

A Neurolinguistic Theory of Bilingualism

Michel Paradis

STUDIES IN BILINGUALISM

A Neurolinguistic Theory Of Bilingualism Studies In Bilingualism

**Hendrik De Smet, Lobke
Ghesquière, Freek Van de Velde**



A Neurolinguistic Theory Of Bilingualism Studies In Bilingualism:

A Neurolinguistic Theory of Bilingualism Michel Paradis, 2004-01-01 The relationship between language and thought in bilinguals is examined in the light of evidence from pathology **BOOK JACKET** Declarative and Procedural Determinants of Second Languages Michel Paradis, 2009 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 *The Neurolinguistics of Bilingualism* F. Fabbro, 1999 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 **Third Language Acquisition in Adulthood** Jennifer Cabrelli Amaro, Suzanne Flynn, Jason

Rothman,2012 Provides an overview of present trends in the study of adult additive multilingualism from formal psycholinguistic and sociolinguistic perspectives adding new insights into adult multilingual epistemology This book includes critical reviews of L3 Ln morphosyntax phonology and the lexicon *Cognitive Perspectives on Bilingualism* Monika Reif,Justyna A. Robinson,2016-04-25 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

Sign Bilingualism Carolina Plaza Pust,Esperanza Morales López,2008 This volume provides a unique cross disciplinary perspective on the external ecological and internal psycholinguistic factors that determine sign bilingualism its development and maintenance at the individual and societal levels Multiple aspects concerning the dynamics of contact situations involving a signed and a spoken or a written language are covered in detail i e the development of the languages in bilingual deaf children cross modal contact phenomena in the productions of child and adult signers sign bilingual education concepts and practices in diverse social contexts deaf educational discourse sign language planning and interpretation This state of the art collection is enhanced by a final chapter providing a critical appraisal of the major issues emerging from the individual studies in the light of current assumptions in the broader field of contact linguistics Given the interdependence of research policy and practice the insights gathered in the studies presented are not only of scientific interest but also bear important implications concerning the perception understanding and promotion of bilingualism in deaf individuals whose language acquisition and use have been ignored for a long time at the socio political and scientific levels

Bilingual Cognition A. M. B. de Groot,2011-04-27 The first introductory level textbook that comprehensively covers the psycholinguistic study of bilingualism and multilingualism including traditional and brain based approaches Each chapter covers a key series of topics in clear accessible language and includes a description of the relevant methodological issues It provides a valuable resources for students and researchers in psycholinguistics

On Multiple Source Constructions in Language Change Hendrik De Smet,Lobke Ghesquière,Freek Van de Velde,2015-11-15 In much writing on language change there is a tacit assumption that change operates on a single source construction to produce an innovative target construction

This volume challenges this assumption by showing that many changes involve interactions between multiple source constructions. In fact, the involvement of multiple source constructions is unexceptional. The phenomenon is observed in phonology, morphology, syntax, and semantics. It is seen in language internal change as well as in contact-induced change. Interactions may obtain between independent but historically related constructions as well as between historically unrelated constructions. The contributions to this volume, on the one hand, present specific case studies on changes involving multiple source constructions in various domains of grammar and in a variety of languages. On the other hand, they discuss how such changes can be accommodated in current theoretical models of language. Originally published in *Studies in Language* Vol 37 3 2013.

Cognitive Linguistics in the English as a foreign language classroom Dorothee Kohl-Dietrich, 2018. Cognitive Linguistics takes an experientialist approach towards language, emphasizing the centrality of physical experience for cognitive development. That is, cognition is regarded as embodied and language as part of the human cognitive system is shaped by how human beings interact with their physical and social environment. Thus, language is usage-based and form-meaning mappings can be explained and systematized on the basis of their conceptual motivation. Despite the pedagogical potential of this theory, Cognitive Linguistic applications in foreign language teaching and learning are still in their initial stages, and empirical research testing the effect of Cognitive Linguistic teaching approaches in real classroom settings is rather scarce. The aim of this monograph is to provide insight into key tenets of the Cognitive Linguistic framework under the premise of their relevance for foreign language pedagogy. Empirical studies are presented focusing on how phrasal verbs can be taught from a Cognitive Linguistic perspective via awareness-raising methods. Based on statistical analyses and considering individual learner variables such as language aptitude, cognitive load, and how students evaluated their own learning outcome, the author discusses the merits of a Cognitive Linguistic approach to phrasal verbs.

Sources of Variation in First Language Acquisition Maya Hickmann, Edy Veneziano, Harriet Jisa, 2018-02-22. Developmental research has long focused on regularities in language acquisition, minimizing factors that might be responsible for variation. Although researchers are now increasingly concerned with one or another of these factors, this volume brings together research on three different sources of variation: language-specific properties, the nature of the input to children across contexts, and several aspects of the learners themselves. Chapters explore these sources of variation within an interdisciplinary and comparative approach, allying theories and methodologies stemming from linguistics, psycholinguistics, developmental psychology, and neuroscience. The comparative perspective involves different languages, contexts of use, types of learners, first/second language acquisition, monolingual/bilingual learners, autism, language impairment, as well as vocal and visuo-gestural communicative modalities, co-verbal gestures, sign language acquisition. The volume points to the need to enhance interdisciplinary research using complementary methodologies to further examine sources of variation and to integrate variation into a more general developmental theory.

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