

On Understanding Grammar Perspectives In Neurolinguistics And Psycholinguistics Ser

[#grammar perspectives](#) [#neurolinguistics](#) [#psycholinguistics](#) [#language comprehension](#) [#brain language studies](#)

Explore the fascinating interplay of grammar perspectives within neurolinguistics and psycholinguistics. This deep dive examines how the human brain processes and understands linguistic structures, offering insights into language acquisition, cognitive mechanisms, and the neural bases of grammatical knowledge. Unravel the complexities of language from a biological and psychological standpoint.

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The Changing English Language

Experts from psycholinguistics and English historical linguistics address core factors in language change.

Semantic Role Universals and Argument Linking

The concept of semantic roles has been central to linguistic theory for many decades. More specifically, the assumption of such representations as mediators in the correspondence between a linguistic form and its associated meaning has helped to address a number of critical issues related to grammatical phenomena. Furthermore, in addition to featuring in all major theories of grammar, semantic (or 'thematic') roles have been referred to extensively within a wide range of other linguistic subdisciplines, including language typology and psycho-/neurolinguistics. This volume brings together insights from these different perspectives and thereby, for the first time, seeks to build upon the obvious potential for cross-fertilisation between hitherto autonomous approaches to a common theme. To this end, a view on semantic roles is adopted that goes beyond the mere assumption of generalised roles, but also focuses on their hierarchical organisation. The book is thus centred around the interdisciplinary examination of how these hierarchical dependencies subserve argument linking - both in terms of linguistic theory and with respect to real-time language processing - and how they interact with other information types in this process. Furthermore, the contributions examine the interaction between the role hierarchy and the conceptual content of (generalised) semantic roles and investigate their cross-linguistic applicability and psychological reality, as well as their explanatory potential in accounting for phenomena in the domain of language disorders. In bridging the gap between different disciplines, the book provides a valuable overview of current thought on semantic roles and argument linking, and may further serve as a point of departure for future interdisciplinary research in this area. As such, it will be of interest to scientists and advanced students in all domains of linguistics and cognitive science.

The Mental Corpus

John Taylor argues that an individual's knowledge of a language is a repository of memories. Similarities between items lead to generalizations then used to generate new expressions. He makes a compelling contribution to understanding language and the operations of the mind. The book will appeal to linguists, philosophers, and cognitive scientists.

Linguistic Categories, Language Description and Linguistic Typology

Few issues in the history of the language sciences have been an object of as much discussion and controversy as linguistic categories. The eleven articles included in this volume tackle the issue of categories from a wide range of perspectives and with different foci, in the context of the current debate on the nature and methodology of the research on comparative concepts – particularly, the relation between the categories needed to describe languages and those needed to compare languages. While the first six papers deal with general theoretical questions, the following five confront specific issues in the domain of language analysis arising from the application of categories. The volume will appeal to a very broad readership: advanced students and scholars in any field of linguistics, but also specialists in the philosophy of language, and scholars interested in the cognitive aspects of language from different subfields (neurolinguistics, cognitive sciences, psycholinguistics, anthropology).

Neurolinguistic and Psycholinguistic Perspectives on SLA

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.

The Handbook of Psycholinguistics

Incorporating approaches from linguistics and psychology, The Handbook of Psycholinguistics explores language processing and language acquisition from an array of perspectives and features cutting edge research from cognitive science, neuroscience, and other related fields. The Handbook provides readers with a comprehensive review of the current state of the field, with an emphasis on research trends most likely to determine the shape of psycholinguistics in the years ahead. The chapters are organized into three parts, corresponding to the major areas of psycholinguistics: production, comprehension, and acquisition. The collection of chapters, written by a team of international scholars, incorporates multilingual populations and neurolinguistic dimensions. Each of the three sections also features an overview chapter in which readers are introduced to the different theoretical perspectives guiding research in the area covered in that section. Timely, comprehensive, and authoritative, The Handbook of Psycholinguistics is a valuable addition to the reference shelves of researchers in psychology, linguistics, and cognitive science, as well as advanced undergraduates and graduate students interested in how language works in the human mind and how language is acquired.

