraints, and biases in word learning

All read carefully in advance.

These sections are each very similar, so you can use any of the editions indicated:

Language development, by Erika Hoff, 2014

Book | pp. 153-166.

Language development, by Erika Hoff, 2001

Book | pp.171-182.

Language development, by Erika Hoff, 2005

Book | pp. 161-173.

Language development, by Erika Hoff, 2009

Book | pp. 204-215.

Hoff's review questions are helpful to think about (at the end of the chapter). I might use them to set exam questions if I remember.

Things to think about (and be ready to talk about) (1 items)

I am not sure there are many 100% 'right' answers, but these are all things you might be expected to write about in an exam:

- What is a word?
- What is the mapping problem?
- What is 'fast mapping'?
- Constraints – good or bad?
- What are lexical constraints?
- IMPORTANT: Where might lexical constraints come from?
- Have a think about the pattern of recently-published work - are we moving towards or away from a domain-specific account?
- What is the importance of intentions?
- What is the relevance of modules...?
- ... domains...?
- What do 'endogenous' and 'exogenous' mean?
- What is the 'taxonomic assumption'?
- Are all these notions of constraints biased themselves? (Think of parts of speech, or different languages.)
- Are these constraints doing any theoretical work, or are they simply restating what we see? (This is a more profound question than might appear at first glance.)

Additional readings for Seminar 3 (20 items)

Read from both groups!

Group A: Golinkoff and others on constraints (8 items)

The development of language, by Jean Berko Gleason, 2004

Book | pp 116-126.

OR:

The development of language, by Jean Berko Gleason; Nan E. Bernstein, 2008

Book | The relevant section is pp. 108-118. But the main section on constraints and principles has been removed in comparison with earlier editions, so if you read this edition you should take a good look at Golinkoff et al. as well.

Young Children and Adults Use Lexical Principles to Learn New Nouns - in Developmental psychology, by Roberta Golinkoff, 1992

Article

Early object labels: the case for a developmental lexical principles framework - in Journal of Child Language, by Roberta Michnick Golinkoff; Carolyn B. Mervis; Kathryn Hirsh-Pasek, 1994

Article | This is the 'standard' treatment of the 'developmental lexical principles framework', but perhaps not surprisingly, it is slanted in favour of that theory. Is there much evidence presented? Is the theory necessary?

Constraints Children Place on Word Meanings - in Cognitive Science, by Ellen M. Markman, 1990

Article | Classic, if rather getting on a bit.

Acquisition of the Novel Name-Nameless Category (N3C) Principle - in Child Development, by Carolyn B. Mervis and Jacquelyn Bertrand, 1994

Article

Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category - in Child Development, by Carolyn B. Mervis; Roberta Michnick Golinkoff; Jacquelyn Bertrand, 1994

Article

Group B: Alternatives to the constraints story? (12 items)

The Role of Discourse Novelty in Early Word Learning - in Child Development, by Nameera Akhtar; Malinda Carpenter; Michael Tomasello, 1996

Article

Infants' Contribution to the Achievement of Joint Reference - in Child Development, by Dare A. Baldwin, 1991

Article

Establishing word-object relations: A first step - in Child Development, by Baldwin, Dare A; Markman, Ellen M, 1989

Article

Visual Sequence Learning in Infancy: Domain-General and Domain-Specific Associations With Language - in Infancy, by Carissa L. Shafto; Christopher M. Conway; Suzanne L. Field; Derek M. Houston, 2012

Article

Two-Year-Olds Will Name Artifacts by Their Functions - in Child Development, by Deborah G. Kemler Nelson; Rachel Russell; Nell Duke; Kate Jones, 2000

[Article](#)

Word learning emerges from the interaction of online referent selection and slow associative learning - in Psychological Review, by McMurray, Bob; Horst, Jessica S.; Samuelson, Larissa K., 2012

[Article](#) | **Recommended** | This is a big, fat, involved paper! BUT the good news is (1) you don't need to read all of it to get the idea (2) it contains a lot of references to key studies, and the authors say why these are important - so it is a bit like a text book.

