

Download File PDF Perspective Processing Modular A Mind Multilingual The

As recognized, adventure as without difficulty as experience approximately lesson, amusement, as without difficulty as concord can be gotten by just checking out a book **Perspective Processing Modular A Mind Multilingual The** along with it is not directly done, you could agree to even more vis--vis this life, almost the world.

We meet the expense of you this proper as with ease as simple mannerism to get those all. We manage to pay for Perspective Processing Modular A Mind Multilingual The and numerous ebook collections from fictions to scientific research in any way. among them is this Perspective Processing Modular A Mind Multilingual The that can be your partner.

KEY=MODULAR - URIEL AMIYA

The Multilingual Mind A Modular Processing Perspective *Cambridge University Press* "This book is the first detailed description of a particular theoretical framework for studying language development and language performance. The framework is called MOGUL (Modular On-line Growth and Use of Language). It has been the topic of numerous publications and presentations since the appearance of our 2004 keynote article in *Bilingualism: Language & Cognition*. MOGUL is not just about how a language grows in the individual child: it is about how the mind expands to accommodate more than one language both in childhood and later in life and how these various linguistic systems share space and interact"-- **The Multilingual Mind A Modular Processing Perspective** "This book is the first detailed description of a particular theoretical framework for studying language development and language performance. The framework is called MOGUL (Modular On-line Growth and Use of Language). It has been the topic of numerous publications and presentations since the appearance of our 2004 keynote article in *Bilingualism: Language & Cognition*. MOGUL is not just about how a language grows in the individual child: it is about how the mind expands to accommodate more than one language both in childhood and later in life and how these various linguistic systems share space and interact"-- **The Multilingual Mind A Modular Processing Perspective** The Multilingual Mind explores, within a processing perspective, how languages share space and interact in our minds. The Multilingual Mind A Modular Processing Perspective The Multilingual Mind explores, within a processing perspective, how languages share space and interact in our minds. **Essential Topics in Applied Linguistics and Multilingualism Studies in Honor of David Singleton** *Springer Science & Business Media* This book brings together papers dealing with essential issues in applied linguistics and multilingualism that have been contributed by leading figures in these two fields and present state-of-the-art developments in theory and research. The first part includes articles touching on various aspects of multiple-language acquisition, with a particular emphasis on the role of affordances, the interfaces between language and thought, and factors influencing the process of language learning. Part Two deals with individual variations in the acquisition of additional languages, focusing in particular on the impact of such variables as age, aptitude, motivation and learning deficits. Finally, Part Three presents contributions illuminating key issues in the acquisition of different subsystems and skills, such as grammar, phonology, lexis and writing systems. Thanks to the diversity of perspectives on applied linguistics and multilingualism, as well as the cutting-edge nature of some of the proposals, this edited collection will be an important reference work and a source of inspiration for theorists and researchers. **Multilingual Lexical Recognition in the Mental Lexicon of Third Language Users** *Springer* The monograph constitutes an attempt to demonstrate that trilinguals should be considered as learners and speakers in their own right as opposed to L2 learners with a view to enumerating consequences this would bring to third or additional language teaching. Its theoretical part offers an insight into the structure of the multilingual mental lexicon which is a product of the interplay of a whole array of cross-linguistic factors in the minds of multilingual speakers. The empirical part reports the findings of an empirical study which aimed to investigate connections which are formed between multiple languages in a multilingual mind. All the aspects, analyzed in the experiments are part of a broader question of how multilinguals make their lexical decisions and, more specifically, how they recognize words from different languages. The book closes with the discussion of the role of the obtained results for multilingual didactics as well as some possible areas for future research. **Introducing Language and Cognition** *Cambridge University Press* In this accessible introduction, Mike Sharwood Smith provides a working model or 'map' of the mind, with language as its centrepiece. Drawing on cutting-edge research across linguistics, psychology and neuroscience, it allows students to quickly grasp how each separate aspect of the mind's operations can be related. This 'big picture' view includes the way the mind makes, stores and loses memories of all kinds as well how its various 'expert systems' combine and collaborate to solve, typically