

## **Second Language Sentence Processing Cognitive Science And Second Language Acquisition Series**

A comprehensive account of the neurobiological basis of language, arguing that species-specific brain differences may be at the root of the human capacity for language. Language makes us human. It is an intrinsic part of us, although we seldom think about it. Language is also an extremely complex entity with subcomponents responsible for its phonological, syntactic, and semantic aspects. In this landmark work, Angela Friederici offers a comprehensive account of these subcomponents and how they are integrated. Tracing the neurobiological basis of language across brain regions in humans and other primate species, she argues that species-specific brain differences may be at the root of the human capacity for language. Friederici shows which brain regions support the different language processes and, more important, how these brain regions are connected structurally and functionally to make language processes that take place in milliseconds possible. She finds that one particular brain structure (a white matter dorsal tract), connecting syntax-relevant brain regions, is present only in the mature human brain and only weakly present in other primate brains. Is this the "missing link" that explains humans' capacity for language? Friederici describes the basic language functions and their brain basis; the language networks connecting different language-related brain regions; the brain basis of language acquisition during early childhood and when learning a second language, proposing a neurocognitive model of the ontogeny of language; and the evolution of language and underlying neural constraints. She finds that it is the information exchange between the relevant brain regions, supported by the white matter tract, that is the crucial factor in both language development and evolution.

This book provides an alternative to the grammar debate in second language acquisition theory and teaching. Accepting that language acquisition is at least partially input dependent, the author asks how grammatical form is processed in the input by second language learners and is it possible to assist this in ways that help the learner to create richer grammatical intake. He answers these questions and explains why traditional paradigms are not psycholinguistically motivated. Drawing on research from both first and second language acquisition, he outlines a model for input processing in second language acquisition that helps to account for how learners construct grammatical systems. He then uses this model to motivate processing instruction, a type of grammar instruction in which learners are engaged in making form-meaning connections during particular input activities.

The Routledge Handbook of Second Language Acquisition brings together fifty leading international figures in the field to produce a state-of-the-art overview of Second Language Acquisition. The Handbook covers a wide range of topics related to Second Language Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment. All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development. The Routledge Handbook of Second Language Acquisition is an essential resource for all those studying and researching Second Language Acquisition.

Bilingual Sentence Processing

Reading and Language Processing

A Research Synthesis and Methodological Guide

Conducting Reaction Time Research in Second Language Studies

Second Language Processing

Applying priming methods to L2 learning, teaching and research

This book addresses important findings, assumptions, problems, hopes, and future

guidelines on the use of advanced research techniques to study the moment-by-moment mental processes that occur while a reader or listener is understanding language. The core techniques are eye tracking and ERPs, with some extensions to others such as fMRI. The On-line Study of Sentence Comprehension has been written by top researchers in the field of psycholinguistics, who are also leading experts in the use of eye tracking and ERPs. This book combines comprehensive overviews of the state of the art on theoretical progress, the latest on assumptions behind the use of eye movements (reading and visual world) and ERPs methods with papers that address specific research questions. This work covers not only methodological issues but also discusses the theoretical progress in understanding language processing using temporally fine-grained methods.

Instruments for Research into Second Languages is an accessible introduction to understanding and evaluating existing and emerging methodologies in L2 research. The book provides an introduction to the data collection materials available in the IRIS database. IRIS is an open access, searchable repository of instruments used to elicit data for research into second and foreign language learning and teaching. The book is aimed at graduate students, researchers and educators in the fields of Applied Linguistics and Second Language Acquisition. Featuring contributions from top scholars in the field, this dynamic volume includes empirical research carried out using innovative instruments held in IRIS, offering insights into their basic mechanics, how and why they are used, as well as the challenges they can present. The chapters describe the kinds of data (evidence about knowledge, processing, interaction, learning, and motivation) that result from these methods, and they discuss conditions that lead to reliable and valid data collection and analysis. This unique collection provides researchers, professionals, and students with up-to-date responses to practical and theoretical questions about how second language learning and teaching can be investigated using the IRIS database of instruments. IRIS was funded by the Economic and Social Research Council and is a long term British Academy Research Project.

