

## Cognitive Individual Linguistic And Demographic Variables

This manual is intended to fill a gap in the area of Romance studies. There is no introduction available so far that broadly covers the field of Catalan linguistics, neither in Catalan nor in any other language. The work deals with the language spoken in Catalonia and Andorra, the Balearic Islands, the region of Valencia, Northern Catalonia and the town of l'Alguer in Sardinia. Besides introducing the ideologies of language and nation and the history of Catalan linguistics, the manual is divided into separate parts embracing the description – grammar, lexicon, variation and varieties – and the history of the language since the early medieval period to the present day. It also covers its current social and political situation in the new local and global contexts. The main emphasis is placed on modern Catalan. The manual is designed as a companion for students of Catalan, while also introducing specialists of other languages into this field, in particular scholars of Romance languages.

"Second language acquisition has become a highly relevant, hotly debated topic in the United States. Of particular importance to early childhood researchers is how to most effectively educate young English language learners. Thus, a goal is to develop an understanding of the young language learner's school-related strengths and weaknesses. Existing literature has demonstrated associations between motivation, creativity, problem solving, language aptitude and bilingualism; however, the role of social-emotional skills in second language acquisition, particularly in young children, has been understudied. The study was an exploration of (1) an analysis of demographics and the role individual differences in cognitive/language skills and social-emotional skills play in English language acquisition and (2) the effects of first language proficiency on social-emotional development. Using a sample (n = 1,501) of diverse low-income preschoolers participating in the Miami School Readiness project, the present study aimed to illuminate the cognitive/language and social-emotional factors associated with successful second language acquisition during early childhood. Children were assessed in the areas of social-emotional skills and cognitive/language skills at the beginning of their preschool year and then social-emotional skills were assessed again at the end of the year. Finally, English proficiency was assessed a year later at the beginning of their kindergarten year. Multivariate analyses of variance were utilized to explicate the role of individual differences in social-emotional and cognitive/language skills among monolingual English, monolingual Spanish, and bilingual preschoolers. Findings demonstrated that Spanish-speaking preschoolers with higher levels of social-emotional and cognitive/language skills were more successful in obtaining English proficiency by kindergarten. Results indicated that demographic differences, cognitive and language skills, and social-emotional skills are all significantly related to success in second language acquisition. Further, after controlling for the effects of cognitive and language abilities and demographic differences, social-emotional skills maintained a significant association with the attainment of English-language proficiency. First language proficiency did not predict children's gains in social-emotional development. Findings suggest that social-emotional skills are a valuable resource for English language learners, specifically in this population of low-income, minority preschoolers"--Abstract.

Written by some of the top researchers and clinicians in the field, *Communication Disorders in Multicultural Populations, 4th Edition* offers an in-depth look at the major cultural groups in the U.S. and the issues concerning their communication development, common disorders, and treatment options. This fourth edition features a wealth of updates and new features — including the latest research and added coverage of communication issues in countries such as Australia, China, Canada, and Brazil — to give speech-language pathology students and speech-language pathologists a balanced and global perspective on the most topical multicultural communication issues of today. Comprehensive coverage focuses on a wide variety of cultural and age populations. Cutting-edge research and data offer up-to-date discussions based on the latest studies in multiculturalism as it relates to the SLP and AuD professions. Diverse panel of expert authors include some of the top researchers and clinicians in the field. Additional resources provide a focused listing of print and electronic sources at the end of each chapter to support more in-depth study of a particular subject. Chapter on international perspectives tackles issues in countries such as Australia, Canada, China, and Brazil to give you a more global understanding of communication disorders. The latest statistics from the 2010 U.S. Census report offers the most current data available. Increased content on older adults covers the multicultural issues, voice disorders, and neurogenic disorders particular to this important demographic. Case studies give you practice solving realistic clinical problems. Chapter overview and conclusion outline the key information in each chapter and serve as a checklist for content mastery.

