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# The Psychology Of Language An Integrated Approach By David Ludden

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***What are the  
psychological processes  
involved in  
comprehending  
sentences? How do we  
process the structure of  
sentences and how do we***

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***understand their  
meaning? Do children,  
bilinguals and people  
with language  
impairments process  
sentences in the same  
way as healthy***

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***monolingual adults?***

***These are just some of  
the many questions that  
sentence processing  
researchers have tried to  
answer by conducting  
ever more sophisticated***

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***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***

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***comprehensive, state-of-  
the-art overview of this  
important field. It  
contains 10 chapters  
written by world-leading  
experts, which discuss  
influential theories of***

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***sentence processing and  
important experimental  
evidence, with a focus on  
recent developments in  
the area. The chapters  
also analyse research that  
has investigated how***

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***people process the  
structure and meaning of  
sentences, and how  
sentences are understood  
within their context. This  
comprehensive and  
authoritative work will***



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***appeal to students and  
researchers in the field of  
sentence processing, as  
well anyone with an  
interest in psychology  
and linguistics.***

***This accessibly written***

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***and pedagogically rich  
text delivers the most  
comprehensive  
examination of its  
subject, carefully drawing  
on the most up-to-date  
research and covering a***

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***breadth of the central  
topics including  
communication, language  
acquisition, language  
processing, language  
disorders, speech,  
writing, and development.***

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***This book also examines  
an array of other  
progressive areas in the  
field neglected in similar  
works such as  
bilingualism, sign  
language as well as***

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***comparative***

***communication. Based on  
her globally-orientated  
research and academic  
expertise, author Shelia  
Kennison innovatively  
applies psycholinguistics***

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***to real-world examples  
through analysing the  
heterogenous traits of a  
wide variety of languages.  
With its engaging easy-to-  
understand prose, this  
text guides students***

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***gently and sequentially  
through an introduction  
to the subject. The book  
is designed for  
undergraduate and  
graduate students taking  
courses in***

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**psycholinguistics.**

***Recent years have seen an  
explosion of interest in  
the use of computerized  
text analysis methods to  
address basic  
psychological questions.***



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***This comprehensive  
handbook brings together  
leading language analysis  
scholars to present  
foundational concepts  
and methods for  
investigating human***

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***thought, feeling, and  
behavior using language.  
Contributors work toward  
integrating psychological  
science and theory with  
natural language  
processing (NLP) and***

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***machine learning. Ethical  
issues in working with  
natural language datasets  
are discussed in depth.  
The volume showcases  
NLP-driven techniques  
and applications in areas***

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***including interpersonal  
relationships, personality,  
morality, deception,  
social biases, political  
psychology,  
psychopathology, and  
public health.***

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***The scope and variety of interest areas identified with psycholinguistic research have grown enormously during the last decade or two. Although this recent***

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***flourishing has brought a  
great deal of new  
knowledge and  
interdisciplinary  
cooperation to the field, it  
has also brought its share  
of controversy and***

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***confusion as conflicting  
views on a number of  
important topics are hotly  
debated by their  
proponents. It is for this  
reason that we have put  
together this book, a***

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***collection of interviews  
with a number of leading  
scholars within the field,  
all of whom  
differ--sometimes widely-  
in their respective points  
of view. The idea of using***



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***a uniform set of questions  
as points of departure for  
each interview seemed to  
us a choice method for  
pro viding readers with a  
better understanding .of  
the complexities of the***

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***field. The questions we  
have chosen to work with  
are crucial questions for  
psycho linguistics since  
they form the framework  
for knowledge and  
research within the field.***

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***It is our hope that by offering several different points of view on psycholinguistic research, this volume will provide readers with a better sense of the***

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***similarities and  
differences of opinion  
within these different  
points of view. We would  
like to extend our thanks  
to the various  
contributors to this book***

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***for their cooperation and  
patience during the  
preparation of this book,  
and to the publishers for  
their steady encourage-  
ment during our work.  
Attitudes, Awareness and***

