

# Contents

<i>List of Figures</i>	page x
<i>List of Tables</i>	xii
<i>About the Editors</i>	xiv
<i>About the Contributors</i>	xvi
<i>Acknowledgments</i>	xxxii
<b>Overview of the Handbook</b>	
1 Working Memory and Language: An Overview of Key Topics <i>John W. Schwieter, Zhisheng (Edward) Wen, and Teresa Bennett</i>	3
<b>Part I Introduction</b>	
2 Working Memory and the Challenge of Language <i>Alan Baddeley</i>	19
<b>Part II Models and Measures</b>	
3 The Evolution of Working Memory and Language <i>Frederick L. Coolidge and Thomas Wynn</i>	31
4 The Phonological Loop as a “Language Learning Device”: An Update <i>Costanza Papagno</i>	51
5 The Embedded-Processes Model and Language Use <i>Eryn J. Adams, Alicia Forsberg, and Nelson Cowan</i>	73
6 Long-Term Working Memory and Language Comprehension <i>R. Lane Adams and Peter F. Delaney</i>	98
7 The Cognitive Neuroscience of Working Memory and Language <i>Nina Purg, Anka Slana Ozimič, and Grega Repovš</i>	120
8 Computational Models of Working Memory for Language <i>Graham J. Hitch, Mark J. Hurlstone, and Tom Hartley</i>	143
9 The Time-Based Resource Sharing Model of Working Memory for Language <i>Valérie Camos and Pierre Barrouillet</i>	175
10 The Ease of Language Understanding Model <i>Jerker Rönnerberg, Emil Holmer, and Mary Rudner</i>	197

11	Assessing Children's Working Memory	<i>Milton J. Dehn</i>	219
12	Measuring Individual Differences in Working Memory Capacity and Attention Control and Their Contribution to Language Comprehension	<i>Alexander P. Burgoyne, Jessie D. Martin, Cody A. Mashburn, Jason S. Tsukahara, Christopher Draheim, and Randall W. Engle</i>	247
<b>Part III Linguistic Theories and Frameworks</b>			
13	Have Grammars Been Shaped by Working Memory and If So, How?	<i>John A. Hawkins</i>	275
14	Branching and Working Memory: A Cross-Linguistic Approach	<i>Federica Amici, Alejandro Sanchez-Amaro, and Trix Cacchione</i>	304
15	Working Memory and Natural Syntax	<i>William O'Grady</i>	322
16	The Role of Working Memory in Shaping Syntactic Dependency Structures	<i>Chunshan Xu and Haitao Liu</i>	343
17	Working Memory in the Modular Cognition Framework	<i>John Truscott and Michael Sharwood Smith</i>	368
18	Short-Term and Working Memory Capacity and the Language Device: Chunking and Parsing Complexity	<i>Bingfu Lu and Zhisheng (Edward) Wen</i>	393
<b>Part IV First Language Processing</b>			
19	Working Memory in Word Reading	<i>Sun-A Kim</i>	421
20	The Role of Working Memory in Language Comprehension and Production: Evidence from Neuropsychology	<i>Rachel Zahn, Autumn Horne, and Randi C. Martin</i>	435
21	Working Memory and High-Level Text Comprehension Processes	<i>Ana I. Pérez Muñoz and M. Teresa Bajo</i>	459
22	Working Memory and Speech Planning	<i>Benjamin Swets and Iva Ivanova</i>	482
23	How Do Novice and Skilled Writers Engage Working Memory?	<i>Thierry Olive</i>	504
<b>Part V Bilingual Acquisition and Processing</b>			
24	How Measures of Working Memory Relate to L2 Vocabulary	<i>Elisabet Service and Daphnée Simard</i>	529
25	Working Memory and L2 Grammar Development in Children	<i>Paul Leseman and Josje Verhagen</i>	550
26	Working Memory and L2 Grammar Learning among Adults	<i>Timothy McCormick and Cristina Sanz</i>	573
27	Working Memory and L2 Sentence Processing	<i>Ian Cunnings</i>	593
28	Methodological Issues in Research on Working Memory and L2 Reading Comprehension	<i>Michael J. Leiser and Eric Herman</i>	613

	<i>Contents</i>	ix
29 Working Memory and Second Language Speaking Tasks <i>Peter Skehan</i>	635	
30 Working Memory in Second Language Interaction <i>Hyejin An and Shaofeng Li</i>	656	
31 Working Memory and Interpreting Studies <i>Binghan Zheng and Huolingxiao Kuang</i>	698	
32 A Methodological Synthesis of Working Memory Tasks in L2 Research <i>Jihye Shin and Yuhang Hu</i>	722	
<b>Part VI Language Disorders, Interventions, and Instruction</b>		
33 Specific Learning Disorders as a Working Memory Deficit <i>H. Lee Swanson</i>	749	
34 A New Perspective on the Connection between Memory and Sentence Comprehension in Children with Developmental Language Disorder <i>James W. Montgomery, Ronald B. Gillam, and Julia L. Evans</i>	776	
35 Working Memory and Childhood Deafness <i>Gary Morgan</i>	801	
36 Working Memory Training in the Classroom <i>Tracy Packiam Alloway, Rachel K. Carpenter, Tyler Robinson, and Andrea N. Frankenstein</i>	820	
37 Working Memory and Classroom Learning <i>Joni Holmes, Elizabeth M. Byrne, and Agnieszka J. Graham</i>	835	
38 Cognitive Load Theory and Instructional Design for Language Learning <i>John Sweller, Stéphanie Roussel, and André Tricot</i>	859	
39 Working Memory Training Meta-Analyses and Clinical Implications <i>Domenico Tullo and Susanne M. Jaeggi</i>	881	
<b>Part VII Conclusion</b>		
40 Toward an Integrated Account of Working Memory and Language <i>Zhisheng (Edward) Wen and John W. Schwieter</i>	909	
<i>Index</i>	928	