

1. Record Nr.	UNINA9910780964503321
Titolo	Neurolinguistic and psycholinguistic perspectives on SLA [[electronic resource] /] / edited by Janusz Arabski and Adam Wojtaszej
Pubbl/distr/stampa	Bristol ; ; Buffalo, : Multilingual Matters, c2010
ISBN	1-84769-389-X 1-282-65707-0 9786612657078 1-84769-242-7
Descrizione fisica	1 online resource (204 p.)
Collana	Second language acquisition
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Disciplina	401.93
Soggetti	Second language acquisition - Psychological aspects Neurolinguistic programming Psycholinguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Contributors -- Introduction -- Chapter 1. Identifying the Neural Substrates of Second Language Acquisition: What is the Contribution from Functional and Structural MRI? -- Chapter 2. The Critical Period Hypothesis: Evidence from Information Structural Processing in French -- Chapter 3. On Neuroanatomical Substrates of Dyslexia: With Some Implications for Foreign Language Acquisition -- Chapter 4. Emotion versus Cognition, or What Psycho and Neurolinguistics Tell us about Affectivity in Second Language Acquisition -- Chapter 5. Observable Strategizing: On Limbic Communication in Advanced Users of Language -- Chapter 6. Bilingual Language Control in Translation Tasks: A TAP Study into Mental Effort Management by Inexperienced Translators -- Chapter 7. A Connectionist–Enactivist Perspective on Learning to Write -- Chapter 8. Cross-Linguistic Conceptual Influence from a Bilingual Perspective: In Search of Research Paradigm -- Chapter 9. On the Asymmetry of Verb–Noun Collocations -- Chapter 10. Gender Differences in L1 and L2 Reading -- Chapter 11. An Educational Language Community: External

and Internal Language Use by Multilingual Students -- Chapter 12.  
Language Awareness in Using Cognate Vocabulary: The Case of Polish  
Advanced Students of English in the Light of the Theory of Affordances

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Sommario/riassunto

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. It is divided into two major sections: the first part demonstrates the ways in which the latest developments in non-invasive techniques of brain monitoring allow researchers to test hypothesis related to biological foundations of language acquisition, including also accounts of emotional factors, limbic communication and evidence from language disorders. The second part offers psycholinguistic modelling of a number of components of second language competence, such as the acquisition of reading and writing, handling of foreign language vocabulary and the nature of bi- and multilingualism. It is a valuable collection for active researchers in the field, as well as for postgraduate students in language acquisition, psycholinguistics and neurolinguistics.

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