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***Identity in the Japanese  
Context***

***An Introduction to  
Psycholinguistics and  
Generative Grammar  
Social Psychology and  
Language Use***

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***The Psychology of  
Language***

***The Psychology of the  
Language Learner  
Revisited***

***An Introduction to  
Psycholinguistics***

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***Over the past decade, the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals' dynamic interactions with***



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***diverse contexts. This revisit  
of the bestselling The  
Psychology of the Language  
Learner reflects on these  
developments by challenging  
some of the assumptions  
upon which the original text  
was based, maintaining the***

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***familiar structure of the original, while situating the discussion within a very different theoretical framework. Written in a lively, accessible style, the book considers how the field has evolved and maintains a***

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***keen eye on the future,  
suggesting exciting new  
directions for the psychology  
of SLA. The Psychology of the  
Language Learner Revisited  
will appeal to students and  
researchers in a wide range of  
disciplines, including applied***

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***linguistics, second language acquisition, modern languages, and psychology. The aim of this volume is to integrate the current literature about the psychological dimensions of bilingualism: that is, to***

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***analyze psychological,  
subjective, and internal  
perspectives on bilingualism.  
What is the internal world of  
bilinguals like? How do they  
perceive the world and how  
do they think? What are the  
advantages and***

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***disadvantages of being  
bilingual? How does  
bilingualism interact with  
personality? In what way does  
being bilingual impact the  
aging mind? Renowned and  
emerging scholars alike  
explore these questions in the***

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**collected chapters. The organization of the book features four main component parts: (1) the inner cognitive world of the bilingual mind (2) bilingual language representation, and (3) bilingualism across the**

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***lifespan, and 4) bilingual cognitive and personality dimensions. Taken collectively, the included chapters provide a multidimensional and up-to-date perspective on bilingual studies, specifically***



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***concentrating on the  
cognitive and emotional  
dimensions of the individual.  
Chapter topics include:  
Conceptual Metaphor Theory  
Bilingual Figurative Language  
Processing Aging in Bilinguals  
Psychopathology in Bilinguals***

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***Personality Traits in  
Bilinguals Addressing the  
growing demand for bilingual  
research, this collection  
provides a timely and much  
needed perspective on the  
bilingual as an individual,  
exploring his/her internal***

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***world and a range of  
phenomena, including  
emotional word processing,  
personality traits, language  
effects on the mind, and  
cognitive effects of  
bilingualism. As such, it will  
appeal to a wide range of***

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**readers across various  
intellectual and professional  
arenas, including cognitive  
psychologists, personality  
psychologists,  
psycholinguists, educational  
psychologists and second  
language teachers, among**

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**others.**

***This text provides discussion  
on the abstract topic of the  
psychology of language.***

***Using an information-  
processing approach, it brings  
the current developments and  
controversies in***

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***psycholinguistics to students  
in a comprehensive style.***

***Language is one of our most  
precious and uniquely human  
capacities, so it is not  
surprising that research on its  
neural substrates has been  
advancing quite rapidly in***

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**recent years. Until now,  
however, there has not been  
a single introductory textbook  
that focuses specifically on  
this topic. Cognitive  
Neuroscience of Language  
fills that gap by providing an  
up-to-date, wide-ranging, and**

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***pedagogically practical survey  
of the most important  
developments in the field. It  
guides students through all of  
the major areas of  
investigation, beginning with  
fundamental aspects of brain  
structure and function, and***



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***then proceeding to cover  
aphasia syndromes, the  
perception and production of  
speech, the processing of  
language in written and  
signed modalities, the  
meanings of words, and the  
formulation and***

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***comprehension of complex expressions, including grammatically inflected words, complete sentences, and entire stories. Drawing heavily on prominent theoretical models, the core chapters illustrate how such***

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***frameworks are supported,  
and sometimes challenged, by  
experiments employing  
diverse brain mapping  
techniques. Although much of  
the content is inherently  
challenging and intended  
primarily for graduate or***

