

# Course Reader for ‘Computational Simulations of Language Behavior’

This is a (tentative) list of articles on learning categories/contrasts in phonology, as possible papers to discuss.

1. Keith S. Apfelbaum, Natasha Bullock-Rest, Ariane E. Rhone, Jongman Allard, and Bob McMurray (2013). “Contingent categorisation in speech perception”. In: *Language and Cognitive Processes*, pp. 1–35. DOI: 10.1080/01690965.2013.824995
2. Lluïsa Astruc, Elinor Payne, Brechtje Post, Maria del Mar Vanrell, and Pilar Prieto (2013). “Tonal Targets in Early Child English, Spanish, and Catalan”. In: *Language and Speech* 56.2, pp. 229–253. DOI: 10.1177/0023830912460494
3. P. Avery, B.E. Dresher, and K. Rice (2008). *Contrast in Phonology: Theory, Perception, Acquisition*. Phonology and Phonetics. De Gruyter. ISBN: 9783110208603
4. Krista Byers-Heinlein and Janet F Werker (2009). “Monolingual, bilingual, trilingual: infants’ language experience influences the development of a word-learning heuristic”. In: *Developmental science* 12.5, pp. 815–823
5. Meghan Clayards, Michael K. Tanenhaus, Richard N. Aslin, and Robert A. Jacobs (2008). “Perception of speech reflects optimal use of probabilistic speech cues”. In: *Cognition* 108.3, pp. 804–809. DOI: 10.1016/j.cognition.2008.04.004
6. Paola Escudero, Titia Benders, and Karin Wanrooij (2011). “Enhanced bimodal distributions facilitate the learning of second language vowels”. In: *The Journal of the Acoustical Society of America* 130.4, EL206–EL212
7. Naomi H. Feldman, Thomas L. Griffiths, and James L. Morgan (2009b). “The influence of categories on perception: Explaining the perceptual magnet effect as optimal statistical inference”. In: *Psychological Review* 116.4, pp. 752–82
8. Naomi H. Feldman, Thomas L. Griffiths, and James L. Morgan (2009a). “Learning phonetic categories by learning a lexicon”. In: *Proceedings of the 31st Annual Conference of the Cognitive Science Society*, pp. 2208–2213
9. Naomi Feldman, Emily Myers, Katherine White, Thomas Griffiths, and JL Morgan (2011). “Learners use word-level statistics in phonetic category acquisition”. In: *Proceedings of the 35th boston university conference on language development*, pp. 197–209
10. Martijn Goudbeek, Daniel Swingley, and Keith R Kluender (2007). “The limits of multidimensional category learning”. In: *INTERSPEECH*, pp. 2325–2328
11. Frank H. Guenther and Jason W. Bohland (2002). “Learning sound categories: A neural model and supporting experiments”. In: *Acoustical Science and Technology* 23.4, pp. 213–220
12. Margarita Gulian, Paola Escudero, and Paul Boersma (2007). “Supervision hampers distributional learning of vowel contrasts”. In: *Proceedings of the 16th International Congress of Phonetic Sciences*, pp. 1893–1896

13. Jennifer Hay and Laurie Bauer (2007). “Phoneme inventory size and population size”. In: *Language* 83.2, pp. 388–400. DOI: 10.1353/lan.2007.0071
14. Baris Kabak (2004). “Acquiring phonology is not acquiring inventories but contrasts: The loss of Turkic and Korean primary long vowels”. In: *Linguistic Typology* 8.3, pp. 351–368
15. Tamar Keren-Portnoy, Marilyn M. Vihman, Rory A. DePaolis, Chris J. Whitaker, and Nicola M. Williams (2010). “The Role of Vocal Practice in Constructing Phonological Working Memory”. In: *Journal of Speech, Language, Hearing Research* 53.5, pp. 1280–1293. DOI: 10.1044/1092-4388(2009/09-0003)
16. Dave Kleinschmidt and T. Florian Jaeger (2011). “A Bayesian Belief Updating Model of Phonetic Re-calibration and Selective Adaptation”. In: *Proceedings of the 2nd Workshop on Cognitive Modeling and Computational Linguistics*. Portland, Oregon, USA: Association for Computational Linguistics, pp. 10–19
17. Brenden M Lake, Gautam K Vallabha, and James L McClelland (2009). “Modeling Unsupervised Perceptual Category Learning”. In: *Autonomous Mental Development, IEEE Transactions on* 1.1, pp. 35–43. DOI: 10.1109/TAMD.2009.2021703
18. Andrew Martin, Sharon Peperkamp, and Emmanuel Dupoux (2013). “Learning Phonemes With a Proto-Lexicon”. In: *Cognitive Science* 37.1, pp. 103–124. DOI: 10.1111/j.1551-6709.2012.01267.x
19. Jessica Maye and LouAnn Gerken (2000). “Learning phonemes without minimal pairs”. In: *Proceedings of the 24th Annual Boston University Conference on Language Development*. Vol. 2, pp. 522–533
20. Jessica Maye, Janet F Werker, and LouAnn Gerken (2002). “Infant sensitivity to distributional information can affect phonetic discrimination”. In: *Cognition* 82.3, B101–B111. DOI: 10.1016/S0010-0277(01)00157-3
21. Jessica Maye, Daniel J. Weiss, and Richard N. Aslin (2008). “Statistical phonetic learning in infants: facilitation and feature generalization”. In: *Developmental Science* 11.1, pp. 122–134. DOI: 10.1111/j.1467-7687.2007.00653.x
22. Bob McMurray, Richard N. Aslin, and Joseph C. Toscano (2009). “Statistical learning of phonetic categories: insights from a computational approach”. In: *Developmental Science* 12 (3), pp. 369–378
23. Pierre-Yves Oudeyer (2002). “Phonemic coding might result from sensory-motor coupling dynamics”. In: *Proceedings of the seventh international conference on simulation of adaptive behavior on From animals to animats*, pp. 407–416
24. Sharon Peperkamp (2003). “Phonological Acquisition: Recent Attainments and New Challenges”. In: *Language and Speech* 46.2–3, pp. 87–113. DOI: 10.1177/00238309030460020401
25. Janet B. Pierrehumbert (2003). “Phonetic Diversity, Statistical Learning, and Acquisition of Phonology”. In: *Language and Speech* 46.2–3, pp. 115–154. DOI: 10.1177/00238309030460020501
26. Janet F. Werker and Richard C. Tees (1984). “Cross-language speech perception: Evidence for perceptual reorganization during the first year of life”. In: *Infant Behavior and Development* 7.1, pp. 49–63. DOI: 10.1016/S0163-6383(84)80022-3
27. Janet F. Werker, Ferran Pons, Christiane Dietrich, Sachiyo Kajikawa, Laurel Fais, and Shigeaki Amano (2007). “Infant-directed speech supports phonetic category learning in English and Japanese”. In: *Cognition* 103.1, pp. 147–162. DOI: 10.1016/j.cognition.2006.03.006