beyond our conscious awareness, the myriad of tasks we are faced with every minute and millisecond of our existence. The book also focuses on language, that is, the mind of monolingual, bilingual and multilingual speakers. It will be of interest to all students wishing to learn more about the complex relationship between language - one of the most important ways in which we define ourselves as human - and the mind. **The Cambridge Handbook of Working Memory and Language** *Cambridge University Press* Bringing together cutting-edge research, this Handbook is the first comprehensive text to examine the pivotal role of working memory in first and second language acquisition, processing, impairments, and training. Authored by a stellar cast of distinguished scholars from around the world, the Handbook provides authoritative insights on work from diverse, multi-disciplinary perspectives, and introduces key models of working memory in relation to language. Following an introductory chapter by working memory pioneer Alan Baddeley, the collection is organized into thematic sections that discuss working memory in relation to: Theoretical models and measures; Linguistic theories and frameworks; First language processing; Bilingual acquisition and processing; and Language disorders, interventions, and instruction. The Handbook is sure to interest and benefit researchers, clinicians, speech therapists, and advanced undergraduate and postgraduate students in linguistics, psychology, education, speech therapy, cognitive science, and neuroscience, or anyone seeking to learn more about language, cognition and the human mind. **Consciousness and Second Language Learning** *Multilingual Matters* This book explores the place of consciousness in second language learning. It offers extensive background information on theories of consciousness and provides a detailed consideration of both the nature of consciousness and the cognitive context in which it appears. It presents the established Modular Online Growth and Use of Language (MOGUL) framework and explains the place of consciousness within this framework to enable a cognitively conceptualised understanding of consciousness in second language learning. It then applies this framework to fundamental concerns of second language acquisition, those of perception and memory, looking at how second language representations come to exist in the mind and what happens to these representations once they have been established (memory consolidation and restructuring). **The Oxford Handbook of Language Attrition** *Oxford Handbooks* This volume is the first handbook dedicated to language attrition, the study of how a speaker's language may be affected by crosslinguistic interference and non-use. Topics covered include theoretical implications, psycho- and neurolinguistic approaches, linguistic and extralinguistic factors, L2 attrition, and heritage languages. **The Multilingual Mind A Modular Processing Perspective** *Cambridge University Press* Language lies at the heart of the way we think, communicate and view the world. Most people on this planet are in some sense multilingual. The Multilingual Mind explores, within a processing perspective, how languages share space and interact in our minds. The mental architecture proposed in this volume permits research across many domains in cognitive science to be integrated and explored within one explanatory framework, recasting compatible insights and findings in terms of a common set of terms and concepts. The MOGUL framework has already proven effective for shedding light on the relationship between processing and learning, metalinguistic knowledge, consciousness, optionality, crosslinguistic influence, the initial state, 'UG access', ultimate attainment, input enhancement, and even language instruction. This groundbreaking work will be essential reading for linguists working in language acquisition, multilingualism, language processing and for those working in related areas of psychology, neurology and cognitive science. **Understanding Variability in Second Language Acquisition, Bilingualism, and Cognition A Multi-Layered Perspective** *Taylor & Francis* This collection brings together linguistic, psychological, and sociological perspectives reflecting on the relationships and interactions of the multilayered factors impacting second language development and cognitive competence. The book advocates a system approach as a counterpoint to existing scholarship, which has tended to focus on a small set of variables. The 13 chapters demonstrate the ways in which cognitive and linguistic development are intrinsically linked, occurring within a nested structure of multiple levels: individual neuro-cognitive systems and processes, individual engagement with the social world, and the wider social and institutional environments and cultural contexts affecting the belief systems and linguistic conventions of social groups. The volume begins by outlining the theoretical and methodological foundations before moving into a more focused look at the interplay of these different variables at the macro, meso, and micro levels. A final section features two commentary chapters from linguistics and psychology, respectively, synthesizing insights from earlier chapters and situating the collection within broader scholarship on linguistic and cognitive development, theoretical and