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***upper-level undergraduate students, it requires no previous knowledge of either neuroscience or linguistics, defining technical terms and explaining important principles from both disciplines along the way.***

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***A Brief Review with Sample  
Studies***

***Individual Differences in  
Second Language Acquisition  
Adult and Second Language  
Learning***

***A Critical Introduction***

***The Social Psychology of***

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***English as a Global Language  
Language, Psychology and  
Science***

There are very few psychologists living today who have contributed more to the advancement of psychology, in

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general, and to the psychology of language and thought, in particular, than O. Hobart Mowrer. It would indeed be ludicrous to attempt to list the many and varied accomplishments and

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contributions that Dr. Mowrer has made to his profession over the years. Even the selected essays that are in this volume can only suggest a modicum of his remarkable, vital, and ongoing contribution to the



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psychology of language and thought. Further more, the chapters in this book, which were published over a period of some twenty-five years, clearly illustrate that Dr. Mowrer was concerned not only with basic

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research, but that he also had an interest in its application. These chapters also point to the fact that although Dr. Mowrer's orientation was primarily that of a "behaviorist" at the onset, his constant attempts to revise

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knowledge in this field and broaden its scope make it virtually impossible for us to classify him as a behaviorist in the narrow meaning of that term. The chapter on mental imagery, for example, written only a few

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years ago, serves to illustrate this point. In addition, the Autism Theory of Speech Development (see Chapter 4), one of Dr. This book, which gathers in one place the theories of 10 leading cognitive and functional

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linguists, represents a new approach that may define the next era in the history of psychology: It promises to give psychologists a new appreciation of what this variety of linguistics can offer their

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study of language and communication. In addition, it provides cognitive-functional linguists new models for presenting their work to audiences outside the boundaries of traditional

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linguistics. Thus, it serves as an excellent text for courses in psycholinguistics, and appeal to students and researchers in cognitive science and functional linguistics.

Revised edition of the authors'

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The psychology of language and communication, c1986.

This volume covers state-of-the-art research in the field of crosslinguistic approaches to the psychology of language. The forty chapters cover a wide



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range of topics that represent the many research interests of a pioneer, Dan Isaac Slobin, who has been a major intellectual and creative force in the field of child language development, linguistics, and

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psycholinguistics for the past four decades. Slobin has insisted on a rigorous, crosslinguistic approach in his attempt to identify universal developmental patterns in language learning, to explore the effects of particular

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types of languages on psycholinguistic processes, to determine the extent to which universals of language and language behavior are determined by modality (vocal/auditory vs.

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manual/visual) and, finally, to investigate the relation between linguistic and cognitive processes. In this volume, researchers take up the challenge of the differences between languages to forward

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research in four major areas with which Slobin has been concerned throughout his career: language learning in crosslinguistic perspective (spoken and sign languages); the integration of language specific

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factors in narrative skill; theoretical issues in typology, language development and language change; and the relationship between language and cognition. All chapters are written by leading researchers

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currently working in these fields, who are Slobin's colleagues, collaborators or former students in linguistics, psychology, anthropology, and cognitive science. Each section starts with an introductory chapter that

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connects the themes of the chapters and reviews Slobin's contribution in the context of past research trends and future directions. The whole volume focuses squarely on the central argument: universals of human



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language and of its development are embodied and revealed in its diverse manifestations and utilization. Crosslinguistic Approaches to the Study of Language is a key resource for those interested in the range of

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differences between languages and how this impacts on learning, cognition and language change, and a tribute to Dan Slobin's momentous contribution to the field.

