
Right Hemisphere Contributions to Lexical Semantics

Edited by Christine Chiarello



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Mark Jung Beeman, Christine Chiarello



Right Hemisphere Contributions To Lexical Semantics:

Right Hemisphere Contributions to Lexical Semantics Christine Chiarello, 2012-12-06 Language depends on a normally functioning left hemisphere. This central fact of human cerebral dominance was well established by 19th century aphasiologists and has been repeatedly confirmed by subsequent investigations. Predominance, however, does not imply exclusivity. As demonstrated by the commissurotomy patients studied by Eran Zaidel and associates, the right hemisphere is also capable of subserving some linguistic functions. The question then is not whether the right hemisphere can process language, but how and when it does so. This volume focuses on the right hemisphere's contribution to one important aspect of language: lexical semantics. Although the right hemisphere may well be involved in other linguistic functions such as prosody, the greatest evidence for right hemisphere language competence has been obtained for the processing of word meanings. In addition, cognitive psychology and psycholinguistics have provided us with well developed models of the lexicon and lexical access to guide our inquiry. Finally, there are techniques available for studying lateralized lexical processing in the normal as well as in the brain injured hemispheres. For these reasons, a focus on the lexicon is likely to yield the greatest number of insights about right hemisphere language processing.

Right Hemisphere Language Comprehension Mark Jung Beeman, Christine Chiarello, 2013-02-01 The statement "The Right Hemisphere (RH) processes language while not exactly revolutionary" still provokes vigorous debate. It often elicits the argument that anything the RH does with language is not linguistic but paralinguistic. The resistance to the notion of RH language processing persists despite the fact that even the earliest observers of Left Hemisphere (LH) language specialization posited some role for the RH in language processing and evidence attesting to various RH language processes has steadily accrued for more than 30 years. In this volume, chapters pertain to a wide but by no means exhaustive set of language comprehension processes for which RH contributions have been demonstrated. The sections are organized around these processes, beginning with initial decoding of written or spoken input, proceeding through semantic processing of single words and sentences up to comprehension of more complex discourse as well as problem solving. The chapters assembled here should begin to melt this resistance to evidence of RH language processing. This volume's main goal is to compile evidence about RH language function from a scattered literature. The editorial commentaries concluding each section highlight the relevance of these phenomena for psycholinguistic and neuropsychological theory and discuss similarities and apparent discrepancies in the findings reported in individual chapters. In the final chapter, common themes that emerge from the enterprise of studying RH language and future challenge for the field are reviewed. Although all chapters focus only on typical laterality of right-handed people, this work provides a representative sample of the current state of the art in RH language research. Important features include a wide range of coverage from speech perception and reading through complex discourse comprehension and problem solving research presented from both empirical and theoretical perspectives and commentaries and conclusions integrating findings and

theories across sub domains and speculating on future directions of the field *Classic Cases in Neuropsychology* Chris Code, Yves Joanette, André Roch Lecours, Claus-W Wallesch, 2004-08-02 The importance of detailed examination and theoretical interpretation of the single case has been increasingly recognized in neuropsychology This book brings together in one volume discussion of the classic cases which have shaped the way we think about the relationships between brain behaviour and cognition The single cases covered may be ancient or modern famous or less well known But the book is comprehensive in its coverage of contemporary neuropsychological issues Represented are classic cases in language memory perception attention and praxis Some of the cases included are rare or have acted as catalysts to the development of theory Some have remained the definitive case many were the first of their type to be described and gave rise to the development of new syndrome entities Some are still controversial In some instances the cases resulted in major paradigm shifts Some while still highly influential were misinterpreted But most of them were read only by a few in their original form Each chapter highlights the relevance of the case for the development of neuropsychology describes the particular features of the case that are interesting and discusses the theoretical implications Cross-Linguistic Study of Acquired Reading Disorders