This thorough revision and update of the popular second edition contains everything the student needs to know about the psychology of language: how we understand, produce, and store language.

This volume was designed to identify the current limits of progress in the psychology of reading and language processing in an information processing framework. Leaders in their fields of interest, the chapter authors couple current theoretical analyses with new, formally presented experiments. The research -- cutting-edge and sometimes controversial -- reflects the prevailing analysis that language comprehension results in numerous levels of representation, including surface features, lexical properties, linguistic structures, and idea networks underlying a message as well as the situations to which a message refers. As a group, the chapters highlight the impact that input modality -- auditory or written -- has on comprehension. Finally, the studies also capture the evolution of new topic matter and ongoing debates concerning the competing paradigms, global proposals, and methods that form the foundation of the enterprise. The book presents current accounts of research on word-, sentence-, and text-processing. It will prove informative for experimental psychologists as well as investigators in cognitive science disciplines such as computer science, linguistics, and educational psychology. The book will also be very helpful to graduate students who wish to develop expertise in the psychology of language processes. For them, it collects, in a single volume, readings that

are representative of progress concerning many central problems in the field. As such, it is distinct from the numerous collected volumes that concentrate on a single issue.

Complete author and subject indexes facilitate effective use of the volume.

Eye-tracking, ERPs and Beyond

Handbook of Bilingualism

Insights from Psycholinguistics

The Handbook of Psycholinguistics

From Data to Theory

This an excellent introduction to psycholinguistics for applied linguists and language teachers

Provides a dynamic network model of grammar that explains how linguistic structure is shaped by language use.

The innovative element of this volume is its overview of the fundamental psycholinguistic topics involved in sentence processing. While most psycholinguistic studies focus on a single language and induce a general model of universal sentence processing, this volume proposes a cross-linguistic approach. It contains two distinct features first embraced in the 18th century by brothers Freiherr Wilhelm von Humboldt and Alexander von Humboldt. First, it offers a linguistic theory that characterizes universal cognitive features of the human language processor (or the mind and its biological source), independent of a single language structure. Second, it contains a language theory which considers the diversity of linguistic structures and provides a powerful theory of language processing. Contributors cover a wide range of topics, including word recognition, fixed expressions, grammatical constraints, empty categories, and parsing. Their research involves analyses of 12 languages. Key Features \*

- \* Provides an overview of central psycholinguistic topics in sentence processing \*
- \* Combines deductive and inductive methods in fashioning an innovative approach
- \* Contributors address word recognition, fixed expressions, grammatical constraints, empty categories, and parsing \*
- \* Original papers form a coherent presentation

How is language acquired when infants are exposed to multiple language input from birth and when adults are required to learn a second language after early childhood? This handbook will be essential reading for cognitive psychologists, linguists, applied linguists, and educators who wish to better understand the cognitive basis of bilingualism and the logic of experimental and formal approaches to language science.

An Introduction

The Origins of a Uniquely Human Capacity

Language and Cognition in Bilinguals and Multilinguals

Advancing Methodology and Practice

Sentence Comprehension as a Cognitive Process

***The relationship between language and psychology is one that has been studied for centuries. Influencing one another, these two fields uncover how the human mind's processes are interrelated. Psycholinguistics and Cognition in Language***

***Processing is a critical scholarly resource that examines the mystery of language and the obscurity of psychology using innovative studies. Featuring coverage on a broad range of topics, such as language acquisition, emotional aspects in foreign language learning, and speech learning model, this book is geared towards linguists, academicians, practitioners, and researchers, seeking current research on the cognitive and emotional synthetisation of multilingualism.***