Memory, Psychology and

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Second Language Learning  
Technology and the Psychology  
of Second Language Learners  
and Users  
Readings in the Psychology of  
Language  
Dialogues on the Psychology of

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Language and Thought

How We Reorganize and Adapt

Linguistic Knowledge

Cognitive Neuroscience of

Language

*The Psychology of Learning*

*and Motivation, Volume 72 in*

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*this preeminent series,  
features empirical and  
theoretical contributions in  
cognitive and experimental  
psychology, ranging from  
classical and instrumental  
conditioning, to complex  
learning and problem-*

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*solving. Chapters in this  
new release cover  
Statistical learning  
predicts literacy  
acquisition of a foreign  
alphabetic and logographic  
language, An Investigation  
into Virtual Immersion*

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*Mandarin Chinese Writing  
Instruction with Students  
with Autism, Child and adult  
classroom L2 learners:  
uniqueness and similarities,  
and implications for  
cognitive models, Current  
Trends in Second Sign*

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*Language Research:  
Acquisition, Teaching and  
Assessment, Language  
Experiences and Cognitive  
Control: A Dynamic  
Perspective, and much more.  
Presents the latest  
information in the highly*



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*regarded Psychology of  
Learning and Motivation  
series Provides an essential  
reference for researchers  
and academics in cognitive  
science Contains information  
relevant to both applied  
concerns and basic research*

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*Originally published in 1970, this was Peter Herriot's first book. In this objective, critical evaluation of a rapidly expanding field, Professor Herriot examines language as skilled behaviour,*

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*generative linguistics and  
psychology, behaviourist  
approaches to meaning,  
language acquisition and  
impairment, and language and  
thought. He stresses  
throughout the necessity for  
empirical research and for*

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*experimental verification of hypotheses; he also feels that language behaviour should be analysed in a comprehensive form, placing emphasis not only on structural aspects but also on the importance of meaning*

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*and context to any account  
of language. Today it can be  
read and enjoyed in its  
historical context.*

*This thorough revision and  
update of the popular second  
edition contains everything  
the student needs to know*

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*about the psychology of  
language: how we understand,  
produce, and store language.  
This edited volume brings  
together large-scale  
research as well as case  
studies from a range of  
geographical contexts and*

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*represents a variety of  
educational settings  
involving second language  
learners and users. Its aim  
is to explore the  
interrelated issues of  
psychology and technology  
use in second language*

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*learning settings as well as  
in more autonomous  
environments. As language  
learning professionals  
continue to devote more time  
and attention to making  
various technological tools  
an integral part of the*



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*classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such*

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*as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also*

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*to researchers working in  
second language acquisition  
(SLA), applied linguistics,  
and educational psychology.  
An Introduction to Sentence  
and Discourse Processes  
Psychological Models of  
Conversation*

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*The Psychology of Language  
and Communication*

*Psychology of Language  
Learning*

*The Cognitive and Emotional  
World of Bilinguals*

*Talking the Talk*

One of the ten greatest books written

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on poker, this must-have book should be in every player's library. If you're serious about winning, you'll realize that most of the profit comes from being able to read your opponents. Caro reveals the the secrets of interpreting tells-physical

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reactions that reveal information about a player's cards-such as shrugs, sighs, shaky hands, eye contact, and many more. Learn when opponents are bluffing, when they aren't and why-based solely on their mannerisms. Over 170 photos

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of players in action and play-by-play examples show the actual tells.

These powerful ideas will give you the decisive edge.

Talking the Talk provides a comprehensive introduction to the psychology of language, written for

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the reader with no background in the field or any prior knowledge of psychology. Written in an accessible and friendly style, the book answers the questions people actually have about language; how do we speak, listen, read, and learn language? The



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book advocates an experimental approach, explaining how psychologists can use experiments to build models of language processing. Considering the full breadth of psycholinguistics, the book covers core topics including

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how children acquire language, how language is related to the brain, and what can go wrong with it. Fully updated throughout, this edition also includes: Additional coverage on the genetics of language Insight into potential cognitive advantages of

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bilingualism New content on brain  
imaging and neuroscience Increased  
emphasis on recursion and what is  
special about language Talking the  
Talk is written in an engaging style  
which does not hesitate to explain  
complex concepts. It is essential

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reading for all undergraduate  
students and those new to the topic,  
as well as the interested lay reader.

