

Perspectives In Neurolinguistics The Bilingual Brain Neuropsychological And Neurolinguistic Aspects Of Bilingualism

This handbook introduces a theoretical framework for the situations of language maintenance and shift in which bilingual education is found. It also provides a series of case studies of bilingualism or multilingualism within nation-states.

Alphabetically-arranged encyclopedia contains 80 main articles covering 150 sub-areas of the discipline, discussing their development, methodology, terminology, theoretical issues and controversies from syntax to speech therapy.

This collection of articles provides theoretical foundations and perspectives for language attrition research. Its purpose is to enable investigations of L1 attrition to avail themselves more fully and more fundamentally of the theoretical frameworks that have been formulated with respect to SLA and bilingualism. In the thirteen papers collected here, experts in particular disciplines of bilingualism, such as neurolinguistics, formal linguistics, contact linguistics and language and identity, provide an in-depth perspective on L1 attrition which will make the translation of theory to hypothesis easier for future research.

Only 15 years ago bilingualism was somewhat outside the main debates in cognitive linguistics. Cognitive linguistics had, to a large extent, taken for granted the fact that language is embodied in our experience. However, not much attention was given to questions of whether any changes to our language repertoire alter the way we perceive the world around us. A growing body of recent research suggests that one cannot understand the cognitive foundations of language without looking at bi- and multilingual speakers. In this vein, the present book aims to contribute to the existing debate of the relationship between language, culture and cognition by assessing differences and similarities between monolingual and bilingual language acquisition and use. In particular, it investigates the effect of conceptual-semantic and pragmatic properties of constructions on code choice and code switching, as well as the impact of bilingual and bicultural education on speakers' cognitive development. This collective volume systematises, reviews, and promotes a range of theoretical perspectives and research techniques that currently inform work across the disciplines of bilingualism and code switching.

Modeling Bilingualism

Aspects of Acquisition, Maturity and Loss

International Perspectives on Modern Developments in Early Childhood Education

Neurolinguistic Aspects of the Japanese Writing System

The Assessment of Bilingual Aphasia

Cognitive Perspectives on Bilingualism

During the last years a significant number of papers, books, and monographs devoted to speech and language impairments in bilingual children have been published. Different aspects and questions have been approached and today we have a relatively good understanding of the specific characteristics of the speech and language difficulties potentially observed in bilingual and multilingual children. This interest has been significantly resulted from the potential developmental and educational consequences of bilingualism. Our understanding of the communication disorders in adult populations is notoriously more limited, even though over 50% of the adult population can speak at least another language in addition to his/her native language. That simply means that over 50% of the communication disorders observed in adults are bilingual speech and language disorders: bilingual aphasias, bilingual dementias, bilingual stuttering, etc. This book was written with the specific purpose of filling this gap. The major purpose of this book has been to integrate the state of the art on the different aspects of the communication disorders observed in adult bilinguals. The book is organised in such a way that an integrated perspective of bilingualism is presented: from the normal conditions to the pathology; from the clinical descriptions to the rehabilitation issues; from the biological factors to the cultural variables.

Theory and research in aphasiology have typically concentrated on a limited population--right-handed adult monolinguals whose language uses an alphabetic code. Bilingual individuals, ideographical code users, and children (among others) have been separated out. This book examines the available data from these "atypical" aphasics, asking whether what makes them different has a significant effect on language representation and processing in the brain. Each chapter reviews literature pertinent to a given population and explores whether (and potentially how) these populations differ from the "typical" aphasic population. The ultimate goal is to better understand whether the model of language used in aphasiology can be extended to these "atypical" populations, or conversely, whether significant differences merit the development of a new model.