*Aphasia and Related Neurogenic Communication Disorders, Third Edition* reviews the definition, terminology, classification, symptoms, and neurology of aphasia, including the theories of plasticity and recovery.

For many years, an abstract, amodal semantic magnitude representation, largely independent of verbal linguistic representations, has been viewed as the core numerical or mathematical representation. This assumption has been substantially challenged in recent years. Linguistic properties affect not only verbal representations of numbers, but also numerical magnitude representation, spatial magnitude representations, calculation, parity representation, place-value representation and even early number acquisition. Thus, we postulate that numerical and arithmetic processing are not fully independent of linguistic processing. This is not to say, that in patients, magnitude processing cannot function independently of linguistic processing we just suppose, these functions are connected in the functioning brain. So far, much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates. After an overview, we present new findings on language influences on seven language levels: - Conceptual: Conceptual properties of language - Syntactic: The grammatical structure of languages beyond the word level influences - Semantic: The semantic meaning or existence of words - Lexical: The lexical composition of words, in particular number words - Visuo-spatial-orthographic: Orthographic properties, such as the writing/reading direction of a language. - Phonological: Phonological/phonetic properties of languages - Other language-related skills: Verbal working memory and other cognitive skills related to language representations. We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing.

Now in a new Fourth Edition, *Psychiatry* remains the leading reference on all aspects of the current practice and latest developments in psychiatry. From an international team of recognised expert editors and contributors, *Psychiatry* provides a truly comprehensive overview of the entire field of psychiatry in 132 chapters across two volumes. It includes two new sections, on psychosomatic medicine and collaborative care, and on emergency psychiatry, and compares Diagnostic and Statistical Manual

(DSM-5) and International Classification of Diseases (ICD10) classifications for every psychiatric disorder. Psychiatry, Fourth Edition is an essential reference for psychiatrists in clinical practice and clinical research, residents in training, and for all those involved in the treatment of psychiatric disorders. Includes a companion website at [www.tasmanpsychiatry.com](http://www.tasmanpsychiatry.com) featuring PDFs of each chapter and downloadable images

The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous. What are the biological, cognitive, and social underpinnings of this miracle? What major language development milestones occur in infancy? What methodologies do researchers employ in studying this progression? Why do some become adept at multiple languages while others face a lifelong struggle with just one? What accounts for declines in language proficiency, and how might such declines be moderated? Despite an abundance of textbooks, specialized monographs, and a couple of academic handbooks, there has been no encyclopedic reference work in this area--until now. The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood, as well as their practical application. Features: This affordable A-to-Z reference includes 200 articles that address such topic areas as theories and research tradition; biological perspectives; cognitive perspectives; family, peer, and social influences; bilingualism; special populations and disorders; and more. All articles (signed and authored by key figures in the field) conclude with cross reference links and suggestions for further reading. Appendices include a Resource Guide with annotated lists of classic books and articles, journals, associations, and web sites; a Glossary of specialized terms; and a Chronology offering an overview and history of the field. A thematic Reader's Guide groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which includes a comprehensive index of search terms. Available in both print and electronic formats, Encyclopedia of Language Development is a must-have reference for researchers and is ideal for library reference or circulating collections.

The U.S. Census Bureau has reported that 56.7 million Americans had some type of disability in 2010, which represents 18.7 percent of the civilian noninstitutionalized population included in the 2010 Survey of Income and Program Participation. The U.S. Social Security Administration (SSA) provides disability benefits through the Social Security Disability Insurance (SSDI) program and the Supplemental Security Income (SSI) program. As of December 2015, approximately 11 million individuals were SSDI beneficiaries, and about 8 million were SSI beneficiaries. SSA currently considers assistive devices in the nonmedical and medical areas of its program guidelines. During determinations of substantial gainful activity and income eligibility for SSI benefits, the reasonable cost of items, devices, or services applicants need to enable them to work with their impairment is subtracted from eligible earnings, even if those items or services are used for activities of daily living in addition to work. In addition, SSA considers assistive devices in its medical disability determination process and assessment of work capacity. The Promise of Assistive Technology to Enhance Activity and Work Participation provides an analysis of selected assistive products and technologies, including wheeled and seated mobility devices, upper-extremity prostheses, and products and technologies selected by the committee that pertain to hearing and to communication and speech in adults.