***Winner of the 2011 Kenneth W. Mildener Prize Exploring fluency from multiple vantage points that together constitute a cognitive science perspective, this book examines research in second language acquisition and bilingualism that points to promising avenues for understanding and promoting second language fluency. Cognitive Bases of Second Language Fluency covers essential topics such as units of analysis for measuring fluency, the relation of second language fluency to general cognitive fluidity, social and motivational contributors to fluency, and neural correlates of fluency. The author provides clear and accessible summaries of foundational empirical work on speech production, automaticity, lexical access, and other issues of relevance to second language acquisition theory. Cognitive Bases of Second Language Fluency is a valuable reference for scholars in SLA, cognitive psychology, and language teaching, and it can also serve as an ideal textbook for advanced courses in these fields.***

***This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike.***

***This unique volume offers a comprehensive discussion of essential theoretical and methodological issues concerning the pivotal role of working memory in second language learning and processing. It includes theoretical chapters, empirical studies providing original data and new insights into the topic, and commentary chapters which chart the course for future research.***

***Second Language Sentence Processing***

***Prediction in Second Language Processing and Learning***

***Eye Tracking in Second Language Acquisition and Bilingualism***

***The New Handbook of Second Language Acquisition***

***Input Processing and Grammar Instruction in Second Language Acquisition***

Introducing the fundamental issues in psycholinguistics, this book explores the amazing story of the unconscious processes that take place when humans use language. It is an ideal text for undergraduates taking a first course in the study of language. Topics covered include the biological foundations of language; acquisition of first and second languages in children and adults; the mental lexicon; and speech production, perception, and processing Structured as an engaging narrative that takes the reader from an idea in the mind of a speaker to its comprehension in the mind of the hearer Reflects the latest empirical developments in psycholinguistics, and is illustrated throughout with examples from bilingual as well as monolingual language processing, second language acquisition, and sign languages Student-friendly features include chapter-by-chapter study questions and discussion summaries; the appendix offers an excellent overview of

experimental designs in psycholinguistics, and prepares students for their own research. Written by an internationally-regarded author team, drawing on forty years of experience in teaching psycholinguistics. Addressing a rapidly growing interest in second language research, this hands-on text provides students and researchers with the means to understand and use current methods in psycholinguistics. With a focus on the actual methods, designs, and techniques used in psycholinguistics research as they are applied to second language learners, this book offers the practical guidance readers need to determine which method is the best for what they wish to investigate as well as the tools that will enhance their research. Each methods chapter is written by a leading expert who describes, discusses, and comments on how a method is used and what its strengths and limitations are for second language research. These chapters follow a specific format to ensure cohesion and a predictable structure across all chapters. The chapters also inform the novice researcher on such key issues as ease of use, costs, potential pitfalls, and other related matters, each of which impact decisions that researchers make about the paths they take. With the most reliable information available from experienced researchers, *Research Methods in Second Language Psycholinguistics* is an essential resource for anyone interested in conducting second language research using psycholinguistic methods.

Sentence comprehension - the way we process and understand spoken and written language - is a central and important area of research within psycholinguistics. This book explores the contribution of computational linguistics to the field, showing how computational models of sentence processing can help scientists in their investigation of human cognitive processes. It presents the leading computational model of retrieval processes in sentence processing, the Lewis and Vasishth cue-based retrieval mode, and develops a principled methodology for parameter estimation and model comparison/evaluation using benchmark data, to enable researchers to test their own models of retrieval against the present model. It also provides readers with an overview of the last 20 years of research on the topic of retrieval processes in sentence comprehension, along with source code that allows researchers to extend the model and carry out new research. Comprehensive in its scope, this book is essential reading for researchers in cognitive science.