The Bilingualism Reader is the definitive reader for the study of bilingualism. Designed as an integrated and structured student resource it provides invaluable editorial material that guides the reader through different sections and covers: definitions and typology of bilingualism language choice and bilingual interaction bilingualism, identity and ideology grammar of code-switching and bilingual acquisition bilingual production and perception the bilingual brain methodological issues in the study of bilingualism. The second edition of this best selling volume includes nine new chapters and postscripts written by the authors of the original articles, who evaluate them in the light of recent research. Critical discussion of research methods, revised graded study questions and activities, a comprehensive glossary, and an up-to-date resource list make The Bilingualism Reader an essential introductory text for students of linguistics, psychology and education.

Neurolinguistic Aspects of the Japanese Writing System provides an account and an analysis of cases of

dissociation between kana (syllabic) and kanji (ideographic) script in reading and/or writing. Organized into five chapters, this book begins by discussing the aspects of the Japanese writing system relevant to neurolinguistic research. Experimental kanji/kana processing studies and clinical case reports are then presented. This book also explains the clinical dissociations in performance between aspects of the writing system. This book will serve as a model for further studies in which a similarly detailed analysis is attempted of the neurolinguistic structure of other non-Western orthographies.

Psychology of Bilingualism

Handbook of Bilingualism

Language Attrition

Aphasia in Atypical Populations

Resources in Education

East Asian and International Perspective

The sixth edition of this bestselling textbook has been substantially revised and updated to provide a comprehensive introduction to bilingualism and bilingual education in the 21st century. Written in a compact and clear style, the book covers all the crucial issues in bilingualism at individual, group and societal levels. Updates to the new edition include: • Greater attention to technological advances and global trends impacting and impacted by bilingualism. • New trends and issues in bilingual education, including recent research on the effectiveness of different types of bilingual education. • Issues in the assessment of bilinguals. • The latest thinking on identity and bilingualism. • Recent developments in brain imaging research. • Discussion of the latest terms in bilingualism research including dynamic bilingualism, translanguaging, transliteracy and superdiversity, in addition to an enhanced look at multilingualism. Students and instructors will benefit from new features including: • A comprehensive glossary. • A condensed and updated bibliography. • Updated international examples of policy, research and practice. • The addition of web resources and discussion questions. • Fully revised study activities and recommended reading.

Neurolinguistic and Psycholinguistic Perspectives on SLA is a collection of twelve chapters, reporting on research results and presenting theoretical insights into the processes of language acquisition. The first part outlines the neurobiological processes which assist formation of additional language in the brain, while the second part offers psycholinguistic modelling of a number of components of second language competence.

A multidisciplinary approach to the study of bilingualism examines the dynamics of bilingual language processing from the perspectives of neurolinguistics, psycholinguistics and sociolinguistics.

Multilingualism is a typical aspect of everyday life for most of the world's population; it has existed since the beginning of humanity and among individuals of all backgrounds. Nonetheless, it has often been treated as a variant of bilingualism or as a phenomenon unique to individual areas of study. The purpose of this book is to review current knowledge about the acquisition, use and loss of multiple languages using a multidisciplinary perspective, highlighting the common themes and stimulating insights that can emerge when multilingualism is viewed from different but related areas of investigation. The chapters focus on research evidence, showing that multilingualism is a complex phenomenon that involves a myriad of linguistic and extra-linguistic forces and that should be studied in its own right as evidence of human potential and capacity for language. The book is primarily addressed to students and scholars interested in deepening their understanding of the different facets of multilingualism, including the individual and societal circumstances that contribute to it, the cognitive and neural mechanisms that make it possible, and the dynamics involved in the acquisition, use and loss of multiple languages.

