Tutorials Bilingualism

Psycholinguistic Perspectives

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Tutorials In Bilingualism

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Tutorials In Bilingualism:

Tutorials in Bilingualism Annette M.B. de Groot,Judith F. Kroll,2014-05-12 The past fifteen years have witnessed an increasing interest in the cognitive study of the bilingual A major reason why psychologists psycholinguists applied linguists neuropsychologists and educators have pursued this topic at an accelerating pace presumably is the acknowledgment by increasingly large numbers of language researchers that the incidence of monolingualism in individual language users may be lower than that of bilingualism This alleged numerical imbalance between monolinguals and bilinguals may be expected to become larger due to increasing international travel through for instance tourism and trade to the growing use of international communication networks and to the fact that in some parts of the world i e Europe the borders between countries are effectively disappearing In addition to the growing awareness that bilinguals are very common and may even outnumber monolinguals there is the dawning understanding that the bilingual mind is not simply the sum of the cognitive processes associated with each of the two monolingual modes and that the two languages of bilingual may interact with one another in complicated ways To gain a genuinely universal account of human cognition will therefore require a detailed understanding of language use by both pure monolinguals as well as bilinguals unbalanced and balanced and of the representations and processes involved These two insights that bilingualism is a common human condition and that it may influence cognition were presumably instrumental in putting bilingualism on the agendas of many researchers of cognition and language in recent years But other reasons may have played a role too The study of bilingualism also provides a unique opportunity to study the relation between language and thought A final reason for the growing interest in this area of research is the awareness that bilingualism may confer the benefit of broadening one s scope beyond the limits of one s own country and culture This book serves as an excellent introduction to the important topics in the psycholinguistic study of bilingualism The chapters represent a comprehensive and interrelated set of topics that form the core of contemporary research on the psycholinguistics of bilingualism The issues raised within this perspective not only increase our understanding of the nature of language and thought in bilinguals but also of the basic nature of the mental architecture that supports the ability to use more than one language **Tutorials in Bilingualism** Annette M.B. de Groot,Judith F. Kroll,2014-05-12 The past fifteen years have witnessed an increasing interest in the cognitive study of the bilingual A major reason why psychologists psycholinguists applied linguists neuropsychologists and educators have pursued this topic at an accelerating pace presumably is the acknowledgment by increasingly large numbers of language researchers that the incidence of monolingualism in individual language users may be lower than that of bilingualism This alleged numerical imbalance between monolinguals and bilinguals may be expected to become larger due to increasing international travel through for instance tourism and trade to the growing use of international communication networks and to the fact that in some parts of the world i e Europe the borders between countries are effectively disappearing In addition to the growing

awareness that bilinguals are very common and may even outnumber monolinguals there is the dawning understanding that the bilingual mind is not simply the sum of the cognitive processes associated with each of the two monolingual modes and that the two languages of bilingual may interact with one another in complicated ways To gain a genuinely universal account of human cognition will therefore require a detailed understanding of language use by both pure monolinguals as well as bilinguals unbalanced and balanced and of the representations and processes involved These two insights that bilingualism is a common human condition and that it may influence cognition were presumably instrumental in putting bilingualism on the agendas of many researchers of cognition and language in recent years But other reasons may have played a role too The study of bilingualism also provides a unique opportunity to study the relation between language and thought A final reason for the growing interest in this area of research is the awareness that bilingualism may confer the benefit of broadening one s scope beyond the limits of one s own country and culture This book serves as an excellent introduction to the important topics in the psycholinguistic study of bilingualism The chapters represent a comprehensive and interrelated set of topics that form the core of contemporary research on the psycholinguistics of bilingualism The issues raised within this perspective not only increase our understanding of the nature of language and thought in bilinguals but also of the basic nature of the mental architecture that supports the ability to use more than one language **Tutorials in Bilingualism: Psycholinguistic Perspectives** Michel Paradis,1997 Foundations of Bilingual Education and Bilingualism Colin Baker,2001 This work provides a comprehensive introduction to bilingualism and bilingual education Written as an introductory text from a cross disciplinary perspective the book contains 20 chapters covering individual and societal concepts in minority and majority languages The third edition contains updated references and the latest research findings Major changes for the third edition are added new topics recent changes in bilingual education in the United States language loss in the world trilingualism recent debates on effective bilingual education more on the politics of bilingual education immersion education experiences outside Canda biligualism in the economy bilingualism and the information communications and technology revolution Bilingual Language Development and Disorders in Spanish-English Speakers Brian Goldstein,2004 Both SLPs and researchers must understand speech and language developments in children and SLPs also need reliable assessment and intervention approaches for serving bilingual children with language disorders This comprehensive text is one of the few to offer readers in depth theoretical and practical information on these timely topics brings together more than a dozen top researchers to present developmental data best assessment practices and appropriate intervention approaches in the following areas language processing skills lexical development morpho syntactic development first language loss grammatical impairments semantic development phonological development and disorders narrative development and disorders fluency language intervention for bilingual speakers The chapter outlines the major purposes of intervention for bilingual children with speech and language disorders explores the debate over which language SLPs should