methodological implications, and discussions of avenues for future empirical research. This book will be of particular interest to scholars in second language acquisition, psycholinguistics, cognition, psychology, and sociology. **Learning a non-native language in a naturalistic environment: Insights from behavioural and neuroimaging research** *Frontiers Media SA* It is largely accepted in the relevant literature that successful learning of one or more non-native languages is affected by a number of factors that are independent of the target language(s) per se; these factors include the age of acquisition (AoA) of the target language(s), the type and amount of formal instruction the learners have received, as well as the amount of language use that the learners demonstrate. Recent experimental evidence suggests that one crucial factor for efficient native-like performance in the non-native language is the amount of naturalistic exposure, or immersion, that the learners receive to that language. This can be broadly defined as the degree to which language learners use their non-native language outside the classroom and for their day-to-day activities, and usually presupposes that the learners live in an environment where their non-native language is exclusively or mostly used. Existing literature has suggested that linguistic immersion can be beneficial for lexical and semantic acquisition in a non-native language, as well as for non-native morphological and syntactic processing. More recent evidence has also suggested that naturalistic learning of a non-native language can also have an impact on the patterns of brain activity underlying language processing, as well as on the structure of brain regions that are involved, expressed as changes in the grey matter structure. This Research Topic brings together studies on the effects of learning and speaking a non-native language in a naturalistic environment. These include more efficient or "native-like" processing in behavioural tasks tapping on language (lexicon, morphology, syntax), as well as changes in the brain structure and function, as revealed by neuroimaging studies. **Formal Linguistics and Language Education New Empirical Perspectives** *Springer Nature* This volume focuses on work that has its origin and motivation in formal linguistics and theory-driven research on the acquisition of grammar, and on this basis tries to establish links to language pedagogy, including students' and teachers' beliefs about what 'grammar' actually is. The contributions to this volume cover a wide range of empirical linguistic domains and concern aspects of morphosyntax, including word order, inflectional morphology, article systems, pronouns, compounding patterns, as well as orthography and students' general beliefs about grammar. "There are very few volumes which include work for language education by researchers in formal linguistics. This volume does just that, looking at grammar both in terms of the teaching of grammar in general, and with treatment of specific areas of grammar. As such it is a welcome contribution to our understanding of language education, and the role of grammar in language teaching." (Melinda Whong, The Hong Kong University of Science and Technology, Hong Kong) **Language Change The Impact of English as a Lingua Franca** *Cambridge University Press* Through integrating different perspectives on language change, this book explores the enormous on-going linguistic upheavals in the wake of the global dominance of English. Combining empirical research with theoretical approaches, it will appeal to researchers and graduate students of English, and also of other languages studying language change. **Working Memory and Language in the Modular Mind** *Routledge* The book explores two fundamental aspects of the human mind and their relation to one another. The first is the way that information is put to use in the mind. When we are doing a mental arithmetic problem, for example, how do we bring the relevant bits of information to mind and hold them there while carrying out the series of calculations? This is working memory, the subject of an enormous research literature in psychology, neuroscience, and a great many other disciplines. Characterizing the working memory process is now a major part of efforts to understand the human mind. How we characterize this process depends of course on how we characterize the human mind as a whole. In particular, is the mind made up of

a number of distinct units, each carrying out a specialized function? There is considerable reason to say that it is, and this modular view of the mind has become prominent in a great deal of academic work, notably in cognitive neuroscience, with important implications for our understanding of how working memory works. But these implications have received surprisingly little consideration to this point. The aim of the book is to explore this relation between working memory and modularity, first in general terms and then using a specific modular view of the mind - the Modular Cognition Framework. The ideas are illustrated and further developed through an application to language and especially second language acquisition and use. *Language and Aging in Multilingual Contexts Multilingual Matters* In this book different aspects of language and aging are discussed. While language spoken by and language spoken