This special issue is comprised of a selection of studies presented at the Language Learning Workshop: Issues on Second Language Processing held in Barcelona, Spain in 2015. Organized by the Center for Brain and Cognition (Universitat Pompeu Fabra) and sponsored by the journal *Language Learning*, the workshop brought together prominent researchers in the field of language processing and bilingualism. Among them were Andrea Weber, María Teresa Bajo, and Narly Golestani. The contributions to this special issue are the result of the very fruitful discussions on various major issues of bilingualism. In particular, the nine articles included in this volume provide the most relevant experimental and theoretical evidence regarding second

language learning as well as the linguistic and cognitive consequences of bilingualism across the lifespan. The contributions to this special issue are the result of the very fruitful discussions on various major issues of bilingualism. In particular, the nine articles included in this volume provide the most relevant experimental and theoretical evidence regarding second language learning as well as the linguistic and cognitive consequences of bilingualism across the lifespan.

Research in Second Language Processing and Parsing

Speech Production and Second Language Acquisition

Psycholinguistics and Cognition in Language Processing

Inside the Learner's Mind

This extremely up-to-date book, *Speech Production and Second Language Acquisition*, is the first volume in the exciting new series, *Cognitive Science and Second Language Acquisition*. This new volume provides a thorough overview of the field and proposes a new integrative model of how L2 speech is produced. The study of speech production is its own subfield within cognitive science. One of the aims of this new book, as is true of the series, is to make cognitive science theory accessible to second language acquisition. *Speech Production and Second Language Acquisition* examines how research on second language and bilingual speech production can be grounded in L1 research conducted in cognitive science and in psycholinguistics. Highlighted is a coherent and straightforward introduction to the bilingual lexicon and its role in spoken language performance. Like the rest of the series, *Speech Production and Second Language Acquisition* is tutorial in style, intended as a supplementary textbook for undergraduates and graduate students in programs of cognitive science, second language acquisition, applied linguistics, and language pedagogy.

This volume features a collection of empirical studies which use priming methods to explore the comprehension, production, and acquisition of second language (L2) phonology, syntax, and lexicon. The term priming refers to the phenomenon in which prior exposure to specific language forms or meanings influences a speaker's subsequent language comprehension or production. This book brings together the various strands of priming research into a single volume that specifically addresses the interests of researchers, teachers, and students interested in L2 teaching and learning. Chapters by internationally known scholars feature a variety of priming techniques, describe various psycholinguistic tasks, and focus on different domains of language knowledge and skills. The book is conceptualized with a wide audience in mind, including researchers not familiar with priming methods and their application to L2 research, graduate students in second language acquisition and related disciplines, and instructors who require readings for use in their courses.

*Eye Tracking in Second Language Acquisition and Bilingualism* provides foundational knowledge and hands-on advice for designing, conducting, and analysing eye-tracking research in applied linguistics. Godfroid's research synthesis and methodological guide introduces the reader to fundamental facts about eye movements, eye-tracking paradigms for language scientists, data analysis, and the practicalities of building a lab. This indispensable book will appeal to undergraduate students learning principles of experimental design, graduate students developing their theoretical and statistical repertoires, experienced scholars looking to expand their own research, and eye-tracking professionals.

Psycholinguistics – the field of science that examines the mental processes and knowledge structures involved in the acquisition, comprehension, and production of language – had a strong monolingual orientation during the first four decades following its emergence around 1950. The awareness that a large part of mankind speaks more than one language – that this may impact both on the way each individual language is used and on the thought processes of bilinguals and multilinguals, and that, consequently, our theories on human linguistic ability and its role in non-linguistic cognition are incomplete and, perhaps, false – has led to a steep growth of studies on bilingualism and multilingualism since around 1995. This textbook introduces the reader to the field of study that examines language acquisition, comprehension

and production from the perspective of the bilingual and multilingual speaker. It furthermore provides an introduction to studies that investigate the implications of being bilingual on various aspects of non-linguistic cognition. The major topics covered are the development of language in children growing up in a bilingual environment either from birth or relatively soon after, late foreign language learning, and word recognition, sentence comprehension, speech production, and translation processes in bilinguals. Furthermore, the ability of bilinguals and multilinguals to generally produce language in the "intended" language is discussed, as is the cognitive machinery that enables this. Finally, the consequences of bilingualism and multilingualism for non-linguistic cognition and findings and views regarding the biological basis of bilingualism and multilingualism are presented. The textbook's primary readership are students and researchers in Cognitive Psychology, Linguistics, and Applied Linguistics, but teachers of language and translators and interpreters who wish to become better informed on the cognitive and biological basis of bilingualism and multilingualism will also benefit from it.