Contents: Psycholinguistic  
Approaches to Language,  
Acquisition of the First Language,  
Language and Communication,

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Linguistic Competence and  
Performance, Psychological Factors  
in Language Learning, Sociological  
Implications of Language  
Acquisition, Bilingualism and Its  
Implications, Language and the  
Brain, Language and the Mind,

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Deviant Language Behaviour, The  
Teacher and Usage, The  
Phenomenon of Errors in Language,  
Creative Aspects of Language  
Learning.

This volume shows how the  
psychology and power of language

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can create realities. It examines the psychological implications of language as a way of being and not just as an instrument of communication. It discusses how a shift in language gives rise to an existential transformation, and

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shows how creative modes of  
expression lead to a radical  
transformation of beings.

Throughout, both the theoretical and  
practical implications of the  
psychological power of language are  
presented, particularly how language



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may result in a healthier inter- and intrapersonal world. It will interest upper-level students and researchers of language in Psychology, Linguistics, Philosophy and Education, as well as professional counselors.

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Cognitive and Functional

Approaches To Language Structure

From Data to Theory

The Routledge Handbook of the

Psychology of Language Learning

and Teaching

Research in the Tradition of Dan

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Isaac Slobin

Psychology of Language Teaching  
The Psychology of the Language  
Learner

***Face-to-face conversation  
between two or more people  
is a universal form, and***

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***perhaps the basic form, of  
social interaction. It is the  
primary site of social  
interaction in all cultures  
and the place where social  
and cultural meaning takes  
shape. Face-to-face***

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***conversation between  
children and parents can  
also be an important context  
for social and cognitive  
development. Given the  
universality, frequency and  
importance of conversation***

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***in social life, a psychological model of conversation is required for an understanding of the central issues in social and developmental psychology. This book provides such a***

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***model. Language in Action  
presents a critical  
examination of four models  
of conversation: the Code  
model based on Chomsky's  
linguistic views; the Speech  
Act model of Austin and***

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***Searle; the Inferential model  
of Grice, and the  
Conversation Analytic model  
of Sacks and Schegloff. It  
also considers the Brown  
and Levinson model of  
politeness in conversation.***



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***Using many examples from natural talk and drawing on the positive aspects of the reviewed models, Turnbull proposes a new Social Pragmatic model of conversation as social***

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***interaction. He also  
describes the research  
paradigm of Social  
Pragmatics that  
experimental psychologists  
can use to study  
conversation. This book will***

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***be invaluable for advanced students in psychology, sociology, language and linguistics and communication. It will also make fascinating and lively reading for anyone wanting***

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***a greater understanding of  
this fundamental form of  
social interaction.***

***This book explores key areas  
of educational and social  
psychology and considers  
their relevance to language***

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***learning and teaching, using  
activities and questions for  
reflection. The topics  
discussed in the book  
include: • learners' and  
teachers' beliefs about how  
a language should be***

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***learned and taught •  
learning and working in  
groups • relationships with  
others • the role of the self  
in teaching and learning •  
motivation to start and  
persist with tasks • the role***

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***of emotions in learning. The  
authors provide useful  
insights for the  
understanding of language  
learning and discuss the  
important implications for  
language teaching***

*Page 119/202*

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**pedagogy. Extra resources  
are available on the website:  
[www.oup.com/elt/teacher/exploringpsychology](http://www.oup.com/elt/teacher/exploringpsychology) Marion  
Williams was formerly  
Reader in Applied  
Linguistics at the University**



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***of Exeter and is a past  
president of IATEFL. Sarah  
Mercer is Professor of  
Foreign Language Teaching  
at the University of Graz,  
Austria. Stephen Ryan is  
Professor in the School of***

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***Economics at Senshu  
University, Tokyo.***

***This book explores the  
contributions that cognitive  
linguistics and psychology,  
including neuropsychology,  
have made to the***