A Neurolinguistic Theory of Bilingualism

The Fundamentals

Psycholinguistic Approaches

Bilinguality and Bilingualism

The Bilingual Brain

Neurolinguistic and Psycholinguistic Perspectives on SLA

Profoundly influenced by the analyses, of contemporary linguistics, these original contributions bring a number of different views to bear on important issues in a controversial area of study. The linguistic structures and language-related processes the book deals with are for the most part central (syntactic structures, phonological representations, semantic readings) rather than peripheral (acoustic-phonetic structures and the perception and production of these structures) aspects of language. Each section contains a summarizing introduction. Section I takes up issues at the interface of linguistics and neurology: The Concept of a Mental Organ for Language; Neural Mechanisms, Aphasia, and Theories of Language; Brain-based and Non-brain-based Models of Language; Vocal Learning and Its Relation to Replaceable Synapses and Neurons. Section II presents linguistic and psycholinguistic issues: Aspects of Infant Competence and the Acquisition of Language; the Linguistic Analysis of Aphasic Syndromes; the Clinical Description of Aphasia (Linguistic Aspects); The Psycholinguistic Interpretation of Aphasias; The Organization of Processing Structure for Language Production; and The Neuropsychology of Bilingualism. Section III deals with neural issues: Where is the Speech Area and Who has Seen It? Determinants of Recovery from Aphasia; Anatomy of Language; Lessons from Comparative Anatomy; Event Related Potentials and Language; Neural Models and Very Little About Language. David Caplan, M.D. edited *Biological Studies of Mental Processes* (MIT Press 1980), and is a member of the editorial staff of two prestigious journals, *Cognition* and *Brain & Behavioral Sciences*. He works at the Montreal Neurological Institute. André Roch Lecours is Professor of Neurology and Allan Smith Professor of Physiology, both at the University of Montreal. The book is in the series, *Studies in Neuropsychology and Neurolinguistics*.

This volume presents an overview of changes in paradigms, perspectives and contexts of research into bilingual development over the past two decades. During this time, the focus of perspective has changed. In the early 1990s, most investigations still proceeded from models that assumed modular components, hierarchical relationships and linear processes, and investigated what were perceived to be the 'typical' contexts of bilingual development (sequential, usually instructed bilingualism, where the second language would remain the weaker one and the speakers investigated were typically young adults). More recently it has been proposed that such models may not be complex enough to accommodate bilingual development in all its facets and settings (bimodal bilingualism, attrition, aging). This change has recently culminated in applications of chaos theory to Applied Linguistics, and in the widening range of situations of language acquisition, learning and deterioration which have been investigated.

Introduces the reader to both neurolinguistics and the neuropsychological aspects of bilingualism. The text focuses on the neuropsychology of language processing and acquisition, and then addresses the issues of cerebral representation and

Through different approaches like toys and play, children explore and know the rules and symbols of their communities and recreate roles and situations that reflect their sociocultural and 21st century plurilingual world. As a result, they learn how to subordinate desires to social rules, cooperate with others willingly, and engage in socially appropriate behavior. When they are evaluated together psychologically, there is a current need for action to increase the amount and quality of play provided to children. Since discrepancies are observed between urban and rural areas, as well as among different cultures, there is also a need for a research initiative where cultures can learn and take advantage of the experiences of each other. International Perspectives on Modern Developments in Early Childhood Education is an essential scholarly publication that identifies ways of intertwining key areas of early childhood education, including international approaches, intercultural education, bilingual/plurilingual education, and the role of play and toys as means for meaningful intercultural and multilingual learning. By incorporating a view of different cultures, societies, languages, and educational experiences in early childhood education, this volume provides data for international and intercultural exchange for the benefit of children. Highlighting a range of topics such as educational systems, play therapy, and games, this book is ideal for early childhood teachers, educators, academicians, researchers, professionals, psychologists, sociologists, and students.