with elderly people have been treated as different areas of research, it is argued here that from a dynamical system perspective the two are closely interrelated. In addition to overviews of research on language and aging, a number of projects on this topic in multilingual settings are presented. *The Texture of the Lexicon Relational Morphology and the Parallel Architecture Oxford University Press, USA* This volume offers a major reconceptualization of linguistic theory through the lens of morphology, crucially collapsing the distinction between the lexicon and the grammar. This approach accounts for both productive and non-productive morphological phenomena, and moreover integrates linguistic theory into psycholinguistics and human cognition. *Second Language Acquisition Oxford University Press* This textbook approaches second language acquisition from the perspective of generative linguistics. Roumyana Slabakova reviews and discusses paradigms and findings from the last thirty years of research in the field, focussing in particular on how the second or additional language is represented in the mind and how it is used in communication. The adoption and analysis of a specific model of acquisition, the Bottleneck Hypothesis, provides a unifying perspective. The book assumes some non-technical knowledge of linguistics, but important concepts are clearly introduced and defined throughout, making it a valuable resource not only for undergraduate and graduate students of linguistics, but also for researchers in cognitive science and language teachers. *How Second Languages are Learned An Introduction Cambridge University Press* A comprehensive introduction to second language learning for newcomers to the field, with frequent summaries and supporting activities. *Grammar A Linguists' Guide for Language Teachers Cambridge University Press* An engaging guide to grammar, this book introduces linguistic theory and language acquisition research to language teachers. *Introducing Language in Use A Course Book Routledge* *Introducing Language in Use*, second edition, provides a lively and accessible introduction to the study of language and linguistics. Drawing on a vast range of data and examples of language in its many forms, this book provides students with the tools they need to analyse real language in diverse contexts. The second edition of this best-selling textbook has been fully revised and updated with entirely new chapters on Phonology and Sociolinguistics, two separate chapters on syntax and grammar, completely rewritten chapters on Multilingualism, Psycholinguistics and World Englishes, and a greater focus on corpus linguistics. *Introducing Language in Use: covers all the core areas and topics of language study, including semiotics, communication, grammar, phonetics, phonology, words, semantics, variety in language, history of English, world Englishes, multilingualism, psycholinguistics, sociolinguistics, language acquisition, conversation analysis, pragmatics and politeness* adopts a 'how to' approach, encouraging students to apply their knowledge as they learn it draws on examples of language from around the world in forms ranging from conversation to advertising and text messaging, always giving precedence to real language in use includes activities throughout the text and an extensive glossary of terms The book is supported by a companion website offering a wealth of additional resources including commentaries on the activities in the book, suggested further reading and references, links to useful websites, more texts to analyse, additional web activities, 'fun with language' exercises, discussion questions and an additional 'Language in Education' chapter. This is an essential coursebook for all introductory courses in English language, communication and linguistics. Visit the companion website at www.routledge.com/cw/merrison *The Internal Context of Bilingual Processing John Benjamins Publishing Company* This book offers a broad-based account of bilingual processing, drawing on research findings and current thinking from various domains across cognitive science. The theoretical approach adopted is the Modular Cognition Framework in which language processing is characterized as an interaction between dedicated linguistic systems and the other modules of the human mind. The latter provide the 'internal context' of bilingual processing. This internal context involves goals, value, emotion, self, and representations of the external context. The book combines all these elements into a coherent picture of the bilingual's internal context and the way it shapes processing. It then shows how some central concepts in cognitive science and bilingualism fit in with - and follow from - this view. These concepts include working memory, consciousness, attention, effort, codeswitching, and the possible cognitive benefits of being bilingual. The book should be of interest to professionals in the field as well as postgraduate students and advanced undergraduates. *A Dynamic Model of Multilingualism Perspectives of Change in Psycholinguistics Multilingual Matters* The model presented in this volume draws together various strands of research - second language acquisition theory, bilingualism research, dynamic systems theory - to develop a novel approach to this challenging subject. Its main focus lies on the psycholinguistic dynamics of