Structure in Language

This book examines one of the allegedly unique features of human language: structure sensitivity. Its point of departure is the distinction between content and structural units, which are defined in psycholinguistic terms. The focus of the book is on structural representations, in particular their hierarchicalness and their branching direction. Structural representations reach variable levels of activation and are therefore gradient in nature. Their variable strength is claimed to account for numerous effects including differences between individual analytical levels, differences between languages as well as pathways of language acquisition and breakdown. English is found to be consistent in its branching direction and to have evolved its branching direction in line with the cross-level harmony constraint. Structure sensitivity is argued to be highly variable both within and across languages and consequently an unlikely candidate for a defining property of human language.

Dialogues on the Psychology of Language and Thought

The scope and variety of interest areas identified with psycholinguistic research have grown enormously during the last decade or two. Although this recent flourishing has brought a great deal of new knowledge and interdisciplinary cooperation to the field, it has also brought its share of controversy and

confusion as conflicting views on a number of important topics are hotly debated by their proponents. It is for this reason that we have put together this book, a collection of interviews with a number of leading scholars within the field, all of whom differ--sometimes widely--in their respective points of view. The idea of using a uniform set of questions as points of departure for each interview seemed to us a choice method for providing readers with a better understanding of the complexities of the field. The questions we have chosen to work with are crucial questions for psycholinguistics since they form the framework for knowledge and research within the field. It is our hope that by offering several different points of view on psycholinguistic research, this volume will provide readers with a better sense of the similarities and differences of opinion within these different points of view. We would like to extend our thanks to the various contributors to this book for their cooperation and patience during the preparation of this book, and to the publishers for their steady encouragement during our work.

Mind, Brain, and Language

Much of the groundbreaking work in many fields is now occurring at the intersection of traditional academic disciplines. This development is well demonstrated in this important and unique volume, which offers a multidisciplinary view of current findings and cutting-edge issues involving the relationship between mind, brain, and language. Marie T. Banich and Molly Mack have edited a collection of 11 invited chapters from top researchers (and have contributed two of their own chapters) to create a volume organized around five major topics--language emergence, influence, and development; models of language and language processing; the neurological bases of language; language disruption and loss; and dual-language systems. Topics range from the evolution of language and child-language acquisition to brain imaging and the "bilingual brain." To maintain continuity throughout, care has been taken to ensure that the chapters have been written in a style accessible to scholars across many disciplines, from anthropology and psycholinguistics to cognitive science and neurobiology. Because of its depth and breadth, this book is appropriate both as a textbook in a variety of undergraduate and graduate-level courses and as a valuable resource for researchers and scholars interested in further understanding the background of and current developments in our understanding of the mind/brain/language relationship.

Theoretical Perspectives on Language Deficits

This critical history of research on acquired language deficits (aphasias) demonstrates the usefulness of linguistic analysis of aphasic syndrome for neuropsychology, linguistics, and psycholinguistics. Drawing on new empirical studies, Grodzinsky concludes that the use of grammatical tools for the description of the aphasias is critical. The selective nature of these deficits offers a novel view into the inner workings of our language faculty and the mechanisms that support it. In contrast to other proposals that the left anterior cerebral cortex is crucial for all syntactic capacity, Grodzinsky's discoveries support his theory that this region is necessary for only a small component of the human language faculty. On this basis he provides a detailed explanation for many aphasic phenomena - including a number of puzzling cross-linguistic aphasia differences - and uses aphasic data to evaluate competing linguistic theories. Yosef Grodzinsky is a member of the psychology faculty at Tel Aviv University. "Theoretical Perspectives on Language Deficits" is included in the series *Biology of Language and Cognition*, edited by John P. Marshall. A Bradford Book.

Processing Syntax and Morphology

This book explores interdisciplinary work on the mental processing of syntax and morphology. It is divided into four parts concerned with word structure, sentence structure, processing syntax and morphology at the interfaces, and a comparison of different models of syntactic and morphological processing in the neurophysiological domain.

