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| Nota di contenuto | A CASE FOR PSYCHOLINGUISTIC CASES; Title page; Copyright page; Table of contents; PREFACE; Psycholinguistics, Hermeneutics, and Cognitive Science; INTRODUCTION; ON MAINSTREAM PSYCHOLINGUISTICS AND COGNITIVESCIENCE; ON CRITIQUE OF MAINSTREAM MODELS OF HUMAN COGNITIONAND COMMUNICATION AND CURRENT SEARCH FORALTERNATIVE PARADIGMS; ON REPRESENTATIONAL-COMPUTATIONAL VERSUSHERMENEUTICALLYBASED PSYCHOLINGUISTICS; REFERENCES; Language and Modes of Thought; INTRODUCTION; METHODOLOGICAL REFLECTIONS; UNDERSTANDING CLASS INCLUSIONS; Network Explanation; Explanation by Feature Comparison Distinction Between Word Comprehension and Verification Pictures in Verifying Class Inclusions; UNDERSTANDING PROPERTY PREDICATIONS AND IMAGERY; The General Approach; Property Predications Based on Visual Images; Sentence-Picture Verification: A Second Look; UNDERSTANDING ACTIONS; Action-Related Versus Feature-Based Knowledge; Action-Related Knowledge: Some Empirical Findings; CONCLUSION; REFERENCES; Remarks on the Models of Language Comprehension Based on Research on Text Reading Processes; |

INTRODUCTION; THE ASSUMPTIONS OF AN INTERACTIVE MODEL; THE ASSUMPTIONS OF A MODULAR MODEL
RESULTS OF OUR RESEARCH PROJECT RELATED TO TOE MODULARITY-INTERACTIVITY CONTROVERSY
Procedure; Subjects; Material; Discussion; CONCLUSION; REFERENCES; Language Proficiency: Towards a Definition; INTRODUCTION; Beyond Conversation; A MULTIDIMENSIONAL CONCEPTION OF LANGUAGE PROFICIENCY; Testing the Predictions of a Multidimensional Model; Predictions; TESTING THE PREDICTIONS; Samples; The Test Battery; SOME RESULTS; Definitions; Picture Descriptions; Talk Show; Cross-Task Relationships; Knowledge Versus Skill in Explaining Results; CONCLUSION; REFERENCES; The Bilingual Child; INTRODUCTION
THE SOCIOLINGUISTIC CONTEXT
CODE-SHIFTING AND CODE-MIXING; INTERDEPENDENCE OF LINGUISTIC ACQUISITION; MAIN LANGUAGE AND INNER LANGUAGE; DIFFERENT MEANINGS OF LANGUAGES; CONCLUSION; REFERENCES; Regulatory Processes in the Messages Addressed to a Peer by 5-to-7-Year-old Children in a Referential Communication Task; INTRODUCTION; REFERENTIAL COMMUNICATION; EXPERIMENTAL DATA; CONCLUSION; REFERENCES; Applied Psycholinguistics and the Second Language Classroom; INTRODUCTION; SOME TERMINOLOGICAL MATTERS; Psycholinguistics Versus Applied Psycholinguistics; Learning Versus Acquisition Method Versus Approach
Competence Versus Proficiency; Unimodality Versus Bimodality; SOME HISTORICAL ISSUES; Methods and Approaches in Historical Perspective; The Advent of Applied Psycholinguistics; TRANSLATING THEORY INTO WORKING PRINCIPLES; Modal Focusing; Contextualization; Creativity; Personalization; CONCLUSION; REFERENCES; Nonverbal Components of Communication and the Field of Applied Psycholinguistics; INTRODUCTION; THE FIELD OF APPLIED LINGUISTICS; THE INTERACTION OF VERBAL AND NONVERBAL COMPONENTS IN ORAL COMMUNICATION; THE ANALYSIS OF NONVERBAL COMMUNICATION IN PSYCHOLINGUISTICS
THE ANALYSIS OF NONVERBAL COMMUNICATION IN APPLIED PSYCHOLINGUISTICS

Sommario/riassunto

This volume comprises ten papers presented as plenary lectures on the occasion of the Second World Congress of the International Society of Applied Psycholinguistics (ISAPL) at the University of Kassel, Germany, from July 27 - 31, 1987. The articles collected in this volume focus on the production, comprehension, and acquisition of languages from various empirical and theoretical points of view. This volume is case-based in that it does not claim to cover the full range of present-day psycholinguistic enquiry. It attempts, though, to make a case out of a representational variety of psycholingu