Prathibha Karanth, 2012-12-06 The acquisition of reading the teaching of reading and the difficulties encountered have been of substantial interest to a wide range of researchers and practitioners for centuries Given the increasing centrality of literacy in modern life they are now of even greater interest to an ever widening base of professionals The study of the acquired reading disorders though in existence for over a century received enormous impetus with the publication of a seminal paper by Marshall and Newcombe in 1966 leading to neuropsychological model building of reading Over the last 30 years within the single case study design there has been extensive and exceedingly fine grained research on individuals with acquired disorders of reading in an attempt to establish the validity of these models of reading and the human brain In addition these models have had considerable influence on models of the acquisition of reading in children and their concomitant difficulties Much of this research has been in readers of the alphabetic scripts particularly the opaque English script During the last decade or so there has been increasing evidence particularly in research on reading acquisition that what is true of alphabetic scripts like English may not be universally true of all of the scripts of the world This has led to considerable research into the process of learning to read and write and on the factors affecting reading which are the touchstone of the models within broader cross linguistic and cross cultural perspectives **Aphasia and Related Neurogenic Communication Disorders**

Papathanasiou, Patrick Coppens, 2016-02-11 Aphasia and Related Neurogenic Communication Disorders Second Edition reviews the definition terminology classification symptoms and neurology of aphasia including the theories of plasticity and recovery Best practices of aphasia assessment and intervention are presented including neuropsychological models and formal and informal testing procedures to maximize correct clinical rehabilitative decisions Theoretical bases for rehabilitation guidelines for organization and delivery of evidence based therapy as well as augmentative and alternative

communication therapy and computer based treatments are also presented **Idioms** Cristina Cacciari,Patrizia Tabossi,2014-02-25 The book draws on a lot of research is friendly to the reader and will be of good value to teachers Paul Nation Victoria University of Wellington Australia This comprehensive up to date and accessible text on idiom use learning and teaching approaches the topic with a balance of sound theory and extensive research in cognitive linguistics psycholinguistics corpus linguistics and sociolinguistics combined with informed teaching practices Idioms is organized in three parts Part I includes discussion of idiom definition classification usage patterns and functions Part II investigates the process involved in the comprehension of idioms and the factors that influence individuals understanding and use of idioms in both L1 and L2 Part III explores idiom acquisition and the teaching and learning of idioms focusing especially on the strategies and techniques used to help students learn idioms To assist the reader in grasping the key issues study questions are provided at the end of each chapter The text also includes a glossary of special terms and an annotated list of selective idiom reference books and student textbooks Idioms is designed to serve either as a textbook for ESL applied linguistics teacher education courses or as a reference book No matter how the book is used it will equip an ESL applied linguistics students and professionals with a solid understanding of various issues related to idioms and the learning of them

Handbook of Neurolinguistics Harry A. Whitaker,Brigitte Stemmer,1998-02-04 The Handbook of Neurolinguistics is a state of the art reference and resource book it describes current research and theory in the many subfields of neurolinguistics and its clinical application Thorough and clearly written the handbook provides an excellent overview of the field of neurolinguistics and its development The book is organized into five parts covering the history of neurolinguistics methods in clinical and experimental neurolinguistics experimental neurolinguistics clinical neurolinguistics and resources in neurolinguistics The first four parts contain a wide range of topics which discuss all important aspects of the many subfields of neurolinguistics Also included are the relatively new and fast developing areas of research in discourse pragmatics and recent neuroimaging techniques The resources section provides currently available resources both traditional and modern The handbook is useful to the newcomer to the field as well as the expert searching for the latest developments in neurolinguistics Clearly written and well organized Provides extensive resources Discusses both history and current research Covers the many subfields of neurolinguistics as well the developing areas of research **An Introduction to**