The Bilingual Mental Lexicon

Sign Language of the Deaf

Theoretical Perspectives

The Psycholinguistics of Bilingualism

Multilingual Perspectives on Translanguaging

The Neurolinguistics of Bilingualism

For decades, bilingualism has resisted definition. If bilingualism is defined as habitual, fluent, correct and accent-free use of two languages, few individuals would qualify as bilinguals. A more viable approach may be to concede that 'bilingual' can be seen instead as a range of points on a continuum that allows for differences. The psychological study of bilingualism encompasses a wide range of phenomena including the organization and representation of the grammar, the perception and production of language mixing, cerebral lateralization of language functions, and patterns of recovery of aphasic patients. This book collects together an international array of researchers in experimental psychology, linguistics and neuropsychology, who bring their expertise to bear on the critical issues that are raised by the bilingual phenomena. Age effects have played a particularly prominent role in some theoretical perspectives on second language acquisition. This book takes an entirely new perspective on this issue by re-examining these theories in light of the existence of apparently similar non-native outcomes in adult heritage speakers who, unlike adult second language learners, acquired two or more languages in childhood. Despite having been exposed to their family language early in life, many of these speakers never fully acquire, or later lose, aspects of their first language sometime in childhood. The book examines the structural characteristics of "incomplete" grammatical states and highlights how age of acquisition is related to the type of linguistic knowledge and behavior that emerges in L1 and L2 acquisition under different environmental circumstances. By underscoring age of acquisition as a unifying factor in the study of L2 acquisition and L1 attrition, it is claimed that just as there are age effects in L2 acquisition, there are also age effects, or even perhaps a critical period, in L1 attrition. The book covers adult L2 acquisition, attrition in adults and in children, and includes a comparison of adult heritage language speakers and second language learners.

Sign Language of the Deaf: Psychological, Linguistic, and Sociological Perspectives provides information pertinent to the psychological, educational, social, and linguistic aspects of sign language. This book presents the development in the study of sign language. Organized into four parts encompassing 10 chapters, this book begins with an overview of the fascinating account of sign language acquisition by small children. This text then explores the grammar of sign language and discusses the linguistic status of natural and contrived sign languages. Other chapters consider the many peculiarities of the lexicon and grammar of sign language, and its differences in such respects from oral language. This book discusses as well sign language from the angle of psycholinguistics. The final chapter deals with the educational implications of the use of sign language. This book is a valuable resource for linguists and psycholinguists. Readers who are interested in sign language will also find this book useful.

Aphasia and Related Neurogenic Communication Disorders, Third Edition reviews the definition, terminology, classification, symptoms, and neurology of aphasia, including the theories of plasticity and recovery.

Foundations of Bilingual Education and Bilingualism

Declarative and Procedural Determinants of Second Languages

Bilingual Language Development: The Role of Dominance

Aphasia and Related Neurogenic Communication Disorders

Psychological, Linguistic, and Sociological Perspectives

Language Processing in Bilinguals

This book presents a comprehensive, state-of-the-art treatment of the acquisition of Indo- and Non-Indo-European languages in various contexts, such as L1, L2, L3/Ln, bi/multilingual, heritage languages, pathology as well as language impairment, and sign language acquisition. The book explores a broad mix of methodologies and issues in contemporary research. The text presents original research from several different perspectives, and provides a basis for dialogue between researchers working on diverse projects with the aim of furthering our understanding of how languages are acquired. The book proposes and refines new theoretical constructs, e.g. regarding the complexity of linguistic features as a relevant factor forming children's, adults' and bilingual individuals' acquisition of morphological, syntactic, discursive, pragmatic, lexical and phonological structures. It appeals to students, researchers, and professionals in the field.

This introduction to neurolinguistics is intended for anybody who wants to acquire a grounding in the field. It was written for students of linguistics and communication disorders, but students of psychology, neuroscience and other disciplines will also find it valuable. The introductory section presents the theories, models and frameworks underlying modern neurolinguistics. Then the neurolinguistic aspects of different components of language – phonology, morphology, lexical semantics, and semantics-pragmatics in communication – are discussed. The third section examines reading and writing, bilingualism, the evolution of language, and multimodality. The book also contains three resource chapters, one on techniques for investigating the brain, another on modeling brain functions, and a third that introduces the basic concepts of neuroanatomy and neurophysiology. This text provides an up-to-date linguistic perspective, with a special focus on semantics and pragmatics, evolutionary perspectives, neural network modeling and multimodality, areas that have been less central in earlier introductory works.