Cognitive Science at Its Core

Cognition and Second Language Instruction

A Handbook

The On-line Study of Sentence Comprehension

Research Methods in Second Language Psycholinguistics

Second Language Sentence ProcessingRoutledge

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.

**\*\*Honored as a 2013 Choice Outstanding Academic Title\*\*** Comprising state-of-the-art research, this substantially expanded and revised Handbook discusses the latest global and interdisciplinary issues across bilingualism and multilingualism. Includes the addition of ten new authors to the contributor team, and coverage of seven new topics ranging from global media to heritage language learning Provides extensively revised coverage of bilingual and multilingual communities, polyglot aphasia, creolization, indigenization, linguistic ecology and endangered languages, multilingualism, and forensic linguistics Brings together a global team of internationally-renowned researchers from different disciplines Covers a wide variety of topics, ranging from neuro- and

psycho-linguistic research to studies of media and psychological counseling  
Assesses the latest issues in worldwide linguistics, including the phenomena and  
the conceptualization of 'hyperglobalization', and emphasizes geographical  
centers of global conflict and commerce

This edited volume represents state of the field research linking cognition and  
second language acquisition, reflecting the experience of the learner when  
engaged in noticing, input/output processing, retrieval, and even attrition of target  
forms. Contributions are both theoretical and practical, describing a variety of L1,  
L2 and L3 combinations from around the world as observed in spoken, written,  
and computer-mediated contexts. The book relates conditions of language, task,  
medium or environment to how learners make decisions about language, with  
discussions about the application or efficacy of these conditions on linguistic  
success and development, and pedagogical implications.

Psycholinguistic Approaches

The IRIS Repository of Instruments for Research into Second Languages

Computational Models of Reading

Handbook of Cognitive Linguistics and Second Language Acquisition

Fundamentals of Psycholinguistics

This book offers a general introduction to reaction time research as relevant  
to Second Language Studies and explores a collection of tasks and paradigms  
that are often used in such research. It provides a lucid explanation of the  
technical aspects of collecting reaction time data and outlines crucial  
research principles and concepts that will ensure accurate data. In addition,  
Conducting Reaction Time Research in Second Language Studies provides  
step-by-step instructions for using DMDX, a software program widely used for  
conducting reaction time research. From general guidelines to techniques to  
working with data, this complete "why and how" guide for conducting reaction  
time research is ideal for both students/beginners and more seasoned  
researchers.

What are the landmarks of the cognitive revolution? What are the core topics  
of modern cognitive science? Where is cognitive science heading? These and  
other questions are addressed in this volume by leading cognitive scientists as  
they examine the work of one of cognitive science's most influential and  
polemical figures: Jerry Fodor. Contributions by Noam Chomsky, Tom Bever,  
Merrill Garrett, Massimo Piattelli-Palmarini, Zenon Pylyshyn, Janet Fodor, C.  
Randy Gallistel, Ernie Lepore, Mary C. Potter, Lila R. Gleitman, and others,  
put in perspective Fodor's contribution to cognitive science by focusing on  
three main themes: the nature of concepts, the modularity of language and  
vision, and the language of thought. On Modules, Concepts, and Language:  
Cognitive Science at Its Core is a one-of-a-kind series of essays on cognitive  
science and on Fodor. In this volume, Chomsky contrasts, for the first time,  
his view of modularity with that of Fodor's; Bever--one of the pioneers of  
modern psycholinguistics--discusses the nature of consciousness in particular