Psycholinguistics Danny D. Steinberg,Natalia V. Sciarini,2013-10-08 Learning About Language is an exciting and ambitious series of introductions to fundamental topics in language linguistics and related areas The books are designed for students of linguistics and those who are studying language as part of a wider course Cognitive Linguistics explores the idea that language reflects our experience of the world It shows that our ability to use language is closely related to other cognitive abilities such as categorization perception memory and attention allocation Concepts and mental images expressed and evoked by linguistic means are linked by conceptual metaphors and metonymies and merged into more comprehensive

cognitive and cultural models frames or scenarios It is only against this background that human communication makes sense After 25 years of intensive research cognitive linguistic thinking now holds a firm place both in the wider linguistic and the cognitive science communities An Introduction to Cognitive Linguistics carefully explains the central concepts of categorization of prototype and gestalt perception of basic level and conceptual hierarchies of figure and ground and of metaphor and metonymy for which an innovative description is provided It also brings together issues such as iconicity lexical change grammaticalization and language teaching that have profited considerably from being put on a cognitive basis The second edition of this popular introduction provides a comprehensive and accessible up to date overview of Cognitive Linguistics Clarifies the basic notions supported by new evidence and examples for their application in language learning Discusses major recent developments in the field the increasing attention paid to metonymies Construction Grammar Conceptual Blending and its role in online processing Explores links with neighbouring fields like Relevance Theory Uses many diagrams and illustrations to make the theoretical argument more tangible Includes extended exercises Provides substantial updated suggestions for further reading

Psycholinguistics Danny D. Steinberg, Hiroshi Nagata, David P. Aline, 2013-10-23 How do we learn to produce and comprehend speech How does language relate to thought This second edition of the successful text Psycholinguistics Language Mind and World considers the psychology of language as it relates to learning mind and brain as well as various aspects of society and culture Current issues and research topics are presented in an in depth manner although little or no specific knowledge of any topic is presupposed The book is divided into four main parts First Language Learning Second Language Learning Language Mind and Brain Mental Grammar and Language Processing These four sections include chapters covering areas such as deaf language education first language acquisition and first language reading second language acquisition language teaching and the problems of bilingualism Updated throughout this new edition also considers and proposes new theories in psycholinguistics and linguistics and introduces a new theory of grammar Natural Grammar which is the only current grammar that is based on the primacy of the psycholinguistic process of speech comprehension derives speech production from that process Written in an accessible and fluent style Psycholinguistics Language Mind and World will be of interest to students lecturers and researchers from linguistics psychology philosophy and second language teaching

Linguistic Disorders and Pathologies Gerhard Blanken, Jürgen Dittmann, Hannelore Grimm, John C. Marshall, Claus-W. Wallesch, 2008-07-14 This handbook is geared towards the following aims Reviewing the state of research on disordered language perception and production in adults and children Describing and discussing present attempts at modelling human language processing by using linguistic disorders and pathologies as a data base Presenting diagnostic and therapeutic concepts Pointing out gaps and inconsistencies in current knowledge and theories In bringing together knowledge of different sources and disciplines under a common roof the editors have achieved a comprehensive overview of the state of the art in the field of language pathology Because of the diversity of the disciplines

contributing to this scientific field the chapters differ clearly in theories and methodologies Yet this handbook represents a clear and common interdisciplinary contribution to linguistic disorders and pathologies and furthermore demonstrates the amount of interdisciplinary interaction still required We chose this title in order to encompass as broadly as possible abnormalities and alterations of language perception comprehension and production in adults and children including nonpathological disorders This handbook will be of interest to anybody involved with disordered language and or language and speech disturbances such as linguists and psychologists working in related research areas or teaching related subjects scientists analyzing and modelling linguistic and cognitive processes e g in Cognitive Psychology Psycholinguistics Neurolinguistics Neuropsychology Behavioural Neurology Artificial Intelligence Research and Cognitive Science clinicians dealing with acquired or developmental language disorders and speech pathologists and therapists Besides presenting the state of the art the handbook provides rich bibliographical information for research workers clinicians and advanced students

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