The Psycholinguistics of Bilingualism presents a comprehensive introduction to the foundations of bilingualism, covering language

processing, language acquisition, cognition and the bilingual brain. This thorough introduction to the psycholinguistics of bilingualism is accessible to non-specialists with little previous exposure to the field. Introduces students to the methodological approaches currently employed in the field, including observation, experimentation, verbal and computational modelling, and brain imaging. Examines spoken and written language processing, simultaneous and successive language acquisition, bilingual memory and cognitive effects, and neurolinguistic and neuro-computational models of the bilingual brain. Written in an accessible style by two of the field's leading researchers, together with contributions from internationally-renowned scholars. Featuring chapter-by-chapter research questions, this is an essential resource for those seeking insights into the bilingual mind and our current knowledge of the cognitive basis of bilingualism.

Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world. Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century. Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices. Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education. Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out.

Re-examining the Age Factor

Bilingual Education in the 21st Century

Bilingualism Across the Lifespan

Neuropsychological and Neurolinguistic Aspects of Bilingualism

Introduction to Neurolinguistics

A Global Perspective

It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic "Bilingual Language Development: The Role of Dominance" focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the concept across studies. The studies in this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

The Bilingual Brain: Neuropsychological and Neurolinguistic Aspects of Bilingualism Academic Press
The Neurolinguistics of Bilingualism: An Introduction Psychology Press

How is language acquired when infants are exposed to multiple language input from birth and when adults are required to learn a second language after early childhood? How do adult bilinguals comprehend and produce words and sentences when their two languages are potentially always active and in competition with one another? What are the neural mechanisms that underlie proficient bilingualism? What are the general consequences of bilingualism for cognition and for language and thought? This handbook will be essential reading for cognitive psychologists, linguists, applied linguists, and educators who wish to better understand the cognitive basis of bilingualism and the logic of experimental and formal approaches to language science.

How are words organized in the bilingual mind? How are they linked to concepts? How do bi- and multilinguals process words in their multiple languages? The first aim of this volume is to offer up-to-date answers to these questions. Its second aim is to provide readers with detailed step-by-step introductions to a variety of methodological approaches used to investigate the bilingual lexicon, from traditional neurocognitive and psycholinguistic approaches to the more recent ones that examine language use in context.

From Structure to Chaos. In Honor of Kees de Bot

Biological Perspectives on Language

Bilingual Development and Literacy Learning

The Cognitive and Emotional World of Bilinguals

Speech and Language Disorders in Bilinguals

New Trends in Language Acquisition Within the Generative Perspective

A major part of this book is devoted to the presentation of a series of proposals for collaborative research with investigators working in East Asia on cross-writing system comparisons and bilingual literacy - comparing alphabetic and morpho-syllabic literacy. The relationship between language and thought in bilinguals is examined in the light of evidence from pathology. --BOOK JACKET.

The aim of this volume is to integrate the current literature about the psychological dimensions of bilingualism: that is, to analyze psychological, subjective, and internal perspectives on bilingualism. What is the internal world of bilinguals like? How do they perceive the world and how do they think? What are the advantages and disadvantages of being bilingual? How does bilingualism interact with personality? In what way does being bilingual impact the aging mind? Renowned and emerging scholars alike explore these questions in the collected chapters. The organization of the book features four main component parts: (1) the inner cognitive world of the bilingual mind (2) bilingual language representation, and (3) bilingualism across the lifespan, and 4) bilingual cognitive and personality dimensions. Taken collectively, the

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included chapters provide a multidimensional and up-to-date perspective on bilingual studies, specifically concentrating on the cognitive and emotional dimensions of the individual. Chapter topics include: Conceptual Metaphor Theory Bilingual Figurative Language Processing Aging in Bilinguals Psychopathology in Bilinguals Personality Traits in Bilinguals Addressing the growing demand for bilingual research, this collection provides a timely and much needed perspective on the bilingual as an individual, exploring his/her internal world and a range of phenomena, including emotional word processing, personality traits, language effects on the mind, and cognitive effects of bilingualism. As such, it will appeal to a wide range of readers across various intellectual and professional arenas, including cognitive psychologists, personality psychologists, psycholinguists, educational psychologists and second language teachers, among others.