Language, Mind and Brain

Most linguists know little about the psychology of language and even less about its neural substrate. This book explores these constraints and shows how linguistics could benefit by incorporating insights from research on language acquisition, language processing and neurolinguistics.

Exceptional Language and Linguistics

In this book, leading scholars in eighteen subfields of linguistics demonstrate how research on exceptional language behaviour illuminates linguistic theory. The authors explore systematic performance phenomena which occur in groups of exceptional language speakers and exceptional language situations. These patterns suggest ways to test claims of psychological reality and to examine models of language production and comprehension. Both creative language use and error data provide evidence for choosing among alternative linguistic theories. The exceptional groups covered include bilinguals, children, aphasics, poets, and bureaucrats. Other papers treat exceptional language use in creoles and pidgins; in dying languages, translations, or proverbs; and in ritual, play, and sign language.

Cognitive Science Perspectives on Verb Representation and Processing

Verbs play an important role in how events, states and other “happenings” are mentally represented and how they are expressed in natural language. Besides their central role in linguistics, verbs have long been prominent topics of research in analytic philosophy—mostly on the nature of events and predicate-argument structure—and a topic of empirical investigation in psycholinguistics, mostly on argument structure and its role in sentence comprehension. More recently, the representation of verb meaning has been gaining momentum as a topic of research in other cognitive science branches, notably neuroscience and the psychology of concepts. The present volume is an expression of this recent surge in the investigation of verb structure and meaning from the interdisciplinary perspective of cognitive science, with up-to-date contributions by theoretical linguists, philosophers, psycholinguists and neuroscientists. The volume presents new theoretical and empirical studies on how verb structure and verb meaning are represented, how they are processed during language comprehension, how they are acquired, and how they are neurologically implemented. *Cognitive Science Perspectives on Verb Representation and Processing* is a reflection of the recent collaboration between the disciplines that constitute cognitive science, bringing new empirical data and theoretical insights on a key element of natural language and conceptualization.

Psycholinguistics

How do we learn to produce and comprehend speech? How does language relate to thought? This second edition of the successful text *Psycholinguistics- Language, Mind and World* considers the psychology of language as it relates to learning, mind and brain as well as various aspects of society and culture. Current issues and research topics are presented in an in-depth manner, although little or no specific knowledge of any topic is presupposed. The book is divided into four main parts: First Language Learning Second Language Learning Language, Mind and Brain Mental Grammar and Language Processing These four sections include chapters covering areas such as- deaf language education, first language acquisition and first language reading, second language acquisition, language teaching and the problems of bilingualism. Updated throughout, this new edition also considers and proposes new theories in psycholinguistics and linguistics, and introduces a new theory of grammar, Natural Grammar, which is the only current grammar that is based on the primacy of the psycholinguistic process of speech comprehension, derives speech production from that process. Written in an accessible and fluent style, *Psycholinguistics- Language, Mind and World* will be of interest to students, lecturers and researchers from linguistics, psychology, philosophy and second language teaching.

Perspectives on Sentence Processing

One of the liveliest forums for sharing psychological, linguistic, philosophical, and computer science perspectives on psycholinguistics has been the annual meeting of the CUNY Sentence Processing Conference. Documenting the state of the art in several important approaches to sentence processing, this volume consists of selected papers that had been presented at the Sixth CUNY Conference. The editors not only present the main themes that ran through the conference but also honor the breadth of the presentations from disciplines including linguistics, experimental psychology, and computer science. The variety of sentence processing topics examined includes: * how evoked brain potentials reflect sentence comprehension * how auditory words are processed * how various sources of grammatical and nongrammatical information are coordinated and used * how sentence processing and language acquisition might be related. This distinctive volume not only presents the most exciting current work in sentence processing, but also places this research into the broader context of theorizing about it.