multilingualism, the processes of change in time affecting two or more language systems. *On the Dynamics of Early Multilingualism A Psycholinguistic Study Walter de Gruyter GmbH & Co KG* This book contributes to current issues in TLA and multilingualism research. It discusses multilingual learning and development from a Dynamic Systems Theory perspective. The author argues that trilingual education does not harm or confuse young learners but that the teaching of three languages from an early age carries positive implications for children's linguistic, metalinguistic, and crosslinguistic awareness. *Third Language Acquisition in Adulthood John Benjamins Publishing* 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. *The Handbook of the Neuroscience of Multilingualism John Wiley & Sons* The definitive guide to 21st century investigations of multilingual neuroscience The *Handbook of the Neuroscience of Multilingualism* provides a comprehensive survey of neurocognitive investigations of multiple-language speakers. Prominent scholar John W. Schwieter offers a unique collection of works from globally recognized researchers in neuroscience, psycholinguistics, neurobiology, psychology, neuroimaging, and others, to provide a multidisciplinary overview of relevant topics. Authoritative coverage of state-of-the-art research provides readers with fundamental knowledge of significant theories and methods, language impairments and disorders, and neural representations, functions, and processes of the multilingual brain. Focusing on up-to-date theoretical and experimental research, this timely handbook explores new directions of study and examines significant findings in the rapidly evolving field of multilingual neuroscience. Discussions on the bilingual advantage debate, recovery and rehabilitation patterns in multilingual aphasia, and the neurocognitive effects of multilingualism throughout the lifespan allow informed investigation of contemporary issues. Presents the first handbook-length examination of the neuroscience and neurolinguistics of multilingualism Demonstrates how neuroscience and multilingualism intersect several areas of research, such as neurobiology and experimental psychology Includes works from prominent international scholars and researchers to provide global perspective Reflects cutting-edge research and promising areas of future study in the dynamic field of multilingual neuroscience The *Handbook of the Neuroscience of Multilingualism* is an invaluable resource for researchers and scholars in areas including multilingualism, psycholinguistics, second language acquisition, and cognitive science. This versatile work is also an indispensable addition to the classroom, providing advanced undergraduate and graduate students a thorough overview of the field. *Second Language Learning Theories Fourth Edition Routledge* Written by a team of leading experts working in different SLA specialisms, this fourth edition is a clear and concise introduction to the main theories of second language acquisition (SLA) from multiple perspectives, comprehensively updated to reflect the very latest developments SLA research in recent years. The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework. Each chapter examines the claims and scope of each theory and how each views language, the learner and the acquisition process, supplemented by summaries of key studies and data examples from a variety of languages. Chapters end with an evaluative summary of the theories discussed. Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language (L2) learning, the implications of advances in generative linguistics and the "social turn" in L2 research, with re-worked chapters on functional, sociocultural and sociolinguistic perspectives, and an entirely new chapter on theory integration, in addition to updated examples using new studies. *Second Language Learning Theories* continues to be an essential resource for graduate students in second language acquisition. *Competing Structures in the Bilingual Mind A Psycholinguistic Investigation of Optional Verb Number Agreement Springer* This volume combines psycholinguistic experiments with typological investigations in order to provide a comprehensive exploration of the linguistic structure of verb-number agreement in bilingual speakers, with a particular focus on the Turkish language. It takes as its starting point the question of which linguistic structures pose difficulties for bilingual speakers, and then proceeds to evaluate the question by using the interface phenomenon of optional verb number agreement. In doing so, this volume investigates how the bilingual mind handles grammatical structures that demand high processing resources, working towards a processing-based linguistic framework for the bilingual mind. Beginning with a thorough survey of the current research of the interface phenomenon in the bilingual mind, the volume then proceeds to present two separate studies on each linguistic interface type, namely semantics-syntax interface and syntax-pragmatics interface, thus filling a number of gaps in the bilingualism research with regards to the interface phenomenon The results and conclusions of these studies are then integrated with current knowledge and research from the field within a theoretical and processing-based framework in order to explore new psycholinguistic insights for the