Published in the year 1982, *The Social and Psychological Contexts of Language* is a valuable contribution to the field of Social Psychology.

This book presents a description and analysis of sociolinguistics written from a demographer's perspective. It synthesizes the data on the materials, methods, and issues of this interdisciplinary field, pulling together the scattered materials published in this area into a coherent whole. Drawing on a wide range of sciences in addition to demography and sociolinguistics, including sociology, anthropology, statistics, psychology, neuroscience, and public policy, the book treats theoretical and applied issues, links methods and substantive findings, covers both national and international materials, and provides prehistorical, historical, and contemporary illustrations. The book treats the theoretical issue of how the language we use develops socially on a base of linguistic genetic capacity and the practical issue of how the intervention of the state and public figures may profoundly alter the natural evolution of the language. As such, this book will appeal to a wide range of users, from students to teachers and practitioners of social demography, sociolinguistics, cultural anthropology, and particularly to those social scientists interested in ethnic studies and human migration.

Age-related changes in cognitive and language functions have been extensively researched over the past half-century. The older adult represents a unique population for studying cognition and language because of the many challenges that are presented with investigating this population, including individual differences in education, life experiences, health issues, social identity, as well as gender. The purpose of this book is to provide an advanced text that considers these unique challenges and assembles in one source current information regarding (a) language in the aging population and (b) current theories accounting for age-related changes in language function. A thoughtful and comprehensive review of current research spanning different disciplines that study aging will achieve this purpose. Such disciplines include linguistics, psychology, sociolinguistics, neurosciences, cognitive sciences, and communication sciences. As of January 2019, this e-book is freely available, thanks to the support of libraries working with Knowledge Unlatched.

In recent years, the intersection of cognitive psychology, developmental psychology, and neuroscience with regard to deaf individuals has received increasing attention from a variety of academic and educational audiences. Both research and pedagogy have addressed questions about whether deaf children learn in the same ways that hearing children learn, how signed languages and spoken languages might affect different aspects of cognition and cognitive development, and the ways in which hearing loss influences how the brain processes and retains information. There are now a number of preliminary answers to these questions, but there has been no single forum in which research into learning and cognition is brought together. The Oxford Handbook of Deaf Studies in Learning and Cognition aims to provide this shared forum, focusing exclusively on learning, cognition, and cognitive development from theoretical, psychological, biological, linguistic, social-emotional, and educational perspectives. Each chapter includes state-of-the-art research conducted and reviewed by international experts in the area. Drawing this research together, this volume allows for a synergy of ideas that possesses the potential to move research, theory, and practice forward.

The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language using corpora – setting the scene Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition, learner corpus research, and applied linguistics.

The study of bilingualism has charted a dramatically new, important, and exciting course in the 21st century, benefiting from the integration in cognitive science of theoretical linguistics, psycholinguistics, and cognitive psychology (especially work on the higher-level cognitive processes often called executive function or executive control). Current research, as exemplified in this book, advances the study of the effects of bilingualism on executive function by identifying many different ways of being bilingual, exploring the multiple facets of executive function, and developing and analyzing tasks that measure executive function. The papers in this volume (21 chapters), by leading researchers in bilingualism and cognition, investigate the mechanisms underlying the effects (or lack thereof) of bilingualism on cognition in children, adults, and the elderly. They take us beyond the standard, classical, black-and-white approach to the interplay between bilingualism and cognition by presenting new methods, new findings, and new interpretations.