Measuring Grammatical Complexity

This book examines the question of whether languages can differ in grammatical complexity and, if so, how relative complexity differences might be measured. The volume differs from others devoted to the question of complexity in language in that the authors all approach the problem from the point of view of formal grammatical theory, psycholinguistics, or neurolinguistics. Chapters investigate a number of key issues in grammatical complexity, taking phonological, morphological, syntactic, and semantic considerations into account. These include what is often called the 'trade-off problem', namely whether complexity in one grammatical component is necessarily balanced by simplicity in another; and the question of interpretive complexity, that is, whether and how one might measure the difficulty for the hearer in assigning meaning to an utterance and how such complexity might be factored in to an overall complexity assessment. *Measuring Grammatical Complexity* brings together a number of distinguished scholars in the field, and will be of interest to linguists of all theoretical stripes from advanced undergraduate level upwards, particularly those working in the areas of morphosyntax, psycholinguistics, neurolinguistics, and cognitive linguistics.

Individual Differences in Language Ability and Language Behavior

Individual Differences in Language Ability and Language Behavior is a collection of papers that discusses differences at the center of the study of language, specifically, on the various dimensions of linguistic ability and behavior along which individuals can differ from each other. Papers also review the development of techniques that measure these dimensions in relation to biological, psychological, and cultural parameters. Some papers review individual differences in language study in terms of different perspectives: that of a psychometrician's, of an individualistic's vantage point, and of a psycholinguistic's. Other papers discuss how each individual accesses, uses, and judges his language through fluency, biases, spatial principles, or a linguistic-phonetic mode. Several papers examine individual differences in language acquisition, such as "profile analysis," strategies in acquisition of sounds, second language learning, and duplication of adult language system. A group of papers addresses the biological aspects of language variation. These biological aspects include selective disorders of syntax (agrammatism), selective disorders of lexical retrieval (anomia), and cerebral lateralization effects in language processing. Certain papers explain individual differences in languages using sociolinguistic analysis. The collection is well suited for linguists, ethnologists, psychologists, and researchers whose works involve linguistics, learning, communications, and syntax.

Second Language Lexical Processes

The book contains studies on L2 lexical processes based on empirical findings by authors mostly from Central Europe. Questions of integration, storage, vocabulary acquisition and assessment, word retrieval and lexical access are the focus of the studies, which include reference to language users from Finno-Ugric and Slavic language backgrounds.

Word Knowledge and Word Usage

Word storage and processing define a multi-factorial domain of scientific inquiry whose thorough investigation goes well beyond the boundaries of traditional disciplinary taxonomies, to require synergic integration of a wide range of methods, techniques and empirical and experimental findings. The present book intends to approach a few central issues concerning the organization, structure and functioning of the Mental Lexicon, by asking domain experts to look at common, central topics from complementary standpoints, and discuss the advantages of developing converging perspectives. The book will explore the connections between computational and algorithmic models of the mental lexicon, word frequency distributions and information theoretical measures of word families, statistical correlations across psycho-linguistic and cognitive evidence, principles of machine learning and integrative brain models of word storage and processing. Main goal of the book will be to map out the landscape of future research in this area, to foster the development of interdisciplinary curricula and help single-domain specialists understand and address issues and questions as they are raised in other disciplines.

The Mental Lexicon

This volume reflects a consensus that the investigation of words in the mind offers a unique opportunity to understand both human language ability and general human cognition. It brings together key perspectives on the fundamental nature of the representation and processing of words in the mind. This thematic volume covers a wide range of views on the fundamental nature of representation and

processing of words in the mind and a range of views on the investigative techniques that are most likely to reveal that nature. It provides an overview of issues and developments in the field. It uncovers the processes of word recognition. It develops new models of lexical processing.

Language from a Cognitive Perspective

"This book is a collection of papers on language processing, usage, and grammar, written in honor of Thomas Wasow to commemorate his career on the occasion of his 65th birthday."