'Learning how to learn words: An associative crane' - in Becoming a word learner: a debate on lexical acquisition, by L. B. Smith, 2000

[Chapter](#) | The 'crane' metaphor is important to the authors, so you need to work out just what they mean - it is an American usage - but it is possible to do this from the context - just like how we learn most of our words (?!). Also available online as an ebook - see below.

'Learning how to learn words: An associative crane.' - in Becoming a word learner: a debate on lexical acquisition, by L. B. Smith, 2000

[Chapter](#) | The 'crane' analogy is very American! It refers to building a skyscraper - you can attach a crane to the building, which gradually rises as the building gets higher and higher, and helps you add to the building. I think :).

Object Name Learning Provides On-the-Job Training for Attention - in Psychological Science, by Linda B. Smith, Susan S. Jones, Barbara Landau, Lisa Gershkoff-Stowe and Larissa Samuelson, 2002

[Article](#)

Toddlers Activate Lexical Semantic Knowledge in the Absence of Visual Referents: Evidence from Auditory Priming - in Infancy, by Jon A. Willits; Erica H. Wojcik; Mark S. Seidenberg; Jenny R. Saffran, 2013

[Article](#)

'Constraining the problem space in early word learning' - in Becoming a word learner: a debate on lexical acquisition, by A. L. Woodward, 2000

[Chapter](#) | Also available online as an ebook - see below.

'Constraining the problem space in early word learning' - in Becoming a word learner: a debate on lexical acquisition, by A. L. Woodward, 2000

[Chapter](#)

Seminar 4 (23 items)

The role of the input: theory, caregivers, and society

All read in advance

These sections are each very similar, so you can use any of the editions indicated:

The development of language, by Jean Berko Gleason, 2004

Book | pp. 126-130

The development of language, by Jean Berko Gleason; Nan E. Bernstein, 2008

Book | pp. 118-121

Things to think about (and be ready to talk about) (1 items)

I am not sure there are many 'right' answers:

- What is a word?
- What might make a word easy to learn?
- What might make a word difficult to learn?
- Why are caregivers relevant to language learning?
- What is the role of social class in learning words?
- What is the 'basic level'?
- What does 'ostension' mean?
- What is meant by 'negative evidence'? Think of an example.
- What is meant by 'positive evidence'? Think of an example.
- Were you corrected by your parents? How do you know?
- What (if anything) is special about picture books?
- What can children do to influence their own input?
- Do you know a small child and are you prepared to share some experiences?
- How do we learn words? (!)

Additional readings for Seminar 4 (19 items)

Read from both groups!

My 'A' and 'B' groupings are more than usually artificial this week, because we are thinking about multi-factorial effects.

Group A: Caregivers and family (10 items)

Early Conversations and Word Learning: Contributions from Child and Adult - in Child Development, by Lois Bloom; Cheryl Margulis; Erin Tinker; Naomi Fujita, 1996

Article

Children's Avoidance of Lexical Overlap: A Pragmatic Account - in Developmental Psychology, by Gil Diesendruck; Lori Markson, 2001

Article

Noun Bias in Maternal Speech to One-Year-Olds - in Journal of Child Language, by Beverly A. Goldfield, 1993

Article

The relation of maternal language to variation in rate and style of language acquisition - in Journal of Child Language, by June Hampson; Katherine Nelson, 1993

Article

The Specificity of Environmental Influence: Socioeconomic Status Affects Early Vocabulary Development via Maternal Speech - in Child Development, by Erika Hoff, 2003[Article](#)

Structure and strategy in learning to talk - in Monographs of the Society for Research in Child Development, by Katherine Nelson, 1973

[Article](#)

| This is a very early but very influential monograph (large study by a single author). I would not expect you to read it all, but even a brief look will be instructive. Katherine Nelson has been hugely influential for 40 years now!