with respect to language perception; Garrett--another of the pioneers of psycholinguistics--reassesses his view of modularity in language production; Pylyshyn--one of the leading figures of the modern symbolic, computational view of the mind--presents his view of the connection between visual perception and conceptual attainment; Gallistel--one of the most prominent cognitive neuroscientists--presents a proposal on what the biological bases of the computational theory of mind might be. Massimo Piattelli-Palmarini discusses Fodor's views on conceptual nativism, stemming from the epic debate between Chomsky and Piaget, which Piattelli-Palmarini organized. These and many other key figures of cognitive science are brought together, for the first time, constituting the most up-to-date critical view of some of cognitive science's most polemical topics and its prospects as the science of the mind. This volume is aimed at students and advanced researchers in core areas of cognitive science and is bound to become one of the classics in the field.

This addition to the Cognitive Science and Second Language Acquisition series presents a comprehensive review of the latest research findings on sentence processing in second language acquisition. The book begins with a broad overview of the core issues of second language sentence processing research and then narrows its focus by dedicating individual chapters to each of these key areas. While a number of publications have discussed research findings on knowledge of formal syntactic principles as part of theories of second language acquisition, there are fewer resources dedicated to the role of second language sentence processing in this context. This volume will act as the first full-length literature review of the field on the market.

Computational Models of Reading is a reference book that can be used to learn about reading research and how computer models have been used to explain and simulate the mental processes involved in reading. These mental processes include the identification of printed words, the active construction of larger units of meaning (for example, of sentences), and the integration of the latter into memory so that a text can be understood and remembered. The final chapter describes a new model of reading, in its entirety, and then reports simulations showing how it explains important findings related to reading.

Bilingual Sentence Processing

The Handbook of Bilingualism and Multilingualism

Cognitive Processing in Second Language Acquisition

Working Memory in Second Language Acquisition and Processing

The Psychology of Language

Divided into six parts that are devoted to a different aspect of the study of SLA, this title contains chapters on universal grammar, emergentism, variationism, information-processing, sociocultural, and cognitive-linguistic.

Second Language Processing: An Introduction is the first textbook to offer a thorough introduction to the field of second language processing (SLP). The study of SLP seeks to illuminate the cognitive processes underlying the processing of a non-native language. While current literature tends to focus on one topic or area of research, this textbook aims to bring these different research strands together in a single volume, elucidating their particularities while also demonstrating the relationships between them. The book begins by outlining what is entailed in the study of SLP, how it relates to other fields of study, and some of the main issues shared across its subareas. It then moves into an exploration of the three major areas of current research in the field—phonological processing, lexical processing, and sentence processing. Each chapter provides a broad overview of the topic and covers the major research methods, models, and studies germane to that area of study. Ideal for students and researchers working in this growing field, Second Language Processing will serve as the go-to guide for a complete examination of the major topics of study in SLP.

This volume is the first dedicated to the growing field of theory and research on second language processing and parsing. The fourteen papers in this volume offer cutting-edge research using a number of different languages (e.g., Arabic, Spanish, Japanese, French, German, English) and structures (e.g., relative clauses, wh-gaps, gender, number) to examine various issues in second language processing: first language influence, whether or not non-natives can achieve native-like processing, the roles of context and prosody, the effects of working memory, and others. The researchers include both established scholars and newer voices, all offering important insights into the factors that affect processing and parsing in a second language.

There is ample evidence that language users, including second-language (L2) users, can predict upcoming information during listening and reading. Yet it is still unclear when, how, and why language users engage in prediction, and what the relation is between prediction and learning. This volume presents a collection of current research, insights, and directions regarding the role of prediction in L2 processing and learning. The contributions in this volume specifically address how different (L1-based) theoretical models of prediction apply to or may be expanded to account for L2 processing, report new insights on factors (linguistic, cognitive, social) that modulate L2 users' engagement in prediction, and discuss the functions that prediction may or may not serve in L2 processing and learning. Taken together, this volume illustrates various fruitful approaches to investigating and accounting for differences in predictive processing within and across individuals, as well as across populations.