The definitive guide to 21st century investigations of multilingual neuroscience The Handbook of the Neuroscience of Multilingualism provides a comprehensive survey of neurocognitive investigations of multiple-language speakers. Prominent scholar John W. Schwieter offers a unique collection of works from globally recognized researchers in neuroscience, psycholinguistics, neurobiology, psychology, neuroimaging, and others, to provide a multidisciplinary overview of relevant topics. Authoritative coverage of state-of-the-art research provides readers with fundamental knowledge of significant theories and methods, language impairments and disorders, and neural representations, functions, and processes of the multilingual brain. Focusing on up-to-date theoretical and experimental research, this timely handbook explores new directions of study and examines significant findings in the rapidly evolving field of multilingual neuroscience. Discussions on the bilingual advantage debate, recovery and rehabilitation patterns in multilingual aphasia, and the neurocognitive effects of multilingualism throughout the lifespan allow informed investigation of contemporary issues. Presents the first handbook-length examination of the neuroscience and neurolinguistics of multilingualism Demonstrates how neuroscience and multilingualism intersect several areas of research, such as neurobiology and experimental psychology Includes works from prominent international scholars and researchers to provide global perspective Reflects cutting-edge research and promising areas of future study in the dynamic field of multilingual neuroscience The Handbook of the Neuroscience of Multilingualism is an invaluable resource for researchers and scholars in areas including multilingualism, psycholinguistics, second language acquisition, and cognitive science. This versatile work is also an indispensable addition to the classroom, providing advanced undergraduate and graduate students a thorough overview of the field.

"This book is a mind opener to many important issues of human behavior." -- from the Foreword by James E. Birren  
Reminiscence work continues to develop in exciting and productive ways. In this volume, Webster and Haight along with multidisciplinary contributors point out ways of improving the quality of life through the processes of reminiscence. They present examples of cutting-edge treatments in reminiscence work. Organized into sections, the book sets the stage with a valuable review of the literature and then focuses on conceptual issues, developmental/sociocultural contexts, special populations, and clinical applications. Topics addressed include: reminiscence and development in late life, personal identity/social discontinuity, spiritual reminiscence, story-telling, integrating reminiscence and life review techniques with therapy, and reminiscence groups for people with dementia, among them. Critical Advances in Reminiscence Work will help shape the direction of the field in the future and should be read by every practitioner, researcher, and senior undergraduate/graduate student interested in biographical approaches.

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.

Presented in this volume is a discussion of current literature and theoretical issues relating to three aspects of late-life age-related cognitive change. Firstly, evidence regarding aging and the basic mental processes of attention, motor control, memory, language, problem-solving, and intelligence are presented. Secondly, the role of personal traits such as personality and self-efficacy in the aging of cognitive function are developed, along with self-awareness of cognitive processes and age changes in the monitoring of these processes. Thirdly, consideration is given to the study of interventions to delay or remediate the cognitive declines of aging.

Presenting best practices for assessment and intervention with older adults experiencing cognitive decline, this book draws on cutting-edge research and extensive clinical experience. The authors' integrative approach skillfully

interweaves neuropsychological and developmental knowledge. The volume provides guidelines for evaluating and differentiating among normal aging, subjective cognitive decline, mild cognitive impairment, and different types of dementia. It identifies risk and protective factors that may influence an individual's trajectory and describes how to create a sound case conceptualization. Evidence-based strategies for pharmacological, cognitive, behavioral, and psychological intervention with patients and their caregivers are illustrated with vivid case examples.

This volume - the second in this series concerned with motivation and foreign language learning - includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys.

This interdisciplinary volume explores the unique role of the sociohistorical factors of isolation and contact in motivating change in the varieties of Spanish worldwide. Recognizing the inherent intersectionality of social and historical factors, the book's eight chapters investigate phenomena ranging from forms of address and personal(ized) infinitives to clitics and sibilant systems, extending from Majorca to Mexico, from Panamanian Congo speech to Afro-Andean vernaculars. The volume is particularly recommended for scholars interested in historical linguistics, sociolinguistics, history, sociology, and anthropology in the Spanish-speaking world. Additionally, it will serve as an indispensable guide to students, both at the undergraduate and graduate level, investigating sociohistorical advances in Spanish.