Written as an introductory text from a crossdisciplinary perspective, this book covers individual and societal concepts in minority and majority languages.

Interdisciplinary Approaches

Multidisciplinary Perspectives on Multilingualism

Linguistics Encyclopedia

An Introduction

Incomplete Acquisition in Bilingualism

The Bilingualism Reader

This book brings together a broad, interdisciplinary group of leading scholars to critically assess a recent proposal within translanguaging theory called deconstructivism: the view that discrete or "named" languages do not exist. Contributors explore important topics in relation to the deconstructivist turn in translanguaging, including epistemology, language ideology, bilingual linguistic competence, codeswitching, bilingual first language acquisition, the neurolinguistics of bilingualism, the significance of language naming to Indigenous language reclamation efforts, implications for bilingual education and language rights, and the effects of translanguaging on immersion programs for endangered languages. Contributing authors converge on support for a multilingual perspective on translanguaging which affirms the pedagogical and conceptual aims of translanguaging but rejects deconstructivism. The book makes a valuable contribution to the development of translanguaging theory and will be required reading for scholars and students interested in one of the most vibrant and vital debates in contemporary applied linguistics.

This volume is the outcome of the author's observations and puzzlement over seventeen years of teaching English and French as second languages, followed by 30 years of research into the neurolinguistic aspects of bilingualism. It examines, within the framework of a neurolinguistic theory of bilingualism (Paradis, 2004), the crucial and pervasive contributions made by declarative and procedural memory to the appropriation, representation and processing of a second language. This requires careful consideration of a number of concepts associated with issues pertaining to second language research: consciousness, interface, modularity, automaticity, proficiency, accuracy, fluency, intake, ultimate attainment, switching, implicit linguistic competence and explicit metalinguistic knowledge. It is informed by data from a variety of domains, including language pathology, neuroimaging, and, from each side of the fence, practical classroom experience. This book introduces four further proposals within the framework of a neurolinguistic theory of bilingualism: (1) There are two sets of cerebral representations, those that are capable of reaching consciousness and those that are not; implicit grammar is inherently not capable of reaching consciousness. (2) The increased activation observed in neuroimaging studies during the use of a second language is not devoted to the processing of implicit linguistic competence. (3) Intake is doubly implicit. (4) Given the premise that metalinguistic knowledge cannot be converted into implicit competence, there can be no possible interface between the two."

Presents state-of-the-art knowledge about languages in contact from individual bilingualism (or bilinguality) to societal bilingualism.