bilingual mind, specifically the conclusion that the grammar of bilingual speakers is shaped according to cross linguistic tendencies. Ultimately, it provides a unified account and a comprehensive conclusion regarding the non-native-like patterns in grammar of bilingual speakers. Serving as a fascinating and timely resource, *Competing Structures in the Bilingual Mind: An Investigation of Optional Verb Number Agreement* will appeal to bilingualism researchers, clinical linguists, cognitive scientists, experimental linguists, and any linguist specializing in Turkic or Altaic languages. *Psychology of Bilingualism The Cognitive and Emotional World of Bilinguals Springer* 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 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. *Subsymbolic Natural Language Processing An Integrated Model of Scripts, Lexicon, and Memory MIT Press* Risto Miikkulainen draws on recent connectionist work in language comprehension to create a model that can understand natural language. Using the DISCERN system as an example, he describes a general approach to building high-level cognitive models from distributed neural networks and shows how the special properties of such networks are useful in modeling human performance. In this approach connectionist networks are not only plausible models of isolated cognitive phenomena, but also sufficient constituents for complete artificial intelligencesystems. Distributed neural networks have been very successful in modeling isolated cognitive phenomena, but complex high-level behavior has been tractable only with symbolic artificial intelligence techniques. Aiming to bridge this gap, Miikkulainen describes DISCERN, a complete natural language processing system implemented entirely at the subsymbolic level. In DISCERN, distributed neural network models of parsing, generating, reasoning, lexical processing, and episodic memory are integrated into a single system that learns to read, paraphrase, and answer questions about stereotypical narratives. Miikkulainen's work, which includes a comprehensive survey of the connectionist literature related to natural language processing, will prove especially valuable to researchers interested in practical techniques for high-level representation, inferencing, memory modeling, and modular connectionist architectures. Risto Miikkulainen is an Assistant Professor in the Department of Computer Sciences at The University of Texas at Austin. *Mind Matters in SLA*

Multilingual Matters This book examines key issues in theories of what language is and what happens in the mind during second language acquisition (SLA), inspiring readers to think in new and exciting ways about language learning and teaching. Chapters, written by both established and rising star scholars, provide cutting-edge insights and new empirical findings on major topics of formal and cognitive linguistics, psycholinguistics and second language development, and offer a coherent, wide-ranging, reader-friendly examination of learner-internal factors in SLA. The first section of the book focuses on issues that are pertinent to our understanding of language acquisition, particularly in relation to syntax. The second section comprises empirical chapters on syntax, the lexicon, phonetics/phonology and language production in English and other languages. These chapters refer to theories and frameworks from within SLA to enable the reader to grasp the key questions and issues that are currently relevant. The final section focuses on research relating to how second language (L2) learners make transitions from one stage of development to the next; it covers state-of-the-art psycholinguistic research concerning how L2 acquisition occurs in real time, and includes discussion of models of L2 development both in and out of the classroom. *Study Abroad and the Second Language Learner Expectations, Experiences and Development* *Bloomsbury Publishing* Situated at the interface between study abroad and second language acquisition research, this book adopts a threefold thematic focus to study abroad and the language learner, investigating learner beliefs about study abroad, learner experiences of study abroad in relation to a range of individual, cultural and social factors, and the nature of learner development while abroad at an intercultural, personal and linguistic level. Chapters present studies of learners in different geographical contexts, with different first and second language combinations. The studies draw on different methodologies, incorporating quantitative, qualitative and mixed-method approaches. Presenting findings with implications for learner preparation, expectations and support during study abroad, and highlighting developmental issues within second language acquisition, *Study Abroad and the Second Language Learner* will be of interest to all study abroad and second language acquisition researchers, as well as programme organisers, language instructors and other stake holders. *Bilingual Competence and Bilingual Proficiency in Child Development* *MIT Press* A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues. When two or more languages are part of a child's world, we are presented with a rich opportunity to learn something about language in general and about how the mind works. In this book, Norbert Francis examines the development of bilingual proficiency