Medical and Health Care Books and Serials in Print

The proposed book is best described as a linguistically oriented textbook taking the grammar of English as its subject matter. It is directed to professional teachers of English (ESL and EFL) and their students, as well as those currently training to become teachers of English. The book is also likely to be of interest to interpreters, translators and other English language professionals. It will explore selected aspects and problem areas of English from a broadly "functional" linguistic perspective. My experience as a teacher and teacher trainer has shown me that this perspective has the potential to inspire teachers and students with a genuine enthusiasm for the grammatical features of English and that it often enables them to "make sense" of the grammar in a way that all too often other approaches signally fail to do. An important focus of the book is on understanding grammar as a series of conventionalized patterns rather than a set of rules (which is how grammar has traditionally been presented). Moreover, unlike many other grammar books, this book emphasizes how the grammatical constructions under consideration are employed in various types of communicative situation, attention being given to the importance of discourse context in interpreting the target forms. In line with contemporary linguists generally, the approach adopted is descriptive rather than prescriptive. While the main focus is on English, I offer occasional comments on how the issue under discussion is expressed in languages other than English. Apart from the inherent interest which I hope such comparisons may have for the reader, I take the view that these can be helpful in casting further light on the grammar of English.

Linguistic Perspectives on English Grammar

Complex hierarchic syntax is considered one of the hallmarks of human language. The highest level of syntactic complexity, recursive-embedded clauses, has been singled out by some for a special status as the apex of the uniquely-human language faculty – evolutionary but somehow immune to adaptive selection. This volume, coming out of a symposium held at Rice University in March 2008, tackles syntactic complexity from multiple developmental perspectives. We take it for granted that grammar is an adaptive instrument of communication, assembled upon the pre-existing platform of pre-linguistic cognition. Most of the papers in the volume deal with the two grand developmental trends of human language: diachrony, the communal enterprise directly responsible for fashioning synchronic morpho-syntax; and ontogeny, the individual endeavor directly responsible for the acquisition of competent grammatical performance. The genesis of syntactic complexity along these two developmental trends is considered alongside with the cognition and neurology of grammar and of syntactic complexity, and the evolutionary relevance of diachrony, ontogeny and pidginization is argued on general bio-evolutionary grounds. Lastly, several of the contributions to the volume suggest that recursive embedding is not in itself an adaptive target, but rather the by-product of two distinct adaptive gambits: the recruitment of conjoined clauses as modal operators on other clauses and the subsequent condensation of paratactic into syntactic structures.

Syntactic Complexity

This textbook offers a cutting edge introduction to psycholinguistics, exploring the cognitive processes underlying language acquisition and use. Provides a step-by-step tour through language acquisition, production, and comprehension, from the word level to sentences and dialogue Incorporates both theory and data, including in-depth descriptions of the experimental evidence behind theories Incorporates a comprehensive review of research in bilingual language processing, sign language, reading, and the neurological basis of language production and comprehension Approaches the subject from a range of perspectives, including psychology, linguistics, philosophy, computer science, neurology, and neurophysiology Includes a full program of resources for instructors and students, including review exercises, a test bank, and lecture slides, available online at www.wiley.com/go/traxler

Introduction to Psycholinguistics

Grammar and Conceptualization documents some major developments in the theory of cognitive grammar during the last decade. By further articulating the framework and showing its application to numerous domains of linguistic structure, this book substantiates the claim that lexicon, morphology, and syntax form a gradation consisting of assemblies of symbolic structures (form-meaning pairings).