The Language of Branding: Theory, Strategies and Tactics shows marketers how to use language successfully to improve brand value and influence consumer behavior. Luna and Lerman are among only a few researchers who take a multidisciplinary perspective on the ways language influences how consumers act. Together with Morais, an anthropologist engaged in market research, they show how understanding the power of language can impact the essence – and sales – of a brand. The book covers the fundamentals of brand language and applications for an array of marketing initiatives. Readers will learn why brand language matters, how language is used in marketing, and how to build a brand strategy that capitalizes on the richness and complexity of language. This book includes real-world case histories that demonstrate vividly how brand language is created and exercises that enable both students of marketing and marketing professionals to apply the book's concepts and stimulate class discussion. The Language of Branding: Theory, Strategies and Tactics can be used in a number of courses, including consumer behavior, branding, advertising, linguistics, and communications.

Covering an array of evidence-based content, including aphasia, traumatic brain injury, dementia, and language in aging, Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence is a must-have textbook for clinicians and students studying to be speech-language pathologists. This clinical guide strategically addresses scientific foundations, service delivery, international and multicultural perspectives, assessment, and treatment.

Organized to maximize adult learning, the book is adaptable for multiple pedagogic methods for classroom-based courses, independent study, and online learning. Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence provides clinicians and students a clear pathway for quality and effectiveness in clinical practice. Key features include: \* A rigorous approach to the art and science of clinical practice, integrating diverse theoretical perspectives for a global readership \* Guidance on advocacy, ethics, reimbursement, legal aspects, and counseling \* An emphasis on person-centered, empowering approaches to maximize life participation \* Extensive assessment resources and a process analysis approach for analyzing communicative performance and interpreting assessment results \* How-to content on more than 50 intervention approaches \* Diagrams, charts, illustrations, summary tables, a substantial glossary, a detailed index, and rich up-to-date references \* Systematic queries that enliven clear learning objectives Pedagogy includes: \* Extensive assessment resources and a process analysis approach for analyzing communicative performance and interpreting assessment results \* Clear and concise clinical examples to ensure relevance of information based on realistic scenarios \* Systematic queries that enliven clear learning objectives \* Diagrams, charts, illustrations, summary tables, a substantial glossary, a detailed index, and rich up-to-date references \* Key terms in bold within the chapter and listed in a glossary Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

The book takes as its premise the argument that diverse learner groups are a fact of demographic change that should be considered foundational in the preparation of teachers rather than be problematized as a challenge. It promotes the idea of teacher education for inclusive education based on a consideration of what it means to educate all children together. Divided into four parts, the book considers key issues for teacher education, teacher agency, teacher education for diversity, and a research agenda for the future. In today's world, the demographic profile of students in schools is more complex than ever before, and the increasing cultural, linguistic and developmental diversity of today's classrooms, along with the pressure to achieve high academic standards for everybody has significant implications for how classroom teachers should be prepared to meet these demands. This book advances a new understanding of inclusive education that addresses the limitations inherent in current approaches that problematize differences between learner groups by promoting a view of difference as an aspect of human individuality. It considers the implications of the research evidence underpinning teacher education for diversity and makes suggestions for future research in the field.

The number of bilingual and multilingual speakers around the world is steadily growing, leading to the questions: How do bilinguals manage two or more language systems in their daily interactions, and how does being bilingual/multilingual affect brain functioning and vice versa? Previous research has shown that cognitive control plays a key role in bilingual language management. This hypothesis is further supported by the fact that foreign languages have been found to affect not only the expected linguistic domains, but surprisingly, other non-linguistic domains such as cognitive control, attention, inhibition, and working memory. Somehow, learning languages seems to affect executive/brain functioning. In the literature, this is referred to as the bilingual advantage, meaning that people who learn two or more languages seem

to outperform monolinguals in executive functioning skills. In this Special Issue, we first present studies that investigate the bilingual advantage. We also go one step further, by focusing on factors that modulate the effect of bilingualism on cognitive control. In the second, smaller part of our Special Issue, we focus on the cognitive reserve hypothesis with the aim of addressing the following questions: Does the daily use of two or more languages protect the aging individual against cognitive decline? Does lifelong bilingualism protect against brain diseases, such as dementia, later in life? In this groundbreaking handbook, more than 60 internationally respected authorities explore the interface between intelligence and personality by bringing together a wide range of potential integrative links drawn from theory, research, measurements, and applications.

