Bridging the Boundaries: How Braille and Cognitive Science Research Can Inform Each Other, and Why We Should Listen

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Data Handout

I. Examples of structure-accentuating contractions
A. Phonograms
   cow shout church pen pin mean
   /c/ /h/ /u/ /n/ /e/ /m/
B. Morphograms
   wait waited waiting waiter
   wait waited waiting waiting
   appear disappear/ance
   appears appeared
   care careful careless
   care cares care
C. Logograms:
   You can do it!
   /y/ /d/ /t/
D. Phrasal constituents
   He ran by the river.
   She ran by the river.
   He ran by, and she tripped him.
   She ran by, and me tripped him.
   She went to the store.
   I want to go.
   I want to.
   I had to, but I didn't want to.
   I wish to, but I didn't want to.
II. Examples of structure-attenuating contractions

Please note: as written, some of these examples are unacceptable according to the current rules of American, British, and/or Unified English braille.

A. Constituent bridging

THEy SToppED BY/FOR lunch yEST/ER/DAY.

IT WAS refErred to/AS an example.

B. Morpheme bridging

1. Stem-stem bridging

doGH/ouse DOuRS:

hoTH/Ead HOOn:

raWHide RAse:

CHEMOTHERapY CHEMOTHERapY:

2. prefix-stem bridging

dENote DENote:

prER/Eader prER/Eader:

rENew rENew:

rEDraw rEDraw:

rEAdmit rEAdmit:

3.a. Stem-suffix bridging

milEAge milEAge:

freEDom freEDom:

fruity fruity:

3b. Variable stem-suffix bridging

adHERE adHERE/adHERE adHERE adHERE:

phONE phONE/phONE phOND:

NAME NAME/named NAME/named:

COMMENCE COMMENCE/COMMENCE COMMENCE:

C. Syllable bridging

SeATTle SeATTle:

crEAte crEAte:

prOFessional prOFessional:
(compare EBAE professional professional with proFit proFit)
all of the lower-cell geminates: account account, address address, affect affect, etc.

D. Stem alternations
egg eggs eggs
flea fleas fleas
add adding adding
puff puffy puffy

E. tautosyllabic grouping
1. Phoneme mis-priming:
authentic / authEntic
therapy / therApY

2. Complex grapheme de-coupling
hoof hoof
bathe bathe
hinge hinge

Selected Bibliography

1. A selection of works appropriate for a general audience concerning the psychological and neurological underpinnings of reading.


2. A selection of works designed for teachers (but also appropriate for a general audience) about language structure and reading.


3. A selection of relevant academic literature on the role of morphology and orthography in reading


Verhoeven, Ludo and Charles Perfetti, eds. 2003. *The Role of Morphology in Learning to Read*. *Scientific Studies of Reading* (Special Issue) 7 (3).


4. An academically-oriented overview of reading theory and practice


5. General-interest works on writing systems from a cross-language perspective


6. A selection of relevant works on braille and/or blindness and language


7. Previous proposals for research on (syllable) bridging


International Council on English Braille. 2004: See http://www.iceb.org/gares04.html: “6.0 This General Assembly resolves that the ICEB support research in the area of the use of contractions in syllable bridging and its impact on readability in all English-speaking countries; and that the Executive appropriate an amount to be dedicated toward expenses for conducting such research; and that ICEB work in collaboration with other entities (such as the International Braille Research Center, the American Foundation for the Blind, the Canadian National Institute for the Blind, the Royal National Institute of the Blind, etc.) interested in and committed to conducting research on braille reading and writing and which are willing to contribute additional funding as needed to complete such research.”