A Computational Approach

The Handbook of Advanced Proficiency in Second Language Acquisition  
Handbook of Japanese Psycholinguistics  
Language in Our Brain

## Cognitive Bases of Second Language Fluency

*A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists, The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language.*

*The studies of the Japanese language and psycholinguistics have advanced quite significantly in the last half century thanks to the progress in the study of cognition and brain mechanisms associated with language acquisition, use, and disorders, and in particular, because of technological developments in experimental techniques employed in psycholinguistic studies. This volume contains 18 chapters that discuss our brain functions, specifically, the process of Japanese language acquisition - how we acquire/learn the Japanese language as a first/second language - and the mechanism of Japanese language perception and production - how we comprehend/produce the Japanese language. In turn we address the limitations of our current understanding of the language acquisition process and perception/production mechanism. Issues for future research on language acquisition and processing by users of the Japanese language are also presented. Chapter titles 1. Learning to become a native listener of Japanese (Reiko Mazuka) 2. The*

*nature of the count/mass distinction in Japanese (Mutsumi Imai & Junko Kanero) 3. Grammatical deficits in Japanese children with Specific Language Impairment (Shinji Fukuda, Suzy E. Fukuda, & Tomohiko Ito) 4. Root infinitive analogues in Child Japanese (Keiko Murasugi) 5. Acquisition of scope (Takuya Goro) 6. Narrative development in L1 Japanese (Masahiko Minami) 7. L2 acquisition of Japanese (Yasuhiro Shirai) 8. The modularity of grammar in L2 acquisition (Mineharu Nakayama & Noriko Yoshimura) 9. Tense and aspect in Japanese as a second language (Alison Gabriele & Mamori Sugita Hughes) 10. Language acquisition and brain development: Cortical processing of a foreign language (Hiroko Hagiwara) 11. Resolution of branching ambiguity in speech (Yuki Hirose) 12. The role of learning in theories of English and Japanese sentence processing (Franklin Chang) 13. Experimental syntax: word order in sentence processing (Masatoshi Koizumi) 14. Relative clause processing in Japanese: psycholinguistic investigation into typological differences (Baris Kahraman & Hiromu Sakai) 15. Processing of syntactic and semantic information in the human brain: evidence from ERP studies in Japanese. (Tsutomu Sakamoto) 16. Issues in L2 Japanese sentence processing: similarities/differences with L1 and individual differences in working memory (Koichi Sawasaki & Akiko Kashiwagi-Wood) 17. Sentence production models to consider for L2 Japanese sentence production research (Noriko Iwasaki) 18. Processing of the Japanese language by native Chinese speakers (Katsuo Tamaoka)*

*What are the psychological processes involved in comprehending sentences? How do we process the structure of sentences and how do we understand their meaning? Do children, bilinguals and people with language impairments process sentences in the same way as healthy monolingual adults? These are just some of the many questions that sentence processing researchers have tried to answer by conducting ever more sophisticated experiments, making this one of the most productive and exciting areas in experimental language research in recent years. This book is the first to provide a comprehensive, state-of-the-art overview of this important field. It contains 10 chapters written by world-leading experts, which discuss influential theories of sentence processing and important experimental evidence, with a focus on recent developments in the area. The chapters also analyse research that has investigated how people process the structure and meaning of sentences, and how sentences are understood within their context. This comprehensive and authoritative work will appeal to students and researchers in the field of sentence processing, as well anyone with an interest in psychology and linguistics.*

**Acces PDF Second Language Sentence Processing Cognitive Science And  
Second Language Acquisition Series**

*The Routledge Handbook of Second Language Acquisition  
On Concepts, Modules, and Language  
Sentence Processing  
A Crosslinguistic Perspective  
The Grammar Network*