# Chapter 12 Further Readings

(Note: This bibliography will be updated regularly.)

### Social interaction enhances language learning

What are the critical aspects of live interactions that foster language learning in young children? A number of recent studies have emphasized the role of social contingency in interactions—that is, a pattern in which adults’ responses are sensitive to the timing and content of children’s behavior. This paper examines whether toddlers can effectively learn new verbs via screen media, and to what degree learning relies on the element of social contingency:

Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013) Skype me! Socially contingent interactions help toddlers learn language. Child Development. (Advance copy available online: DOI: 10.1111/cdev.12166)

### Evaluating the reliability of speakers

What cues do children use to determine whether a speaker is reliable? Possibilities include cues such as accent, which signal membership to a particular language community, and information about the prior communicative behavior of individual speakers:

Sabbagh, M. A., & Baldwin, D. A. (2001) Learning words from knowledgeable versus ignorant speakers: Links between preschoolers’ theory of mind and semantic development. Child Development, 72, 1054–1070.

The following study investigates whether, when faced with a speaker who is unreliable with respect to one type of linguistic knowledge, children assume that the speaker is unreliable in other domains of language as well:

Sobel, D. M., & Macris, D. M. (2013) Children’s understanding of speaker psychology between lexical and syntactic knowledge. Developmental Psychology, 49, 523–532.

### The importance of feedback from hearers

How might the results of an experiment be affected by whether a conversational partner is a naïve subject or an experimental confederate who follows a particular script? This question is discussed in the following paper:

Kuhlen, A. K., & Brennan, S. E. (2013) Language in dialogue: When confederates might be hazardous to your data. Psychonomic Bulletin & Review, 20, 54–72.

### How much mind reading takes place during conversation?

In the following paper, the authors explore the idea that the extent to which speakers take into consideration the hearer’s perspective in a referential communication task depends in part on the communicative goals of the speaker:

Yoon, S. O., Koh, S., Brown-Schmidt, S. (2012) Influence of perspective and goals on reference production in conversation. Psychonomic Bulletin & Review, 19, 699–707.

Certain situational factors may have an impact on the degree to which people generate inferences about the mental states of others. In the following paper, the authors argue that such inferences are the result of a deep, deliberative style of thinking. The experiments in this study build on previous work that has demonstrated that people are more likely to engage in deeper processing when in a sad mood than in a happy mood, and report that sensitivity to the mental states of others can be similarly affected by mood:

Converse, B. A., Lin, S., Keysar, B., & Epley, N. (2008) In the mood to get over yourself: Mood affects theory-of-mind use. Emotion, 8, 725–730.

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