

Cambridge University Press

978-1-107-01776-4 - South and Southeast Asian Psycholinguistics

Edited by Heather Winskel and Prakash Padakannaya

Frontmatter

[More information](#)

South and Southeast Asian Psycholinguistics

A large body of knowledge has accumulated in recent years on the cognitive processes underlying language, much of which comes from studies of Indo-European languages, in particular English. This ground-breaking volume explores the languages of South and Southeast Asia, which differ significantly from Indo-European languages in their grammar, lexicon and spoken forms. *South and Southeast Asian Psycholinguistics* raises new questions in psycholinguistics and enables readers to re-evaluate previous models in light of new research. With 36 chapters divided into three parts – Language acquisition, Language processing and Language and brain – it examines contemporary topics alongside new findings in areas such as first and second language acquisition, the development of literacy, the diagnosis of language and reading disorders, and the relationships between language, brain, culture and cognition. It will be invaluable to all those interested in the languages of South and Southeast Asia, as well as to psychologists, linguists, educationalists, speech therapists and neuroscientists.

HEATHER WINSKEL is a Senior Lecturer in Psychology at Southern Cross University, Australia.

PRAKASH PADAKANNAYA is Professor of Psychology at the University of Mysore, India.

Cambridge University Press

978-1-107-01776-4 - South and Southeast Asian Psycholinguistics

Edited by Heather Winskel and Prakash Padakannaya

Frontmatter

[More information](#)

Cambridge University Press

978-1-107-01776-4 - South and Southeast Asian Psycholinguistics

Edited by Heather Winskel and Prakash Padakannaya

Frontmatter

[More information](#)

South and Southeast Asian Psycholinguistics

Edited by

Heather Winskel

and

Prakash Padakannaya



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
 978-1-107-01776-4 - South and Southeast Asian Psycholinguistics
 Edited by Heather Winskel and Prakash Padakannaya
 Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Published in the United States of America by Cambridge University Press, New York

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107017764

© Cambridge University Press 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printing in the United Kingdom by TJ International Ltd. Padstow Cornwall

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

South and Southeast Asian psycholinguistics / Edited by Heather Winskel ; Prakash Padakannaya.

pages cm

Includes bibliographical references and index.

ISBN 978-1-107-01776-4 (Hardback)

1. Psycholinguistics—South Asia. 2. Psycholinguistics—Southeastern Asia.
 3. South Asia—Languages—Psycholinguistics. 4. Southeast Asia—Languages—
 Psycholinguistics. I. Winskel, Heather. II. Padakannaya, Prakash.

P37.45.S68S68 2013

495.01'9—dc23 2013014906

ISBN 978-1-107-01776-4 Hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

<i>List of figures</i>	<i>page</i> ix
<i>List of tables</i>	xiv
<i>List of contributors</i>	xvii
Introduction	1
HEATHER WINSKEL	
I Language acquisition	
(i) Spoken language	
1 Studying language acquisition cross-linguistically	19
SABINE STOLL AND ELENA LIEVEN	
2 Infant-directed speech: social and linguistic pathways in tonal and non-tonal languages	36
CHRISTINE KITAMURA	
3 Pragmatic development of Mandarin-speaking young children: focus on communicative acts between children and their mothers	45
JING ZHOU	
4 Referential forms in Thai children’s narratives	52
THEERAPORN RATITAMKUL	
5 The acquisition of tense and aspect	60
YASUHIRO SHIRAI	
6 The acquisition of Malay numeral classifiers	71
KHAZRIYATI SALEHUDDIN	
7 The acquisition of Vietnamese numeral classifiers	79
JENNIE TRAN	
	v

Cambridge University Press
 978-1-107-01776-4 - South and Southeast Asian Psycholinguistics
 Edited by Heather Winskel and Prakash Padakannaya
 Frontmatter
[More information](#)