NATURE OF LANGUAGE

Learning About Language is an exciting and ambitious series of introductions to fundamental topics in language, linguistics and related areas. The books are designed for students of linguistics and those who are studying language as part of a wider course. Cognitive Linguistics explores the idea that language reflects our experience of the world. It shows that our ability to use language is closely related to other cognitive abilities such as categorization, perception, memory and attention allocation. Concepts and mental images expressed and evoked by linguistic means are linked by conceptual metaphors and metonymies and merged into more comprehensive cognitive and cultural models, frames or scenarios. It is only against this background that human communication makes sense. After 25 years of intensive research, cognitive-linguistic thinking now holds a firm place both in the wider linguistic and the cognitive-science communities. An Introduction to Cognitive Linguistics carefully explains the central concepts of categorization, of prototype and gestalt perception, of basic level and conceptual hierarchies, of figure and ground, and of metaphor and metonymy, for which an innovative description is provided. It also brings together issues such as iconicity, lexical change, grammaticalization and language teaching that have profited considerably from being put on a cognitive basis. The second edition of this popular introduction provides a comprehensive and accessible up-to-date overview of Cognitive Linguistics: Clarifies the basic notions supported by new evidence and examples for their application in language learning Discusses major recent developments in the field: the increasing attention paid to metonymies, Construction Grammar, Conceptual Blending and its role in online-processing. Explores links with neighbouring fields like Relevance Theory Uses many diagrams and illustrations to make the theoretical argument more tangible Includes extended exercises Provides substantial updated suggestions for further reading

Grammar and Conceptualization

Studies in Neurolinguistics, Volume 3 presents detailed case histories, multi-subject experimental studies, literature reviews, and research papers that employ a variety of experimental and observational techniques. This volume contains seven chapters that focus on a wide range of research in the field of neurolinguistics. Chapter 1 discusses the various approaches to the problem of auditory comprehension in aphasia. A survey of the world's literature on bilingualism and aphasia is provided in chapter 2. The third chapter examines the different models and explanations for conduction aphasia. Chapter 4 provides a synthesis of the anatomic, physiologic, and behavioral research on the role of the limbic system in human communication. Chapter 5 presents a model of individual differences in hemispheric functioning, in which a number of theories about the left and right hemispheres are analyzed and compared. Chapter 6 shows how different levels of language are revealed. The last chapter addresses "The Question of Electrophysiological Asymmetries Preceding Speech" in a study of the readiness potentials over the motor and premotor regions in eight subjects. Linguists, psychologists, and neurologists will find the book highly informative.

An Introduction to Psycholinguistics

First published in 1994, this crosslinguistic collection looks at changes and developments in language involving gain or loss in structural complexity or utility. The dynamics of these processes of progression and regression are examined at the societal and the individual level, and the two are compared. In the former, the focus is on the social and cultural forces that influence groups of speakers to create new languages or abandon old ones. In the latter, the acquisition and attrition of both first and second languages are considered. Questions raised include: Can parallel structural patterning be observed in whole languages and in the individual's version of a language? Is there parallelism between progression and regression? Can changes occurring in progression and regression be interpreted in a typological framework? These are addressed from sociological, neuropsychological, and linguistic perspectives.

Studies in Neurolinguistics

For most native speakers of English, the meanings of ordinary words like "blue," "cup," "stumble," and "carve" seem quite natural and self-evident. It turns out, however, that they are far from universal, as shown by recent research in the discipline known as semantic typology. To be sure, the roughly 6,500 languages around the world do have many similarities in the sorts of concepts they encode. But they also vary greatly in numerous ways, such as how they partition particular conceptual domains, how they map those domains onto syntactic categories, which distinctions they force speakers to habitually attend to, and how deeply they weave certain notions into the fabric of their grammar. Although these insights from semantic typology have had a major impact on the field of psycholinguistics, they have been mostly neglected by the branch of cognitive neuroscience that studies how concepts are represented, organized, and processed in our brains. In *Concepts in the Brain*, David Kemmerer exposes this oversight and demonstrates its significance. He argues that as research on the neural substrates of semantic knowledge moves forward, it should, to the extent possible, expand its purview to embrace the broad spectrum of cross-linguistic variation in the lexical and grammatical representation of meaning. Otherwise, it will never be able to achieve a truly comprehensive, pan-human account of the cortical underpinnings of concepts. Richly illustrated and written in an accessible interdisciplinary style, the book begins by elaborating the different perspectives on concepts that currently exist in the parallel fields of semantic typology and cognitive neuroscience. It then shows how a synthesis of these approaches can lead to a more unified and inclusive understanding of several domains of concrete meaning--specifically, objects, actions, and spatial relations. Finally, it explores a number of intriguing and controversial issues involving the interplay between language, cognition, and consciousness.

