

Key Concepts/Terms from Guest Lecture

Dr. M. Yates – 10/28/10

Terms:

Phonological neighborhood

Phonological neighborhood density

Phonological neighborhood spread

Least supported phoneme (Yates)

Saccade

Concepts:

1. Dual Route Cascaded Model (Coltheart et al., 2001) for written word recognition hypothesizes two pathways for reading a written word: a lexical pathway that processes the whole word but then segments the word into sounds for pronunciation; and a sublexical pathway that recognizes the word letter-by-letter or sound-by-sound and blends the parts into a word. (See also Chapter 7 in Harley, 2008 text)
2. Grapheme-to-Phoneme Conversion Route (GPC) from the Dual Route Cascaded Model (see also Chapter 7 in Harley, 2008 text).
3. What is the difference between orthographic neighbors for a written word and phonological neighbors?
4. Lexical Decision task contrasted with a Naming task or “speeded naming” contrasted with a Semantic Decision task (see also Chapter 6 in Harley, 2008 text)
5. Interactive Activation Model (McClelland & Rumelhart, 1981) for letter recognition where there are both excitatory connections and inhibitory connections. (See also Chapter 6, p. 197, in Harley, 2008).
6. Regularity vs. Irregularity of words for reading: “have” and “pint” were examples of irregular words (see also Chapter 7, Harley, 2008).
7. When naming written words, words with higher phonological neighborhood density are recognized more quickly than words with lower phonological neighborhood density. The phonological neighbors support activation of the correct word and simultaneously increase inhibition for the incorrect response.
8. Connectionist or Distributed model for reading – Seidenberg & McClelland (1989) Triangle Model. Note the connections between orthography, phonology, and meaning – the triangle (See also Chapter 7 in Harley 2008 text)
9. EZ Reader Model – again see Chapter 7 in text, p. 170
10. “The phonological code is central to our ability to read.” Yates wrap-up