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***understanding of the way  
that second languages are  
processed and learnt. It  
examines areas of  
phonology, word recognition  
and semantics, examining  
'bottom-up' decoding***

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***processes as compared with  
'top-down' processes as they  
affect memory. It also  
discusses second language  
learning from the  
acquisition/learning and  
nativist/connectionist***

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***perspectives. These ideas  
are then related to the  
methods that are used to  
teach second languages,  
primarily English, in formal  
classroom situations. This  
examination involves both***

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**'mainstream' communicative  
approaches, and more  
traditional methods widely  
used to teach EFL  
throughout the world. The  
book is intended to act both  
as a textbook for students**

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***who are studying second  
language teaching and as an  
exploration of issues for the  
interested teacher who  
would like to further extend  
their understanding of the  
cognitive processes***

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***underlying their  
teaching. Mick Randall is  
currently Senior Lecturer in  
TESOL and Head of the  
Institute of Education at the  
British University in Dubai.  
He has taught courses in***



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***second language learning  
and teaching, applied  
linguistics and psychology in  
a number of different  
contexts. He has a special  
interest in the cognitive  
processing of language and***

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***in the psycholinguistics of  
word recognition, spelling  
and reading.***

***This interdisciplinary  
synthesis of the social  
psychological aspects of  
language use provides an***

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***integrative and timely  
review of language as social  
action. The book  
successfully weaves  
together research from  
philosophy, linguistics,  
sociolinguistics,***

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***anthropology, social and  
cognitive psychology,  
pragmatics, and artificial  
intelligence. In this way, it  
clearly demonstrates how  
many aspects of social life  
are mediated by language***

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***and how understanding  
language use requires an  
understanding of its social  
dimension. Topics covered  
include: \*speech act theory  
and indirect speech acts;  
\*politeness and the***

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***interpersonal determinants  
of language; \*language and  
impression management and  
person perception;  
\*conversational structure,  
perspective taking; and  
\*language and social***

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***thought. This volume should  
serve as a valuable resource  
for students and researchers  
in social psychology and  
communication who want a  
clear presentation of the  
linguistic underpinnings of***

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***social interaction. It will also  
be useful to cognitive  
psychologists and other  
language researchers who  
want a thorough  
examination of the social  
psychological underpinnings***



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***of language use. Although  
this book is relevant for a  
variety of disciplines, it is  
written in a clear and  
straightforward style that  
will be accessible for  
readers regardless of their***

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**orientation.**

***The Psychological Power of  
Language***

***Caro's Book of Poker Tells  
An Introduction to the  
Psychology of Language  
Psychology of Language***

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***Psychology of Language and  
Learning***

***Language As Social Action***

Advanced textbook for students  
of psychology.

`Appealing in its attempt to  
approach the psychology of

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language from a wide range of  
often controversial viewpoints....  
Forrester's book is a book of  
reflection. The work constitutes  
a nice addition to the alternative  
book library of the advanced  
graduate student or academic

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- Contemporary Psychology This comprehensive textbook brings together diverse themes on the psychology of language in an integrated way. Rather than covering only the formal-structural aspects of language,

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Forrester provides a broad view of the study of language across various perspectives, focusing throughout on interesting relationships between language and human psychological processes. The book provides a

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clear introduction to key topics  
from language structure and  
processing, semantics and  
cognitive science, to  
conversation analysis, reading  
and writing, power relations in  
communication and postmodern

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psychology. The author explores language by considering three themes: thinking - the cognitive processes of self-communication; talk - where the emphasis is on everyday conversational behaviour; and text - including



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the study of reading and writing. A coherent framework is developed by looking at topics which link the themes together, clearly demonstrating the relationship between language and communication processes.