and the different kinds of competence that come together in making up its component parts. In particular, he explores problems of language ability when children use two languages for tasks related to schooling, especially in learning how to read and write. He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language-speaking community in Mexico. This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today, including the distinction between competence and proficiency, modularity, and the Poverty of Stimulus problem. Francis proposes that competence (knowledge) should be considered as an integral component of proficiency (ability) rather than something separate and apart, arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study. The bilingual indigenous language project illustrates how the concepts of modularity and the competence-proficiency distinction in particular might be applied to problems of language learning and literacy. Few investigations of indigenous language and culture approach bilingual research problems from a cognitive science perspective. By suggesting connections to broader cognitive and linguistic issues, Francis points the way to further research along these lines. *Teachability and Learnability across Languages* *John Benjamins Publishing Company* Teachability and Learnability across Languages addresses key issues in second, foreign and heritage language acquisition, as well as in language teaching. Focusing on a Processability Theory perspective, it brings together empirical studies of language acquisition, language teaching, and language assessment. For the first time, a research timeline for the role of instruction in language learning is presented, showing how the field of second language acquisition (SLA) research has developed over the last four decades since Pienemann's work on learnability and syllabus construction over the 1980s. The book includes studies of child and adult second as well as foreign language acquisition research, covering a wide range of target languages including English, German, Hungarian, Japanese, Norwegian, Polish, Spanish, Swedish, and Turkish. In addition, future extensions of PT are discussed. This volume is designed for advanced students in international programs of SLA and Applied Linguistics as well as for SLA researchers and second and foreign language teachers. *Language Talent and Brain Activity* *Walter de Gruyter* This comprehensive project has the objective of describing and assessing pronunciation talent with special focus on its psychological and neural correlates. The first part of this undertaking describes the extensive tests necessary to measure phonetic talent in its various dimensions, such as production and perception, the segmental and suprasegmental levels of speech, and different utterance forms such as spontaneous speech, reading and imitation. Subjects are examined in their native language (German), a familiar second language (English) and, to a lesser degree, an unfamiliar language (Hindi). The project also investigates psychological and behavioral influences such as empathy or motivation on pronunciation performance, as well as correlations with general linguistic aptitude. The described measures and correlations allow a reliable classification of proficiency and talent level to be used in the selection of subjects for the neuroimaging studies in the second part of the project. These use functional magnetic resonance imaging in order to observe differences in brain activity between talented and untalented individuals during the performance of phonetic tasks (perception of phonetic differences, imitation, reading). *Modeling Bilingualism From Structure to Chaos: in Honor of Kees de Bot* *John Benjamins Publishing* From structure to chaos: twenty years of modeling bilingualism / Diane Larsen-Freeman, Monika S. Schmid and Wander Lowie -- Psycholinguistic perspectives on language processing in bilinguals / Judith Kroll and Daan Hermans -- Triggered codeswitching: evidence from picture naming experiments / Mirjam Broersma -- Working memory capacity, inhibitory control, and proficiency in a second language / Susan Gass and Junkyu Lee -- Explanations of associations between L1 and L2 literacy skills / Jan H. Hulstijn -- The acquisition, attrition, and relearning of mission vocabulary / Lynne Hansen -- Second language attrition: theory, research and challenges / Lelia Murtagh -- Contact X time: external factors and variability in L1 attrition / Monika S. Schmid -- The shifting structure of emotion semantics across immigrant generations: effects of the second culture on the first language / Robert W. Schrauf and Julia Sanchez -- Bilingualism, code-switching and aging: a myth of attrition and a tale of collaboration / Michael Clyne -- Language reversion versus general cognitive decline: towards a new taxonomy of language change in elderly bilingual immigrants / Merel Keijzer -- A dynamic model of expert-novice co-adaptation during language learning and acquisition / Paul van Geert, Henderien Steenbeek and Marijn van Dijk -- The dynamics of multilingualism: Levelt's speaking model revisited / Wander Lowie and Marjolijn Verspoor -- Epilogue: twenty years of modeling bilingualism, from chaos to structure and back again / Bert Weltens *The Routledge Handbook of Second Language Research in Classroom Learning Processing and Processes* *Routledge* The