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Second Edition

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Objective Proficiency. Student's Book Pack (Student's Book with Answers with Class Audio CDs (3)) Annette Capel, Wendy Sharp, Leo Jones, 2013 Individual Variation and the Bilingual Advantage - Factors that Modulate the Effect of Bilingualism on Cognitive Control and Cognitive Reserve Maurits Van den Noort, Peggy Bosch, Esli Struys, 2020-02-11 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 Heritage Languages at the Crossroads: Cultural Contexts, Individual Differences,

and Methodologies Brechje Antonet Van Osch,Alicia Luque,Jason Rothman,Selim Tiryakiol,Nadine Kolb,2025-02-10 This Research Topic focuses on heritage languages at the crossroads by approaching heritage language bilingualism in an interdisciplinary way A language qualifies as a heritage language if it is a minority language spoken at home in a majority language context Any language can be the societal majority language in one context and the heritage language in another While the number of empirical studies on language acquisition and processing in heritage language bilingualism has increased in recent years heritage language bilinguals are an understudied subgroup of bilinguals When examined as adults heritage speaker bilinguals tend to show significant differences in their heritage language performance use and competence grammatical knowledge from one another This variation is particularly unusual because heritage speakers like monolinguals are native speakers of the heritage language **A Parametric Study of Language Training in the Peace Corps** Harvard University. Laboratory for Research in Instruction,John Bissell Carroll,1966 *Objective proficiency : [new for december 2002 exam specifications]. [1]. Self-study student's book* Annette Capel,Wendy Sharp,2010 Research in Education ,1972

Perspectives on the 'Bilingual Advantage': Challenges and Opportunities Peter Bright,Roberto Filippi,2019-09-05 The claim that multilanguage acquisition drives advantages in executive function is currently an issue of vigorous debate in academic literature Critics argue that evidence for this advantage has been confounded by unsound or questionable methodological practices with some investigators abandoning research in this area altogether indicating either that there is no bilingual advantage or that it is impossible to capture and therefore rule out alternative explanations for group differences Over the past decade and against this backdrop theory has developed from a relatively narrow focus on inhibitory control to incorporate theory of mind rule based learning reactive and proactive control visuo spatial memory and control of verbal interference in speech comprehension Most recently authors have claimed that the process of becoming bilingual may also impact on metacognitive abilities The fundamental issue is whether the limited capacity and goal directed selectivity of our executive system can somehow be enhanced or otherwise profit from the continuous intense competition associated with communicating in multilingual environments However although this issue has received much attention in academic literature the question of which cognitive mechanisms are most influenced by the enhanced competition associated with multilingual contexts remains unresolved Therefore rather than dismissing this important topic we advocate a more systematic approach in which the effects of multilinguistic experience are assessed and interpreted across well defined stages of cognitive development We encourage a broad developmentally informed approach to plotting the trajectory of interactions between multi language learning and cognitive development using a convergence of neuroimaging and behavioral methods across the whole lifespan Moreover we suggest that the current theoretical framing of the bilingual advantage is simplistic and this issue may limit attempts to identify specific mechanisms most likely to be modulated by multilingual experience For example there is a tendency in academic literature to treat executive function as an essentially unitary fronto parietal system

recruited in response to all manner of cognitive demand yet performance across so called executive function tasks is highly variable and intercorrelations are sometimes low It may be the case that some higher level mechanisms of executive function remain relatively unaffected while others are more sensitive to multilingual experience and that there may be disadvantages as well as advantages which themselves may be sensitive to factors such as age In our view there is an urgent need to take a more fine grained approach to this issue so that the strength and direction of changes in diverse cognitive abilities associated with multilanguage acquisition can be better understood This book compiles work from psychologists and neuroscientists who actively research whether how and the extent to which multilanguage acquisition promotes enhanced cognition or protects against age related cognitive or neurological deterioration We hope this collection encourages future efforts to drive theoretical progress well beyond the highly simplistic issue of whether the bilingual cognitive advantage is real or spurious

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