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Autore	Reif-Hulser Monika
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Nota di contenuto	Frontmatter -- Table of contents -- Acknowledgements -- Contributors -- Introduction -- Understanding bilingualism: Trends, challenges and perspectives -- Bilingual pragmatic competence -- Construction grammar and code-mixing -- Effects of frequency and word repetition on switch-placement -- Mixed NPs in German-English and German-Russian bilingual children -- Musical, audio-visual, poetic, and narrative input: A longitudinal case study of French- English bilingual first language acquisition -- Input outside the classroom and vocabulary development: A dynamic perspective -- Fine tuning cross-linguistic interaction: The nuts and bolts -- Index
Sommario/riassunto	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.

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