vi	Contents	
8	An overview of the acquisition of Malay wh-questions NORHAIDA AMAN	89
9	Marking plurals: the acquisition of nominal number inflection in Marathi SHALMALEE PITALE AND VAIJAYANTHI M. SARMA	99
10	Issues in the acquisition of Tamil verb morphology VAIJAYANTHI M. SARMA	110
11	Fast mapping of novel words in bi/multilinguals VISHNU K. K. NAIR, SUNIL KUMAR RAVI, SAPNA BHAT AND SHYAMALA K. CHENGAPPA	124
12	Studies on the acquisition of morphology and syntax among Malay children in Malaysia: issues, challenges and needs ROGAYAH A. RAZAK	133
13	Issues in developing grammatical assessment tools in Chinese and Malay for speech and language therapy LIXIAN JIN, ROGAYAH A. RAZAK, JANET WRIGHT AND JOHN SONG	145
(ii)	Written language	
14	Reading and reading acquisition in European languages BRIAN BYRNE, STEFAN SAMUELSSON AND RICHARD K. OLSON	159
15	Learning to read and write in Thai HEATHER WINSKEL	171
16	Learning to read and write in Malaysian/Indonesian: a transparent alphabetic orthography HEATHER WINSKEL AND LAY WAH LEE	179
17	Literacy in Kannada, an alphasyllabic orthography R. MALATESHA JOSHI	184
18	Reading in Tamil: a more alphabetic and less syllabic <i>akshara</i> -based orthography BHUVANESHWARI B. AND PRAKASH PADAKANNAYA	192
19	<i>Akshara</i> -syllable mappings in Bengali: a language-specific skill for reading SHRUTI SIRCAR AND SONALI NAG	202

Contents	vii
20 Diversity in bilingual children’s spelling skill development: the case of Singapore SUSAN RICKARD LIOW	212
II Language processing	
21 Tones and voice registers ARTHUR S. ABRAMSON	223
22 How to compare tones NAN XU RATTANASONE, VIRGINIE ATTINA, BENJAWAN KASISOPA AND DENIS BURNHAM	233
23 Studying sentence generation during scene-viewing in Hindi with eye-tracking RAMESH MISHRA	247
24 Thai-specific and general reading processes in developing and skilled Thai readers JEESUN KIM AND CHRIS DAVIS	256
25 Eye movement guidance in reading unspaced text in Thai and Chinese JIE-LI TSAI	265
26 Southeast Asian writing systems: a challenge to current models of visual information processing in reading RONAN REILLY	272
27 Preferred Argument Structure and Thai varieties of English: evidence of cognitive processing limitations? THOM HUEBNER	285
28 Cross-language perception of word-final stops KIMIKO TSUKADA	297
29 Uncovering bilingual memory representations WINSTON D. GOH, LIDIA SUÁREZ AND KELLY YEO	305
30 Eye movements and reading in the alphasyllabic scripts of South and Southeast Asia HEATHER WINSKEL, PRAKASH PADAKANNAYA AND APARNA PANDEY	315

Cambridge University Press
978-1-107-01776-4 - South and Southeast Asian Psycholinguistics
Edited by Heather Winskel and Prakash Padakannaya
Frontmatter
[More information](#)

viii	Contents	
III Language and brain		
31	Aphasia to imaging: the neurolinguistic endeavor as it reflects on South and Southeast Asian languages	329
	LORAIN K. OBLER AND AVANTHI NIRANJAN PAPLIKAR	
32	Neural bases of lexical tones	339
	JACKSON T. GANDOUR AND ANANTHANARAYAN KRISHNAN	
33	Hemispheric asymmetry in word recognition for a right-to-left script: the case of Urdu	350
	CHAITRA RAO, JYOTSNA VAID AND HSIN-CHIN CHEN	
34	The Declarative Procedural model of language: a new framework for studying the non-inflecting languages of Southeast Asia?	362
	TOMASINA OH	
35	Language-mixing in bilingual aphasia: an Indian perspective	372
	SAPNA BHAT AND SHYAMALA CHENGAPPA	
36	The relationship between language and cognition	381
	HEATHER WINSKEL AND SUDAPORN LUKSANEYANAWIN	
	<i>References</i>	389
	<i>Index</i>	458