The Bilingual Aphasia Test is a comprehensive language test designed to assess the differential loss or sparing of various language functions in previously bilingual individuals. The individual is tested, separately, in each language he or she previously used, and then in the two languages simultaneously. The testing is multimodal -- sampling hearing, speaking, reading, and writing; and multidimensional -- testing various linguistic levels (phonological, morphological, syntactic, lexical, and semantic), tasks (comprehension, repetition, judgment, lexical access and propositionizing), and units (words, sentences, and paragraphs). The BAT is structured as follows: * To test a bilingual aphasic, you will need the following testing elements: the stimulus books for each of the languages in which the individual was formerly fluent, the single-language tests for each of these languages, as well as the bilingual test that links them. For example, if you are testing an English-French bilingual aphasic, you will need an English stimulus book, a French stimulus book, an English single-language test, a French single-language test, and an English-French bilingual test. * The BAT can also be used to test monolingual aphasics. To test for monolingual aphasia, you will need the stimulus book and the single-language test in the language in which the individual was formerly fluent. * Professor Paradis' book, *The Assessment of Bilingual Aphasia*, provides the background material and serves as the manual for the test. The BAT is available in dozens of languages and language pairs. There are now 106 bilingual pairs available. Additional single-language and bilingual tests are being prepared continuously. If the language (or language pair) you need is not listed, please call LEA to find out if and when it will be available. Single-language materials are now available in: Amharic Arabic (Jordanian) Arabic (Maghrebian) Armenian (Eastern) Armenian (Western) Azari Basque Berber Bulgarian Catalán Chinese (Cantonese) Chinese (Mandarin) Croatian Czech Danish Dutch English Farsi Finnish French Friulian Galician German Greek Hebrew Hindi Hungarian Icelandic Inuktitut Italian Japanese Kannada Korean Kurdish Latvian Lithuanian Luganda Malagasy Norwegian Oryia Polish Portuguese (Brazilian) Portuguese (European) Rumanian Russian Somali Spanish (American) Spanish (European) Swahili Swedish Tagalog Tamil Turkish Ukrainian Urdu Vietnamese Yiddish Bilingual pairs are now available in: Amharic/English Amharic/French Arabic/Armenian Arabic/English Arabic/French Arabic/Somali Arabic/Swahili Armenian/English Armenian/Farsi Armenian/French Armenian/Russian Basque/English Basque/French Basque/Spanish Berber/English Berber/French Bulgarian/English Bulgarian/French Bulgarian/German Bulgarian/Russian Catalán/Spanish Chinese (Cantonese)/English Chinese (Mandarin)/English Chinese/French Croatian/English Croatian/French Croatian/Italian Czech/English Czech/German Czech/Russian Czech/Swedish Danish/English Danish/German Dutch/English Dutch/French Dutch/German Dutch/Hebrew English/Farsi English/Finnish English/French English/Friulian English/German English/Greek English/Hebrew English/Hindi English/Hungarian English/Icelandic English/Italian English/Japanese English/Korean English/Latvian English/Lithuanian English/Luganda English/Norwegian English/Polish English/Portuguese English/Rumanian English/Russian English/Serbian English/Somali English/Spanish English/Swahili English/Swedish English/Tagalog English/Turkish English/Urdu English/Vietnamese Farsi/French Farsi/Hebrew Finnish/French Finnish/Swedish French/Friulian French/German French/Greek French/Hebrew French/Hungarian French/Italian French/Japanese French/Malagasy French/Polish French/Rumanian French/Russian French/Serbian French/Somali French/Spanish French/Swahili French/Urdu French/Vietnamese Friulian/German Friulian/Italian Galician/Spanish German/Greek German/Hebrew German/Hungarian German/Italian German/Polish German/Russian German/Spanish German/Swedish Greek/Spanish Greek/Turkish Italian/Rumanian Italian/Spanish

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Portuguese/Spanish Russian/Swedish Somali/Swahili
Psycholinguistic and Neuropsychological Perspectives
International Handbook of Bilingualism and Bilingual Education

This book introduces the reader to both neurolinguistics per se and the neuropsychological aspects of bilingualism. Neurolinguistics may roughly be defined as a subset of neuropsychology, namely the study of the representation and processing of language in the brain. To this effect, the first chapters of the book focus on the basic neuropsychology of language processing and acquisition. The second half of the book addresses the issues of cerebral representation and processing of language in bi-or multilingual subjects. All aspects are systematically dealt with, namely the definition of bilingualism; an analysis of all the issues related to bilingual aphasia, i.e. patterns of recovery of the patients' various languages in diverse population; an investigation of the methodologies used in the study of the neuropsychological aspects of the various linguistic functions, such as comprehension, production and translation; and lastly, the issues of cerebral lateralization and neuroanatomical localization of the numerous cortical and subcortical structures subserving the various language system components in multilingual subjects. It is an excellent introduction to both the neuropsychology of language and the phenomena related to bilingualism. This book will be of particular interest to students of language therapy, aphasiology, applied psycholinguistics, neurolinguistics and, in general, to students of medicine who wish to become more knowledgeable about the specific needs of patients in a multilingual society.