use with bilingual children and examines ways to promote gains in both languages With this research based text SLPs will understand the complexity of language development in bilingual children and learn appropriate assessment and intervention approaches **Lexical Skills in Bilingual School-age Children** Kathryn Jean Kohnert,2000 Four different cross sectional studies were conducted in order to examine lexical skills in early sequential Spanish English bilinguals All participants had learned Spanish as a first language L1 in the home with formal English L2 experience beginning at approximately 5 years Participants were grouped into five different age levels 5 7 8 10 11 13 14 16 18 20 years The primary objectives of these studies were to investigate changes in basic level lexical skills in early sequential bilinguals in both L1 and L2 as a function of age years of L2 experience modality comprehension vs production and varied cognitive linguistic processing demands in single vs mixed language conditions Combined results from the static discrete point measures of lexical knowledge and the dynamic experimental measures of lexical access indicate that gains were made in both languages across age These gains however were generally greater in English L2 than in Spanish L1 There was a developmental cross over from Spanish dominance in the youngest children through a period of relatively balanced cross linguistic skills in middle childhood culminating in a clear pattern of English dominance by adolescence The age at which this cross over from relative Spanish to English dominance occurred however varied as a function of modality i e with the switch appearing first in comprehension and later in production In the mixed language processing condition the results were also split across modalities That is there were no response decrements in the language mixed relative to language blocked processing condition for the dynamic comprehension task In contrast in the dynamic production task there was a significant slowing of response times in the mixed language condition across all age groups There were also changes in the pattern of speed accuracy trade offs in the mixed condition that may reflect developmental changes in the ability to resist cognitive interference during language processing In summary there was a general convergence across lexical measures indicating that normal sequential bilingual development in children takes place over a protracted period one that is marked by points of balance shifts in language dominance variable rates of growth as well as potential trade offs in the cost of regulating this dynamic dual language system

Bilingual Education in the 21st Century Ofelia García,2009 Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena presents program types variables and policies in bilingual education and concludes by looking at practices especially pedagogies and assessments This thought provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language bilingualism and bilingual education and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies with separate chapters dedicated to US

and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world and presents cases of how this is being carried out **Patterns of Language Processing and Growth in Early English-Spanish Bilingualism** Barbara Therese Conboy,2002 Four studies explored patterns of language growth and processing in 64 19 31 month old bilingual children acquiring English and Spanish In the first study cross sectional and longitudinal methods revealed significant relationships between vocabulary size and grammatical development replicating previous studies with monolingual children The compositions of children s lexicons in each language were linked to vocabulary size in that language With few exceptions utterance length and complexity and the emergence of closed class and predicate terms in each language were linked more closely to vocabulary size in the same language than to total conceptual vocabulary TCV size In the second study performance on English and Spanish sentence repetition tests was compared for bilingual and monolingual children matched for vocabulary size in each language The performance of the bilingual children was similar to that of their monolingual controls indicating links between grammatical ability and vocabulary development within the same language The slightly better performance of the bilingual children on a few comparisons suggested some degree of cross linguistic bootstrapping In the third study event related potentials ERPs were used to investigate the neural activity of bilingual children as they processed known and unknown words There were differences in the timing and distribution of the ERP amplitude differences to known vs unknown words for each language and differences in these effects when children with larger TCV sizes were compared to those with smaller TCV sizes These results thus replicated studies with monolingual children that found links between vocabulary development and the organization of ERP effects although the exact patterns were different for the bilingual and monolingual children In the fourth study the effects of mixed vs blocked language testing conditions on ERP patterns were investigated Results indicated that some of the differences in ERP effects between the monolingual and bilingual children noted in the third study may have been due to processing demands created by the mixed language testing condition in which the bilingual children were tested The results of these four studies support experience based accounts of early language acquisition and further establish the use of combined behavioral neural imaging approaches for studying language development in bilingual toddlers **Predicting Early Bilingual Development** María Jesús Pérez-Bazán,2002 **Testing Bilingual Children's Cognitive Advantages in Executive Attention** Sujin Yang,2004 **Language and Literacy Development in Bilingual Settings** Aydin Yücesan Durgunoglu,Claude Nestor Goldenberg,2011 Explores how English language learners develop both the oral language and literacy skills necessary for school success R sum de l d **Assessment of Spanish-speaking Populations** ,2000 Developing Minority Language Resources Guadalupe Valdés,2006 This book documents ongoing language shift to English among Latino professionals in California It describes instructional practices used in the teaching of Spanish as an academic subject at the high school and university levels to heritage language students who although educated entirely in English acquired Spanish at home as a 1st

language **Linguistica Silesiana** ,2007 *The Neural Substrates of Bilingual Language Production* Charles Kenneth Behensky,2003 The Past, Present, and Future of Second Language Research Xenia Bonch-Bruevich,2001 **Gebärdensprachen** Helen Leuninger,Daniela Happ,2005 **Poznań Studies in Contemporary Linguistics** ,2007 **The Development of Grammatical and Communicative Competence in Bilingual Spanish Speaking Children** Iliana Reyes,2001 **Third Or Additional Language Acquisition** Gessica De Angelis,2007 Examines the evidence available keeping two main questions in mind the first is whether multilinguals should be considered as learners and speakers in their own right and the second is how proficient in a non native language learners are supposed to be before they can begin to be classified as multilingual learners in empirical research

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