Figures

Figure 2.1	Model showing how infant-directed speech is modified according to the cultural background of the mother, and developmental forces in the infant.	page 39
Figure 2.2	Mean F ₀ (top panel) and pitch range (bottom panel) for English and Thai at birth, 3, 6, 9 and 12 months, and in AD speech.	42
Figure 2.3	Mean F ₀ (top panel) and pitch range (bottom panel) in speech to Thai and English boys and girls at birth, 3, 6, 9 and 12 months, and in AD speech.	43
Figure 3.1	A comparison of three core types of social interchange in Chinese and American children.	47
Figure 6.1	Classification of Malay numeral classifiers (adapted from Salehuddin & Winskel, 2008).	73
Figure 6.2	The different types of responses made by children in the counting production task (Salehuddin & Winskel, 2009, p. 304).	74
Figure 10.1	Production across different person/number/gender in the corpus.	116
Figure 10.2	Default versus real agreement.	117
Figure 10.3	Overt NPs versus <i>pro</i> .	119
Figure 12.1	Verb phrase developmental patterns among young Malay children.	142
Figure 12.2	Development of level of utterances according to stages of LARSP.	143
Figure 13.1	The MCUS score sheet.	151
Figure 13.2	MCUS scores for 1 year 3 month to 1 year 5 months old Mandarin-speaking children in the Free Conversation task.	152
Figure 13.3	MCUS scores for 4 year 1 month to 4 year 11 months old Mandarin-speaking children in the Free Conversation task.	153

x	List of figures	
Figure 19.1	Sample of reading errors associated with <i>akshara</i> –syllable mismatch.	204
Figure 19.2	Children’s success rate in syllable processing (Panel A) and phoneme processing (Panel B) on simple and complex syllables.	208
Figure 19.3	Phoneme deletion errors in CCVC non-words.	210
Figure 21.1	For the range from 50 to 500 Hz, the non-linear relation between Hertz and semitones. From Nolan (2003) with permission.	225
Figure 21.2	Electroglottography of a Mon speaker. Upper graph: Two glottal pulses from /kɭən/ “naughty” in Breathy voice. Lower graph: Two glottal pulses from /kɭən/ “lick” in Clear (Modal) voice. From A.S. Abramson, G. Ramsay and L. Luangthongkum (unpublished data).	226
Figure 21.3	The five tones of Standard Thai for much of the twentieth century. Adapted from Abramson (1962).	229
Figure 22.1	Tone triangles plotted along F_0 onset and offset dimensions in 3 months, 6 months and 9 months IDS and ADS for 3–6–9 cohort, and 6 months, 9 months and 12 months IDS and ADS for 6–9–12 cohort.	239
Figure 22.2	Tone trajectories over time of Thai children’s tone productions.	241
Figure 22.3	Mean tone triangle areas (and standard errors) of Thai children’s tone productions over six developmental age periods.	242
Figure 22.4	Tone differentiation plots across age showing the distance between each Thai tone and all others combined.	242
Figure 22.5	Tone ellipses for Mandarin, Thai, Cantonese for three tone space representations, F_0 onset/ F_0 offset, F_0 onset/ F_0 velocity, and F_0 onset/ F_0 acceleration, with mean Bhattacharyya distances across all tone pairs in bold.	245
Figure 23.1	Sample pictures used in the experiment in different conditions.	251
Figure 23.2	Proportion of fixation to the different types of pictures for children and adults from the onset of the display till 8000 ms.	252
Figure 23.3	Mean fixations to the verb and subject regions for the different picture types for children and adults.	253
Figure 24.1	The top left panel shows Thai consonants grouped by similar form. Note that although Thai dictionaries list	

List of figures	xi
44 consonant symbols, ʷ and ɳ are obsolete and have been replaced by ʋ and ɲ. The bottom panel shows 18 vowel symbols (for which 32 vowel forms can be constructed by combining the vowels with three consonants). Vowels and their components can be positioned before, after, below or above initial consonant(s) and these positions can also be combined. Note, here the consonant letter ɔ is used as a place-holder to indicate the vowel position; the consonants used to compose vowels are ʋ, ɾ and ɔ. The top right panel shows an example of how consonants and vowels can be written in various horizontal and vertical orthographic positions.	258
6.1 A schematic summary of the E-Z Reader model. Starting at the bottom, the current fixation feeds information to the lexical processing and saccade programming module, which operate in parallel. A saccade is initiated after a low-level assessment of a word's familiarity. This can be overridden if the shift in attention also results in a successful 'familiarity' check, thus accounting for the phenomenon of word skipping. Note, however, that saccades are triggered by lexical processing.	279
6.2 A schematic summary of the SWIFT model. In the SWIFT model lexical processing occurs within a four-word attentional gradient. Saccadic programmes are initiated autonomously, by a timing mechanism, so as to maintain a mean rate of eye movements. The inhibitory link allows word identification to extend the duration of the current fixation (via increasing the duration of the time interval between saccades) if the word being fixated is difficult to process.	281
6.3 The Glenmore model has a connectionist architecture and comprises three main components: (1) an interactive activation network that is responsible for identifying words; (2) a saliency map that selects saccade targets; and (3) the saccade generator. Activation of the input units is propagated forward to the letter and saliency units so as to identify and localize the individual letters in the 30-unit input array. Letter activation is then spread to the word units (which provide top-down modulation of the letter units), the saliency units and a fixate centre unit.	