Input and uptake at 7 months predicts toddler vocabulary: the role of child-directed speech and infant processing skills in language development - in Journal of Child Language, by Rochelle S Newman; Meredith L Rowe; Nan Bernstein Ratner, 2015

[Article](#)[Further](#)

Maternal Responsiveness and Children's Achievement of Language Milestones - in Child Development, by Catherine S. Tamis-LeMonda, Marc H. Bornstein and Lisa Baumwell, 2001

[Article](#)

| Quite meaty but I will lecture about it. It is worth going back to after the seminar and having a good go through this paper because there is a lot that is worthwhile, and my slides do not cover it all. The authors are very respected developmentalists, especially the first two (and searches on Tamis-LeMonda will turn up lots of related and worthwhile work).

Mother-Child Conversation in Different Social Classes and Communicative Settings - in Child Development, by Erika Hoff-Ginsberg, 1991

[Article](#)

Can 18-Month-Old Infants Learn Words by Listening In on Conversations? - in Infancy, by Penelope Floor; Nameera Akhtar, 2006-05-01

[Article](#)[Further](#)

Group B: Individual differences (5 items)

Reexamining the Vocabulary Spurt. - in Developmental Psychology, by Jennifer Ganger; Michael R. Brent, 2004

[Article](#)

| **Recommended** | This article made quite a big splash at the time... a good example of how a more mathematical approach can shed new light (and show how earlier, 'seat-of-the-pants' psychology may have been naïve).

Early Vocabulary Growth: Relation to Language Input and Gender - in Developmental psychology, by Janellen Huttenlocher, 1991

[Article](#)

| A classic, highly influential paper. It takes a while to work out what they did, but it is worth it because it really helps you to evaluate the strengths and weaknesses.

Individual differences in language development: Implications for development and language. - in Developmental Psychology, by Katherine Nelson, 1981

[Article](#)

Referential style at thirteen months: why age-defined cross-sectional measures are inappropriate for the study of strategy differences in early language development - in Journal of Child Language, by Julian M. Pine; Elena V. M. Lieven, 1990

Article | Pine tends to get quite excited about methodology, but this can be good for essay planning.

Maternal speech: strategy or response? - in Journal of Child Language, by Linda Smolak; Marsha Weinraub, 1983

Article

Some theory (3 items)

(NB this section is written with all of language in mind, so it concentrates on grammar. But the same arguments apply, very often, to word meaning)

The development of language, by Jean Berko Gleason, 2004

Book | pp. 230-238

OR:

The development of language, by Jean Berko Gleason; Nan E. Bernstein, 2008

Book | pp. 227-234.

Seminar 5 (33 items)

Comparative psychology: other species

All read both of these in advance:

Language development, by Erika Hoff, 2014

Book | pp. 3-21 (you read most of this previously but it will do you good to look at it quickly again).

Earlier editions:

Language development, by Erika Hoff, 2001

Book | pp. 5-22 (you read most of this previously but it will do you good to look at it quickly again).

Language development, by Erika Hoff, 2005

Book | pp. 2-24 (you read most of this previously but it will do you good to look at it quickly again).

Language development, by Erika Hoff, 2009

Book | pp. 4-26 (you read most of this previously but it will do you good to look at it quickly again)

AND:

Language development, by Erika Hoff, 2014

Book | pp. 58-70

Earlier editions:

Language development, by Erika Hoff, 2001

Book | pp. 77-89

Language development, by Erika Hoff, 2005

Book | pp. 70-86.

Language development, by Erika Hoff, 2009

Book | pp. 72-86

Things to think about (and be ready to talk about) (5 items)

At the time of writing, I am not going to give you a list of things to think about... but I will expect you to come to the seminar with something to say. Things may change depending on how the term has gone so far.

BY ALL MEANS find your own references please. This is a dynamic field with lots of folk entering from different perspectives. But whatever you read, try to use your knowledge from the previous 4 weeks to evaluate what is being claimed. Think about reference, and intentions, and shared culture, and categorisation, and so on...

In the meantime, if you need some signposts, these books are good overviews

The articulate mammal: an introduction to psycholinguistics, by Jean Aitchison, 2008

Book | Chapters 1 and 2. Earlier editions are OK too. Also available online as an ebook - see below.