Routledge Handbook of Second Language Research in Classroom Learning is a comprehensive psycholinguistic approach to the issue of instructed language learning that is uniquely theoretical, methodological, empirical, pedagogical, and curricular. Bringing together empirical studies with theoretical underpinnings, this handbook focuses on conceptual replications/extensions of, and new research on, classroom learning or Instructed SLA (ISLA). In chapters from leading experts, the Handbook reports on the tenets of several models that have postulated the roles of cognitive processes in the L2 learning process and also covers two major methodological data-elicitation procedures to be employed in addressing learner cognitive processes (think-aloud protocols and eye-tracking). With a dedicated interest in the role of this research in pedagogical ramifications, this handbook strives for deeper understanding of how L2 learners process L2 data in instructional settings. *Implicit and Explicit Language Learning Conditions, Processes, and Knowledge in SLA and Bilingualism* *Georgetown University Press* Over the last several decades, neuroscientists, cognitive psychologists, and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical, empirical, and methodological perspectives. This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications when possible. The volume includes an examination of the psychological and neurological processes of implicit and explicit learning, what aspects of language learning can be affected by explicit learning, and the effects of bilingualism on the mental processing of language. Rigorous empirical research investigations probe specific aspects of acquiring morphosyntax and phonology, including early input, production, feedback, age, and study abroad. A final section explores the rich insights provided into language processing by bilingualism, including such major areas as aging, third language acquisition, and language separation. *Perspectives on the 'Bilingual Advantage': Challenges and Opportunities* *Frontiers Media SA* The claim that multilanguage acquisition drives advantages in 'executive function' is currently an issue of vigorous debate in academic literature. Critics argue that evidence for this advantage has been confounded by unsound or questionable methodological practices, with some investigators abandoning research in this area altogether, indicating either that there is no bilingual advantage or that it is impossible to capture and therefore rule out alternative explanations for group differences. Over the past decade, and against this backdrop, theory has developed from a relatively narrow focus on inhibitory control to incorporate theory of mind, rule-based learning, reactive and proactive control, visuo-spatial memory, and control of verbal interference in speech comprehension. Most recently, authors have claimed that the process of becoming bilingual may also impact on metacognitive abilities. The fundamental issue is whether the limited capacity and goal-directed selectivity of our executive system can somehow be enhanced or otherwise profit from the continuous, intense competition associated with communicating in multilingual environments. However, although this issue has received much attention in academic literature, the question of which cognitive mechanisms are most influenced by the enhanced competition associated with multilingual contexts remains unresolved. Therefore, rather than dismissing this important topic, we advocate a more systematic approach in which the effects of multilingual experience are assessed and interpreted across well-defined stages of cognitive development. We encourage a broad, developmentally informed approach to plotting the trajectory of interactions between multi-language learning and cognitive development, using a convergence of neuroimaging and behavioral methods, across the whole lifespan. Moreover, we suggest that the current theoretical framing of the bilingual advantage is simplistic, and this issue may limit attempts to identify specific mechanisms most likely to be modulated by multilingual experience. For example, there is a tendency in academic literature to treat 'executive function' as an essentially unitary fronto-parietal system recruited in response to all manner of cognitive demand, yet performance across so called 'executive function' tasks is highly variable and intercorrelations are sometimes low. It may be the case that some 'higher level' mechanisms of 'executive function' remain relatively unaffected, while others are more sensitive to multilingual experience - and that there may be disadvantages as well as advantages, which themselves may be sensitive to factors such as age. In our view, there is an urgent need to take a more fine-grained approach to this issue, so that the strength and direction of changes in diverse cognitive abilities associated with multilanguage acquisition can be better understood. This book compiles work from psychologists and neuroscientists who actively research whether, how, and the extent to which multilanguage acquisition promotes enhanced cognition or protects against age-related cognitive or neurological deterioration. We hope this collection encourages future efforts to drive theoretical progress well beyond the highly simplistic issue of whether the bilingual cognitive advantage is real or spurious.