xii	List of figures	
	A saccade is initiated to the target location that corresponds to the most active saliency unit whenever the activation of the fixate centre unit reaches a certain threshold. The top panel gives an overview of the architecture, the bottom panel a sample configuration for a specific fixation.	282
Figure 28.1	Mean discrimination scores for Thai and English stimuli by six groups of listeners. The brackets enclose ± 1 SE.	301
Figure 28.2	Mean discrimination scores for English stimuli by four groups of listeners. The brackets enclose ± 1 SE.	302
Figure 28.3	Mean discrimination scores for Thai stimuli by four groups of listeners. The brackets enclose ± 1 SE.	303
Figure 29.1	Proportion of foil intrusions across conditions in Suárez and Goh (2007).	310
Figure 29.2	Pattern of spread of activation in the cross-language conditions.	313
Figure 29.3	Proportion of foil intrusions across conditions in Yeo (2007).	313
Figure 32.1	Positron emission tomography (PET) images show increased activity in the left anterior insular cortex when Chinese natives discriminate pitch patterns embedded in Mandarin words (top panel), but in the homologous area of the RH for those embedded in English words (bottom panel). In contrast, English speakers' activity is circumscribed to the RH regardless of lexical function. (Adapted from <i>Journal of Neuroscience</i> , 24 (41), 2004, 9157, with permission from Society of Neuroscience.)	342
Figure 32.2	Activation in within-category deviant vs. across-category deviant contrasts elicited from a tonal continuum ranging from the Mandarin high rising to falling tone. Regions of activity are shown for within-category > across-category (panel A, STG; panel B, right STG) and across-category > within-category deviants (panel A, MTG; panel B, left MTG). STG, superior temporal gyrus; MTG, middle temporal gyrus. (Adapted from <i>PLoS One</i> , 6 (6), 2011.)	343
Figure 32.3	Peak amplitude and latency of MMN and P3a show that pitch contour and pitch height are important dimensions used in early processing of Cantonese tones. MMNs were larger in tonal pairs that differ greatly in initial pitch height (height-large, height-small).	

List of figures	xiii
	In contrast, pitch contour influenced the latency of P3a (contour-early, contour-late). FCZ, frontal-central electrode recording site. (Adapted from <i>Neuroscience Letters</i> , 487 (3), 2011, 270, with permission from Elsevier Press.)
Figure 32.4	Discriminant analysis of pitch strength indicates that moderate rising pitch is important for distinguishing tone language from non-tone language speakers. (Adapted from <i>Journal of Neurolinguistics</i> , 23 (1), 2010, 89, with permission from Elsevier Press.)
Figure 32.5	Comparisons of spectral f_0 magnitudes reveal that pitch encoding is enhanced in musicians as compared to Chinese or non-musicians in the rapidly changing portion of Mandarin tone 2 (high rising) corresponding to the note B \flat of a discrete musical scale. (Adapted from <i>Journal of Cognitive Neuroscience</i> , 23 (2), 2011, 431, with permission from MIT Press.)
Figure 33.1	An illustration of the same word written in Hindi (Devanagari) and Urdu (Nastaliq) scripts.

Tables

Table 2.1	Percentage correct of lexical tone in ID speech at birth, 3, 6, 9, 12 months and in AD speech in the utterance-initial and utterance-final position	page 37
Table 3.1	The development of communicative acts of Chinese young children at the age of 14 to 32 months	46
Table 4.1	Referential forms and discourse contexts	57
Table 5.1	Preference of verb semantics in the use of <i>-te i-(ru)</i> by children and caregivers	67
Table 5.2	Distribution of lexical aspect with <i>-ko iss-</i> by children	68
Table 5.3	Distribution of lexical aspect with <i>-ko iss-</i> by caregivers	68
Table 5.4	Use of <i>kam0lay0</i> (progressive) and <i>le:w3</i> (perfective) markers by lexical aspect and age	69
Table 6.1	Malay shape-based numeral classifier acquisition based on the mean number of correct production responses across all children's age groups (standard deviations are in parentheses) (Salehuddin & Winskel, 2009a)	75
Table 6.2	Malay shape-based numeral classifier acquisition based on the mean number of correct matching comprehension responses across all age groups (Salehuddin & Winskel, 2009b)	76
Table 7.1	The children in the longitudinal study	81
Table 7.2	The children in the cross-sectional study	82
Table 7.3	Proposed order of emergence of Vietnamese classifiers	84
Table 7.4	Errors	85
Table 8.1	Percent of correctly repeated responses	90
Table 8.2	Number of wh-questions in terms of wh-word and question structure by two Singapore Malay children and their mothers	91
Table 8.3	Proportion of in situ versus moved wh-questions across wh-words	92