The articulate mammal: an introduction to psycholinguistics, by Jean Aitchison, 2008

Book | Chapters 1 and 2. Earlier editions are OK too.

The psychology of language: from data to theory, by Trevor A. Harley, 2014

Book | Chapter 3. Excellent background about our furry and feathered friends. Also available online as an ebook - see below.

The psychology of language: from data to theory, by Trevor A. Harley, 2014

Book | Chapter 3. Excellent background about our furry and feathered friends.

Additional readings for Seminar 5 (16 items)

NB don't take these people's word for it! (How good is their evidence?)

Language evolution: Semantic combinations in primate calls - in *Nature*, by Kate Arnold; Klaus Zuberbühler, 2006

Article | How it might all have started?

Can a Dog Learn a Word? - in *Science*, by Paul Bloom, 2004

Article | To be read alongside 'Word learning in a domestic dog' by Kaminski et al. (2004) - see below

A Chimpanzee Recognizes Synthetic Speech with Significantly Reduced Acoustic Cues to Phonetic Content - in *Current Biology*, by Lisa A. Heimbauer; Michael J. Beran; Michael J. Owren, 2011-07

Article

Word Learning in a Domestic Dog: Evidence for "Fast Mapping" - in Science, by Juliane Kaminski, Josep Call and Julia Fischer, 2004

[Article](#) | To be read alongside 'Can a dog learn a word?' by Bloom (2004) - see above

Bottlenose dolphins can use learned vocal labels to address each other - in Proceedings of the National Academy of Sciences, by S. L. King; V. M. Janik, 2013

[Article](#) | This is quite painstaking – but what does it actually add up to?!

'Conceptual abilities of some nonprimate species, with an emphasis on an African grey parrot.' - in "Language" and intelligence in monkeys and apes: comparative developmental perspectives, by I. M. Pepperberg, 1990

[Chapter](#)

The Alex studies: cognitive and communicative abilities of grey parrots, by Irene M. Pepperberg, 1999

[Book](#)

Alex & me: how a scientist and a parrot discovered a hidden world of animal intelligence, and formed a deep bond in the process, by Irene M. Pepperberg, 2009

[Book](#)

Vocal learning in Grey parrots: A brief review of perception, production, and cross-species comparisons - in Brain and Language, by Irene M. Pepperberg, 2010

[Article](#)

Effect of avian-human joint attention in allospecific vocal learning by grey parrots (Psittacus erithacus). - in Journal of Comparative Psychology, by Irene M. Pepperberg; Mary A. McLaughlin, 1996

[Article](#)

Language in Chimpanzee? - in Science, by David Premack, 1971

[Article](#)

Language comprehension in ape and child, by E.Sue Savage-Rumbaugh; Jeannine Murphy; Rose A. Sevcik; Karen E. Brakke; Shelly L. Williams; Duane M. Rumbaugh, 1993

[Book](#) | **Recommended** | By all means find a more succinct source, and consult Youtube, Kanzi is fun, but make sure you consider the issue of reference when you read about this work

Spontaneous Symbol Acquisition and Communicative Use By Pygmy Chimpanzees (Pan paniscus) - in Journal of Experimental Psychology: General, by Sue Savage-Rumbaugh; Kelly McDonald; Rose A Sevcik; William D Hopkins; Elizabeth Rubert, 1986

[Article](#)

Communication, Symbolic Communication, and Language: Comment on Savage-Rumbaugh, McDonald, Sevcik, Hopkins, and Rupert (1986) - in Journal of Experimental Psychology: General, by Mark Seidenberg; Laura A Petitto, 1987

[Article](#)

Comprehension of Novel Communicative Signs by Apes and Human Children - in Child Development, by Michael Tomasello, Josep Call and Andrea Gluckman, 1997

[Article](#) | What can't apes do?

Psychology's pet subject - in Nature, by Clive Wynne, 2008

Article | [Review of the book 'Alex and me: how a scientist and a parrot discovered a hidden world of animal intelligence, and formed a deep bond in the process']
To be read alongside 'The Alex studies' and 'Alex and me' by Pepperberg (1999, 2008)