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**Book Review**

**THE PRESENT AND FUTURE INTERTWINED:  
A REPRESENTATION OF CURRENT PSYCHOLINGUISTIC  
PRACTICE**

*(Review of *The Handbook of Psycholinguistics*  
(Eds. Eva M. Fernández and Helen Smith Cairns),  
Hoboken, NJ: John Wiley & Sons, Inc, 2018,  
pp. xxv+750, ISBN-13: 978-1118829509 ISBN-10: 1118829506.)*

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Wiley-Blackwell has filled their extensive series of linguistic textbooks with a title that was eagerly expected by researchers and practitioners. Envisaged as an overview of contemporary as well as key issues the present-day psycholinguistic research deals with, *The Handbook of Psycholinguistics*, according to its *Prologue*, offers a presentation of “the state of the field [...] early at the twenty-first century” (xxiii). The editors’ choice of a comprehensible array of topics and diversified team of presenters acknowledges a multifaceted approach to addressing the points which the contemporary psycholinguistic, cognitive- and neuroscience research have been tackling at present. The contributors, fifty-two in total, come from thirty-two institutions from Europe, North America and Australia, which is a fact that only adds more flavour and appeal to this extraordinary editorial feat.

The volume is divided into three parts, *Production*, *Comprehension*, and *Acquisition*, each of which understood in the most comprehensible and widest senses possible, thus enabling the readers to immerse themselves fully into the matters discussed. The editors, appreciating the possible artificiality such a division may provoke with readers, loudly acknowledge it but, at the same time, deem it necessary because of the format of the volume.

Part I, entitled *Production* (pp. 2-182), presents six different topics, which are headed by Fernanda Ferreira’s *Overview*. It is vital to say that the author here not only presents the issues and topic which are the research focus within this part of the book, but also, valuing the readers’ possible interests, clearly states issues which could not be dealt with in this first edition of the volume, thus opening the possibility of addressing them in possible future editions.

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The remainder of this part of the handbook offers a meticulously chosen selection of articles. Julie Franck's chapter argues that there exists a possibility of describing the strength of memory representations by syntactic theory. She proposes a model of agreement consisting of two components, Feature selection and Controller selection, thus making a turn from the M&M (Marking and Morphing) model. Encoding is the focus of T. Florian Jaeger and Esteban Buz's research too. It focuses on the research of flexibility, the probability reduction to be more precise, and proposes the existence of a relationship between the reduction of form and signal and the contextual predictability. Daneila Paolieri, Luis Morales, and Teresa Bajo show the ways in which immersion in a foreign language environment influences language production within the mother tongue, while Ronnie B. Wilbur unravels the challenges of the sign language research. Lastly, Jennifer S. Pardo presents a valuable in-depth overview of research on conversational interaction and the presence of equality and inequality within it, and Chiara Gambi and Martin J. Pickering, apart from providing a number of models which illustrate overt links existing between production and comprehension, propose their motivation "by language use in dialogue" (p. 175).

Following the previously established model, Part II, *Comprehension*, (pp. 183-456) is also opened by Eva M. Fernández and Helen Smith Cairns' *Overview*, which summarises eleven topics presented. David B. Pisoni shows the connection between the speech perception and spoken word recognition on the one hand and episodic encoding of the early sensory properties of speech on the other. Ocke-Schwen Bohn explains the basis for difficulties in the perception of non-native language sounds. Petar Millin, Eva Smolka, and Laurie Beth Feldman give questions and propose answers in relation with the lexicon-based and learning-based models. Further chapters offer particular insights into specific psycholinguistic problems. Thus, David Braze and Tao Gong offer a specific view on the nature of the connection between the oral and written language, concluding that the "euro-centric alphabetism in reading research continues to limit advances in our understanding of the potential for literacy as a universal human capacity" (p. 284). Moreover, elaborating the notion of a bilingual lexicon, Judith F. Kroll and Fengyang Ma posit the existence of continuous activity in the production of words by bilinguals and emphasise the necessity of regulations, which facilitates the control of each language. Interest in the research of bilingualism is shown by Matthew J. Traxler, Liv J. Hoversten, and Trevor A. Brothers, for their summary of the process of parsing and understanding the meaning of comprehension by proficient readers in light of the ERP evidence shows that it is not only the proficiency that influences the learning curve but also the individual variability, the very structure, the type of training and even the typological distance between the languages researched. This part of the volume is concluded with chapters that aim at pinpointing specific syntactic features and issues. So, Janet L. Nicol and Andrew Barsz extensively discuss the comprehension of anaphora and verb agreement. Elizabeth Pratt illustrates the significance of prosody and its representations in comprehension and grammatical computations and Petra B. Schumacher presents a survey of the comprehension research on sentence-level and text-level phenomena, with a core focus on the meaningfulness of the interpretation intended by the speaker. Language attrition and problems with comprehension in healthy ageing individuals and those that occur with senior citizens who are diagnosed with aphasia or dementia are presented by Jet M. J. Vonk, Eve Higby, and Loraine K. Obler. Lastly, Michael A. Skeide and Angela D. Friederici, discussing the neurolinguistic studies of sentence comprehension, regard the two neural mechanisms of auditory sentence comprehension as reflections of the two aspects of the evolutionary advantage of human language.