List of tables	xv
Table 8.4 Proportion of in situ versus moved wh-questions across wh-words	94
Table 8.5 Means of embedded responses given by the children	97
Table 9.1 Noun classes in Marathi	101
Table 9.2 Results for testing the plural of real words	106
Table 9.3 Tokens for non-words	106
Table 9.4 Results for testing of plurals for non-words	108
Table 10.1 Match between predicate and subject case	117
Table 10.2 Imperative forms in Tamil	120
Table 11.1 Analysis of word errors in the L1 and L2	130
Table 11.2 Analysis of word errors in the L1, L2 and L3	130
Table 12.1 Pivot (P) and open class (O) structure in utterances	136
Table 12.2 Mean and standard deviation by age group for total MPLAT raw scores	141
Table 13.1 Available local SLT assessment tools in Malay and Mandarin Chinese	148
Table 15.1 Thai initial consonants (IPA symbols are in parentheses)	172
Table 15.2 Thai vowel expressions classified in terms of vowel combination types	173
Table 18.1 A comparison of the characteristics of a traditional alphabet and a syllabary	193
Table 19.1 Examples of children's responses on non-word reading, syllable substitution and phoneme segmentation tasks	207
Table 21.1 List of Mon word pairs spoken four or five times each by four male native speakers	232
Table 22.1 Chao tone letters assignment for Cantonese syllable /fu/ (from Rose, 2000)	234
Table 22.2 Chao tone letters assignment for Thai syllable /kha/	234
Table 22.3 Chao tone letters assignment for Mandarin syllable /ma/ (from Chao, 1948)	234
Table 27.1 Preferred Argument Structure constraints	286
Table 27.2 Non-proficient versus proficient speakers	290
Table 27.3 Number of transitive clauses with 0, 1, or 2 lexical core arguments – low- and high-proficiency speakers	291
Table 27.4 Distribution of lexical core arguments across A, S, and O roles for low- and high-proficiency informants	292
Table 27.5 Number and percentage of all arguments in A, S, and O roles that are lexical	292
Table 27.6 Number of verbs with 0, 1, or 2 new arguments – low- and high-proficiency speakers	293
Table 27.7 Number of transitive verbs with two new arguments	293

xvi	List of tables	
Table 27.8	Number and percentage of arguments in each role that are new	294
Table 27.9	Number and percentage of all new arguments that appear in each grammatical role	294
Table 27.10	Pronominal forms used by informants	295
Table 29.1	Structure of the critical two-block trials in the short-term cued-recall paradigm	306
Table 29.2	Manipulations of past studies using the short-term cued-recall paradigm	307
Table 29.3	Manipulating phonological and visual similarity across foils and target fillers	309
Table 29.4	Manipulating cross-language phonological similarity across targets and foils	312

Contributors

- ARTHUR S. ABRAMSON, Haskins Laboratories and University of Connecticut
- NORHAIDA AMAN, English Language and Literature Academic Group,
National Institute of Education, Nanyang Technological University
- VIRGINIE ATTINA, Marcs Institute, University of Western Sydney
- SAPNA BHAT, Guest Faculty, University of Southern Denmark
- BHUVANESHWARI B., Department of Studies in Psychology, University of
Mysore
- DENIS BURNHAM, Marcs Institute, University of Western Sydney
- BRIAN BYRNE, School of Behavioural, Cognitive and Social Sciences,
University of New England
- HSIN-CHIN CHEN, Department of Psychology, National Chung Cheng
University
- SHYAMALA K. CHENGAPPA, Department of Speech Language Pathology, All
India Institute of Speech and Hearing
- CHRIS DAVIS, Marcs Institute, University of Western Sydney
- JACKSON T. GANDOUR, Department of Speech Language Hearing Sciences,
Purdue University
- WINSTON D. GOH, Department of Psychology, National University of Singapore
- THOM HUEBNER, Department of Linguistics and Language Development,
San Jose State University
- LIXIAN JIN, Division of Speech and Language Therapy, De Montfort
University, Leicester
- JING ZHOU, Faculty of Early Education, East China Normal University
- R. MALATESHA JOSHI, College of Education and Human Development,
Texas A&M University