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Originally published in 1990,  
this comprehensive volume  
addresses the central issues of  
sentence and discourse  
processes, with particular  
emphasis placed on reading and  
listening comprehension. The

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text material is accessible to both upper-level undergraduate and graduate students and informative for professionals and educators. In this regard, this uncommon volume identifies the logic of both the

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specific experimental  
manipulations that are  
described, and the more general  
on-line and memory measures  
frequently invoked. The  
principles presented in the text  
are supported by hundreds of

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numbered and unnumbered  
examples, and by precise tables  
and figures.

This ground-breaking work is a  
detailed account of an innovative  
and in-depth study of the  
attitudes of in excess of 500

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Japanese learners towards a number of standard and non-standard as well as native and non-native varieties of English speech. The research conducted refines the investigation of learner attitudes by employing a

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range of pioneering techniques of attitude measurement. These methods are largely incorporated from the strong traditions that exist in the fields of social psychology and second language acquisition and utilize

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both direct and indirect techniques of attitude measurement. The author locates the findings in the context of the wealth of literature on native speaker evaluations of languages and



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language varieties. The study is unique in that the results provide clear evidence of both attitude change and high levels of linguistic awareness among the informants of social and geographical diversity within the

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English language. These findings are analyzed in detail in relation to the global spread of English as well as in terms of the pedagogical implications for the choice of linguistic model employed in English language

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classrooms both inside and  
outside Japan. The issues  
examined are of particular  
interest to educators,  
researchers and students in the  
fields of applied linguistics,  
TESOL, second language

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acquisition, social psychology of  
language and sociolinguistics.

The pedagogical and language  
policy implications of the  
findings obtained make essential  
reading for those with a specific  
focus on the role of the English

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language and English language  
teaching, both in Japan and  
beyond.

An Integrated Approach  
Psychology of Bilingualism  
The New Psychology of  
Language

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Positive Psychology in Second  
and Foreign Language Education  
Entrenchment and the  
Psychology of Language  
Learning  
Psychology of Language (PLE:  
Psycholinguistics)

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"This state-of-the-art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching. This handbook considers individual as

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well as collective factors in  
language learners and teachers  
from an array of new empirical  
constructs and theoretical  
perspectives, including  
implications for practice and  
"myths, debates, and



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disagreements" in the field, and points to future directions for research. This collection of stellar contributions is an essential resource for researchers, advanced students, and teachers working in applied

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linguistics, second language  
acquisition, psychology, and  
education"--

Breaking through the boundaries  
of traditional psycholinguistics  
textbooks, The Psychology of  
Language: An Integrated

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Approach By David Ludden

Approach takes an integrated, cross-cultural approach that weaves the latest developmental and neuroscience research into every chapter. Separate chapters on bilingualism and sign language and integrated

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coverage of the social aspects of language acquisition and language use provide a breadth of coverage not found in other texts. In addition, rich pedagogy in every chapter and an engaging conversational writing

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style help students understand the connections between core psycholinguistic material and findings from across the psychological sciences. Research results over the past decades have consistently

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demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In

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psychology, these attributes  
have traditionally been called  
"individual differences." The  
scope of individual learner  
differences is broad--ranging  
from creativity to learner styles  
and anxiety--yet there is no

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current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume



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focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A

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key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain.

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A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses;

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and researchers in second  
language acquisition and  
psychology.

The Psychology of  
Language From Data to  
Theory Psychology Press

The Psychology of Reading and

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Language Comprehension

Language in Action

The Psychological Experience of  
Integrating Content and  
Language

An Introduction to the

Psychology of Language (PLE:

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(Psycholinguistics)

Sentence Processing

*This book demonstrates how resources taken from positive psychology can benefit both teachers and learners. Positive psychology is the empirical*

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*study of how people thrive and flourish. This book explores a range of topics, such as affectivity and positive emotions, engagement, enjoyment, empathy, positive institutions, a positive L2 self-*

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*system, as well as newly added  
Positive Language Education.  
Some papers in this collection  
introduce new topics such as  
the role of positive psychology  
in international higher  
education, a framework for*