Part III is dedicated to *Acquisition* (pp. 457-704). Virginia Valian opens the *Overview*, which contains fifteen chapters, by stating that the key questions which are addressed in the research of acquisition can be summarised as the concepts included in the language-learning mechanism of a child, the role of linguistic experience and the procedures used by a child in order to develop linguistic abilities. As is the case with the previous two parts, the general topic is approached multidimensionally and multifactorially. By placing the speech perception in infants within the theoretical and historical frameworks, Catherine T. Best presents and evaluates posits within extracted models and discusses the possible implications of a collected set of research findings. Noticing that there exists a void in the area of children production system research, Cecile McKee, Dana McDaniel, and Merrill F. Garrett make a survey of the present research, describe the system and display its influence on the data used. Krista Byers-Heinlein and Casey Lew-Williams focus on researching monolingual and bilingual children's language comprehension, acknowledging its dependence "on the specific nature of children's language environments" (p. 516). Readdressing controversiality which still provokes researchers of meaning acquisition, Dani Levine, Kristina Strother-Garcia, Kathy Hirsh-Pasek and Roberta Michnick Golinkoff focus on the issues of naming, yet again proving that word learning is a complex cognitive problem and that simple solutions to problems which can occur within the lexical development research should be envisaged within the developmental and ecological framework too. Kamil Ud Deen reviews some generalisations in the acquisition of morphology, while Nina Hyams and Robyn Orfitelli discuss stages of language acquisition. Sarah Roseberry Lytle and Patricia K. Kuhl present the specific link between social interaction and language acquisition, with particular attention given to children with autism. By comparing mono- and bilingual acquisition, Jürgen M. Meisel attempts to establish their similarities and differences as well as have an insight into the nature of the Language Making Capacities. This part of the volume is encircled by two chapters, that of Gitta Martohardjono and Elaine C. Klein, who present the generative and psycholinguistic theories and their contribution to the knowledge of the second language development process, and Judy Kegl, who focuses on signed language acquisition and the challenges which hearing-impaired persons face when acquiring a language.

The sense a reader has after getting acquainted with the topics of the handbook is that it is a firm and irrefutable guide into the vastness of psycholinguistic research scope. I highly appreciate its orientation towards the future, which invites readers into the discipline and lures them into its embrace in a highly convincing and comprehensible way. The extensive list and array of topics offer readers and researchers an understanding of the various layers of psycholinguistic research. At first glance, it seems as if the publication is aimed at more experienced academics and researchers. Nevertheless, upon closer reading, it is evident that it offers an exquisite and highly important insight into diverse issues, which can also be used by readers who are just immersing themselves into psycholinguistic research, thus deservingly bearing the name 'handbook'. It is important to emphasise that the readers, especially the research novices, might feel disappointed if they expect to be guided through the issues progressively. Thus, the expected historical and methodological overviews have ceded and given precedence to actual field work reports and considerations. More than often, handbook contributors expect total immersion from their readers, and such an immersion inevitably includes either some previous knowledge or further individual investigations. Therefore, if you expect to encounter an introduction into the complex perplexity of psycholinguistic topics (especially those which always provoke interest, such

as animal communication), you may find yourself a little disappointed, for the chapters deliberately and consistently follow their topics without theoretical regressions and generalisations. On the other hand, the handbook does offer a comprehensive resource list, which simplifies the search for the missing points. I highly recommend the volume to all whose hearts have already been captured by psycholinguistic research as well as to those who are yet to become spellbound by it, for the writing style, topic appeal and execution of research presentations promise manifold returns to this valuable source of in-depth insight into contemporary psycholinguistics.