Progression and Regression in Language

An accessible introduction to the study of language in the brain, covering language processing, language acquisition, literacy, and language disorders. Neurolinguistics, the study of language in the brain, describes the anatomical structures (networks of neurons in the brain) and physiological processes (ways for these networks to be active) that allow humans to learn and use one or more languages. It draws on neuroscience, linguistics—particularly theoretical linguistics—and other disciplines. In this volume in the MIT Press Essential Knowledge series, Giosuè Baggio offers an accessible introduction to the fundamentals of neurolinguistics, covering language processing, language acquisition, literacy, and speech and language disorders. Baggio first surveys the evolution of the field, describing discoveries by Paul Broca, Carl Wernicke, Noam Chomsky, and others. He discusses mapping language in “brain time” and “brain space” and the constraints of neurolinguistic models. Considering language acquisition, he explains that a child is never a “blank slate”: infants and young children are only able to acquire specific aspects of language in specific stages of cognitive development. He addresses the neural consequences of bilingualism; literacy, discussing how forms of visual language in the brain differ from forms of auditory language; aphasia and the need to understand language disorders in behavioral, functional, and neuroanatomical terms; neurogenetics of language; and the neuroethology of language, tracing the origins of the neural and behavioral building blocks of human linguistic communication to the evolution of avian, mammalian, and primate brains.

Concepts in the Brain

Under which circumstances does grammatical change come about? Is the child the principle agent of change as suggested by historical linguistics? This book discusses diachronic change of languages in terms of restructuring of speakers' internal grammatical knowledge. Efforts to construct a theory of diachronic change consistent with findings from psycholinguistics are scarce. Here, these questions are therefore addressed against the background of insights from research on monolingual and bilingual acquisition. Given that children are remarkably successful in reconstructing the grammars of their ambient languages, commonly held views need to be reconsidered according to which language change is primarily triggered by structural ambiguity in the input and in settings of language contact. In an innovative take on this matter, the authors argue that morphosyntactic change in core areas of grammar, especially where parameters of Universal Grammar are concerned, typically happens in settings involving second language acquisition. The children acting as agents of restructuring are either L2 learners themselves or are continuously exposed to the speech of L2 speakers of their target languages. Based on a variety of case studies, this discussion sheds new light on phenomena of change which have occupied historical linguists since the 19th century and will be welcomed by advanced undergraduate and graduate students as well as researchers in the fields of historical linguistics and language acquisition.

Neurolinguistics

This volume examines two main questions: What is linguistics about? And how do the results of linguistic theorizing bear on inquiry in related fields, particularly in psychology? The book develops views that depart from received wisdom in both philosophy and linguistics. With regard to questions concerning the subject matter, methodological goals, and ontological commitments of formal syntactic theorizing, it argues that the cognitive conception adopted by most linguists and philosophers is not the only acceptable view, and that the arguments in its favor collapse under scrutiny. Nevertheless, as the book shows, a detailed examination of the relevant psycholinguistic results and computational models does support the claim that the theoretical constructs of formal linguistics are operative in real-time language comprehension. These constructs fall into two categories: mental phrase markers and mental syntactic principles. Both are indeed psychologically real, but in importantly different ways. The book concludes by drawing attention to the importance of the often-elided distinction between personal and subpersonal psychological states and processes, as well as the logical character of dispositional and occurrent states. By clarifying these concepts, particularly by reference to up-and-running psychological and computational models, the book yields a richer and more satisfying perspective on the psychological reality of language.

Language Acquisition and Change

"Portraits of the L2 User treats second language users in their own right rather than as failed native speakers. It describes a range of psychological and linguistic approaches to diverse topics about L2 users. It thus provides an overview of current second language acquisition theories, results and methods, seen from a common perspective."--Jacket.

Cognitive Linguistics

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 (acousticphonetic 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. Andreacute; 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*.

Psychosyntax

Partizipation