This three volume set of LNCS 12207, 12208 and 12209 constitutes the refereed proceedings of the 6th International Conference on Human Aspects of IT for the Aged Population, ITAP 2020, held as part of the 22nd International Conference, HCI International 2020, which took place in Copenhagen, Denmark, in July 2020. The conference was held virtually due to the COVID-19 pandemic. The total of 1439 papers and 238 posters have been accepted for publication in the HCII 2020 proceedings from a total of 6326 submissions. ITAP 2020 includes a total of 104 regular papers which are organized in topical sections named: Involving Older Adults in HCI Methodology, User Experience and Aging, Aging and Mobile and Wearable Devices, Health and Rehabilitation Technologies, Well-being, Persuasion, Health Education and Cognitive Support, Aging in Place, Cultural and Entertainment Experiences for Older Adults, Aging and Social Media, Technology Acceptance and Societal Impact.

The goal of this eBook is to shed light on the non-linguistic causes of language diversity, and in particular, to explore the possibility that some aspects of the structure of languages may result from an adaptation to the natural and/or human-made environment. Traditionally, language diversity has been claimed to result from random, internally-motivated changes in language structure. However, ongoing research suggests instead that different factors that are external to language can promote language change and ultimately account for aspects of language diversity, specifically features of the social and physical environments. The contributions in this eBook discuss whether some aspects of languages are an adaptation to ecological, social, or even technological niches.

This outstanding new handbook offers unique coverage of all aspects of neuropsychological rehabilitation. Compiled by the world's leading clinician-researchers, and written by an exceptional team of international contributors, the book is vast in scope, including chapters on the many and varied components of neuropsychological rehabilitation across the life span within one volume. Divided into sections, the first part looks at general issues in neuropsychological rehabilitation including theories and models, assessment and goal setting. The book goes on to examine the different populations referred for neuropsychological rehabilitation and then focuses on the rehabilitation of first cognitive and then psychosocial disorders. New and emerging approaches such as brain training and social robotics are also considered, alongside an extensive section on rehabilitation around the world, particularly in under-resourced settings. The final section offers some general conclusions and an evaluation of the key issues in this important field. This is a landmark publication for neuropsychological rehabilitation. It is the standalone reference text for the field as well as essential reading for all researchers, students and practitioners in clinical neuropsychology, clinical psychology, occupational therapy, and speech and language therapy. It will also be of great value to those in related professions such as neurologists, rehabilitation physicians, rehabilitation psychologists and medics.

The SAGE Encyclopedia of Human Communication Sciences and Disorders is an in-depth encyclopedia aimed at students interested in interdisciplinary perspectives on human communication—both normal and disordered—across the lifespan. This timely and unique set will look at the spectrum of communication disorders, from causation and prevention to testing and assessment; through rehabilitation, intervention, and education. Examples of the interdisciplinary reach of this encyclopedia: A strong focus on health issues, with topics such as Asperger's syndrome, fetal alcohol syndrome, anatomy of the human larynx, dementia, etc. Including core psychology and cognitive sciences topics, such as social development, stigma, language acquisition, self-help groups, memory, depression, memory, Behaviorism, and cognitive development Education is covered in topics such as cooperative learning, special education, classroom-based service delivery The editors have recruited top researchers and clinicians across multiple fields to contribute to approximately 640 signed entries across four volumes.

