

## **Exploring Rhyming and Reading with ERPs**

**Speaker: Donna Coch**

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Learning to read words in alphabetic languages like English or Swedish involves mapping the sounds of language to the print on the page. This is particularly challenging for languages with a “deep orthography” (in which the print-to-sound mappings are not simply 1:1), like English. A deep orthography makes deciding whether two written words rhyme or not more than just a visual matching task (e.g., boat and goat rhyme, but so do brain and cane). I will discuss some studies of the event-related potential (ERP) rhyming effect in children and adults suggesting that it is essentially a phonological priming effect, as well as a few studies with adults suggesting that it might reveal more about lexical processing. Within the frame of Educational Linguistics, language is foundational to reading and learning to read, yet reading involves many levels of analysis. Building educator knowledge at different levels of analysis is consistent with an evidence-informed, “science of reading” approach.

### **Bio**

Donna Coch is Professor of Education at Dartmouth College (USA), where she leads the Reading Brains Lab. In the lab they study how reading-related skills develop in children and how the reading brain works in both children and adults. They are interested in learning about reading-related processes and the reading process itself in both better and poorer readers. An overarching goal of Professor Coch’s work is to make meaningful connections across the fields of education, linguistics, psychology, and neuroscience.