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*understanding language  
teacher well-being from an  
ecological perspective, or  
positive institutional policies in  
language education contexts.  
David Ludden integrates the  
traditional topics of*

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*psycholinguistics with relevant  
and recent findings across the  
breadth of psychology,  
including neuroscience,  
cognitive, evolutionary, social  
and cross-cultural approaches.  
He also extends the study of*

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*the psychology of language  
beyond the traditional focus on  
the English language and  
North American culture,  
taking instead a cross-cultural  
viewpoint.*

*This book brings together a*

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*diverse range of empirical chapters spanning various contexts and educational levels which explore the psychology of teaching and learning a subject through a second or other language. The*

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*chapters discuss both the psychological stressors and strains for learners and teachers, as well as the benefits and joys of being involved in such programmes. The studies encompass a*

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*range of areas, such as  
Content and Language  
Integrated Learning (CLIL),  
Foreign Language Medium of  
Instruction (FMI), bilingual  
education and other related  
approaches to integrating*

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*content and language. They feature a variety of psychological constructs, including identity, self-confidence, motivation, self-concept, teacher and learner beliefs, affect, anxiety, stress,*

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*mindsets, attributions and well-being, from the perspectives of both teachers and learners. This book is essential reading for anyone interested in ensuring that teachers and students are properly*



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*supported and that their experiences of integrated content and language settings enable them to flourish. The scope and purpose of educational processes have been heavily modified under*

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*the influence of psychological breakthroughs and their developmental perspectives in recent decades. This book is an attempt to address some of the key psychological aspects in the literature classified into*

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*emotional, cognitive, and  
psychological perspectives  
with a particular concentration  
on language teaching. By  
presenting detailed empirical  
studies on the covered topics, I  
attempted to indicate the*

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*intertwined relationships  
between language and  
psychology in educational  
settings. The first study deals  
with the impact of teacher-  
directed hypnotic suggestions  
on students' emotional*

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*intelligence and their  
academic performance. The  
second study introduces  
simplified tests to coordinate  
the helpless attitudes of the  
students. In the last research,  
I examined the interaction*

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*effects of the contextual  
factors and teachers'  
professional profiles on their  
cognitive orientations with a  
specific focus on teachers'  
dissonance belief systems.  
Overall, this book provides an*

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*overview of the functions and influences of the psychological concepts in educational contexts, particularly language teaching.*

*Psychology and Language  
Handbook of Language*

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*Analysis in Psychology*  
*Exploring Psychology in*  
*Language Learning and*  
*Teaching*  
*Theory and Applications*  
*Crosslinguistic Approaches to*  
*the Psychology of Language*



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In recent years, linguists have increasingly turned to the cognitive sciences to broaden their investigation into the roots and development of language. With the advent

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of cognitive-linguistic,  
usage-based and complex-  
adaptive models of  
language, linguists today  
are utilizing approaches  
and insights from  
cognitive psychology,

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neuropsychology, social psychology and other related fields. A key result of this interdisciplinary approach is the concept of entrenchment—the ongoing

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reorganization and  
adaptation of  
communicative knowledge.  
Entrenchment posits that  
our linguistic knowledge  
is continuously refreshed  
and reorganized under the

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influence of social interactions. It is part of a larger, ongoing process of lifelong cognitive reorganization whose course and quality is conditioned by exposure

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to and use of language,  
and by the application of  
cognitive abilities and  
processes to language.  
This volume enlists more  
than two dozen experts in  
the fields of linguistics,

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psycholinguistics,  
neurology, and cognitive  
psychology in providing a  
realistic picture of the  
psychological and  
linguistic foundations of  
language. Contributors

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examine the psychological foundations of linguistic entrenchment processes, and the role of entrenchment in first-language acquisition, second language learning,



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and language attrition.

Critical views of  
entrenchment and some of  
its premises and  
implications are discussed  
from the perspective of  
dynamic complexity theory

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and radical embodied  
cognitive science.