Language and memory have historically been studied apart, as unique cognitive abilities, and with distinct research traditions and methods. Over the past several decades, however, a growing body of evidence suggests that language and memory are heavily intertwined and may even rely on shared cognitive and neural mechanisms. Cutting across theoretical and methodological approaches, these findings offer novel insights into the interactions and interdependencies of language and memory. These advances also have considerable theoretical and clinical implications for the neurobiology of language and memory, their development, representation, and maintenance across the lifespan, the intervention and rehabilitation of disorders of language and memory, and the evolution of these two quintessential human abilities.

Age-related changes in cognitive and language functions have been extensively researched over the past half-century. The older adult represents a unique population for studying cognition and language because of the many challenges that are presented with investigating this population, including individual differences in education, life experiences, health issues, social identity, as well as gender. The purpose of this book is to provide an advanced text that considers these unique challenges and assembles in one source current information regarding (a) language in the aging population and (b) current theories accounting for age-related changes in language function. A thoughtful and comprehensive review of current research spanning different disciplines that study aging will achieve this purpose. Such disciplines include linguistics, psychology, sociolinguistics, neurosciences, cognitive sciences, and communication sciences.

This book provides users of the Wechsler Adult Intelligence Scale (WAIS-IV) with information on applying the WAIS-IV, including additional indexes and information regarding use in special populations for advanced clinical use and interpretation. The book offers sophisticated users of the WAIS-IV and Wechsler Memory Scale (WMS-IV) guidelines on how to enhance the clinical applicability of these tests. The first section of the book provides an overview of the WAIS-IV, WMS-IV, and new Advanced Clinical Solutions for Use with the WAIS-IV/WMS-IV (ACS). In this section, examiners will learn: Normal versus atypical score variability Low-score prevalence in healthy adults versus clinical populations Assessing whether poor performance reflects a decline in

function or is the result of suboptimal effort New social cognition measures found in the ACS are also presented. The second part focuses on applying the topics in the first section to specific clinical conditions, including recommended protocols for specific clientele (e.g. using demographically adjusted norms when evaluating individuals with brain injury). Common clinical conditions are discussed, including Alzheimer's disease, mild cognitive impairment, traumatic brain injury, and more. Each chapter provides case examples applying all three test batteries and using report examples as they are obtained from the scoring assistant. Finally, the use of the WAIS-IV/WMS-IV and the ACS in forensic settings is presented. Coverage of administration and scoring of WAIS-IV, WMS-IV and ACS Information contained on the use of WAIS-IV with special populations Case studies in each chapter Written by the creators of WAIS-IV, WMS-IV and ACS

A wide-ranging and authoritative volume exploring contemporary perceptual research on speech, updated with new original essays by leading researchers Speech perception is a dynamic area of study that encompasses a wide variety of disciplines, including cognitive neuroscience, phonetics, linguistics, physiology and biophysics, auditory and speech science, and experimental psychology. The Handbook of Speech Perception, Second Edition, is a comprehensive and up-to-date survey of technical and theoretical developments in perceptual research on human speech. Offering a variety of perspectives on the perception of spoken language, this volume provides original essays by leading researchers on the major issues and most recent findings in the field. Each chapter provides an informed and critical survey, including a summary of current research and debate, clear examples and research findings, and discussion of anticipated advances and potential research directions. The timely second edition of this valuable resource: Discusses a uniquely broad range of both foundational and emerging issues in the field Surveys the major areas of the field of human speech perception Features newly commissioned essays on the relation between speech perception and reading, features in speech perception and lexical access, perceptual identification of individual talkers, and perceptual learning of accented speech Includes essential revisions of many chapters original to the first edition Offers critical introductions to recent research literature and leading field developments Encourages the development of multidisciplinary research on speech perception Provides readers with clear understanding of the aims, methods, challenges, and prospects for advances in the field The Handbook of Speech Perception, Second Edition, is ideal for both specialists and non-specialists throughout the research community looking for a comprehensive view of the latest technical and theoretical accomplishments in the field.

Individual Differences and Second Language Acquisition Among Low-income Preschoolers

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