Cambridge University Press

978-1-107-01776-4 - South and Southeast Asian Psycholinguistics

Edited by Heather Winskel and Prakash Padakannaya

Frontmatter

[More information](#)

xviii List of contributors

BENJAWAN KASISOPA, Marcs Institute, University of Western Sydney

JEESUN KIM, Marcs Institute, University of Western Sydney

CHRISTINE KITAMURA, School of Social Science and Psychology, University of Western Sydney

ANANTHANARAYAN KRISHNAN, Department of Speech Language Hearing Sciences, Purdue University

LAY WAH LEE, School of Educational Studies, Universiti Sains Malaysia

ELENA LIEVEN, Department of Developmental and Comparative Psychology, Max Planck Institute for Evolutionary Anthropology, and Max Planck Child Study Centre, School of Psychological Sciences, University of Manchester

SUDAPORN LUKSANEYANAWIN, Center for Research in Speech and Language Processing and Department of Linguistics, Faculty of Arts, Chulalongkorn University

RAMESH MISHRA, Centre for Neural and Cognitive Sciences, University of Hyderabad

SONALI NAG, Centre for Reading and Language, Department of Psychology, University of York

VISHNU K. K. NAIR, ARC Centre of Excellence in Cognition and its Disorders, Department of Cognitive Science, Macquarie University

LORAIN K. OBLER, Speech–Language–Hearing Sciences, Graduate School and University Center, City University of New York

TOMASINA OH, Department of English Language and Literature, National University of Singapore

RICHARD K. OLSON, Department of Psychology, University of Colorado

PRAKASH PADAKANNAYA, Department of Psychology, University of Mysore

APARNA PANDEY, Department of Psychology, University of Mysore

AVANTHI NIRANJAN PAPLIKAR, Speech–Language–Hearing Sciences, Graduate School and University Center, City University of New York

SHALMALEE PITALE, Department of Humanities and Social Sciences, Indian Institute of Technology (ITTI)

CHAITRA RAO, National Brain Research Center, Manasar, New Delhi

THEERAPORN RATITAMKUL, Department of Linguistics, Faculty of Arts, Chulalongkorn University

- NAN XU RATTANASONE, Child Language Laboratory, Linguistics Department, Macquarie University
- SUNIL KUMAR RAVI, Department of Speech Language Pathology, All India Institute of Speech and Hearing
- ROGAYAH A. RAZAK, Speech Sciences Program, School of Rehabilitational Sciences, Faculty of Health Sciences, National University of Malaysia
- RONAN REILLY, Department of Computer Science, National University of Ireland
- SUSAN RICKARD LIOW, Division of Graduate Medical Studies, National University of Singapore
- KHAZRIYATI SALEHUDDIN, School of Language Studies and Linguistics, National University of Malaysia
- STEFAN SAMUELSSON, Department of Behavioral Science, Linköping University, Sweden
- VAIJAYANTHI M. SARMA, Department of Humanities and Social Sciences, Indian Institute of Technology (ITTI)
- YASUHIRO SHIRAI, Department of Linguistics, University of Pittsburgh
- SHRUTI SIRCAR, Department of Linguistics and Contemporary English, The English and Foreign Languages University, Hyderabad
- JOHN SONG, Division of Speech and Language Therapy, De Montfort University, Leicester
- SABINE STOLL, Psycholinguistics Research Unit, University of Zurich
- LIDIA SUÁREZ, Department of Psychology, James Cook University, Singapore
- JENNIE TRAN, Department of Linguistics, University of Hawaii
- JIE-LI TSAI, Department of Psychology, National Chengchi University
- KIMIKO TSUKADA, Department of International Studies, Macquarie University
- JYOTSNA VAID, Department of Psychology, Texas A&M University
- HEATHER WINSKEL, Department of Psychology, School of Health and Human Sciences, Southern Cross University
- JANET WRIGHT, Division of Speech and Language Therapy, De Montfort University, Leicester
- KELLY YEO, Department of Psychology, National University of Singapore