

1**The centrality of language in human cognition [Recurso electrónico] / Gary Lupyan**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 542-553

The emergence of language—a productive and combinatorial system of communication—has been hailed as one of the major transitions in evolution. By enabling symbolic culture, language allows humans to draw on and expand on the knowledge of their ancestors and peers. A common assumption among linguists and psychologists is that although language is critical to our ability to share our thoughts, it plays a minor, if any, role in generating, controlling, and structuring them. I examine some assumptions that led to this view of language and discuss an alternative according to which normal human cognition is language-augmented cognition. I focus on one of the fundamental design features of language—the use of words as symbolic cues—and argue that language acts as a high-level control system for the mind, allowing individuals to sculpt mental representations of others as well as their own.

Language learning. -- 2016 (September), v. 66, n. 3, p. 516-553

1. Categorization 2. Embodied cognition 3. Language and thought 4. Perception 5. Whorfian effects

2**Clarifying the scope of conceptual transfer [Recurso electrónico] / Scott Jarvis**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 632-635

This article clarifies the purposes of research on conceptual transfer by defining it as cross-linguistic influence in the expression and interpretation of conceptual meaning and by discussing what conceptual meaning entails and how conceptual meaning and conceptual transfer relate to the pursuits of linguistic relativity research, on the one hand, and traditional research on cross-linguistic influence on the other. I focus on three general questions that span the scope of conceptual transfer research, and I discuss the types of empirical evidence they call for. I also explore a case of meaning-related transfer whose specific causes have not yet been identified, and I describe how a combination of types of evidence can be used to determine whether learners from different language backgrounds rely on different conceptual considerations when deciding how to refer to a particular spatial relationship. The article concludes with a summary of the purposes and importance of this line of inquiry.

Language learning. -- 2016 (September), v. 66, n. 3, p. 608-635

1. Conceptual transfer 2. Cross-linguistic influence 3. Linguistic relativity 4. Semantic transfer 5. Thinking for speaking

3**Interactions between language and mental representations [Recurso electrónico] / Ercenur Unal, Anna Papafragou**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 574-580

It has long been recognized that language interacts with visual and spatial processes. However, the nature and extent of these interactions are widely debated. The goal of this article is to review empirical findings across several domains to understand whether language affects the way speakers conceptualize the world even when they are not speaking or understanding speech. A second goal of the present review is to shed light on the mechanisms through which effects of language are transmitted. Across domains, there is growing support for the idea that although language does not lead to long-lasting changes in mental representations, it exerts powerful influences during momentary mental computations by either modulating attention or augmenting representational power.

Language learning. -- 2016 (September), v. 66, n. 3, p. 554-580

1. Language and thought 2. Linguistic relativity 3. Whorf

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Neurolinguistic relativity [Recurso electrónico] : how language flexes human perception and cognition / Guillaume Thierry

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 707-713

The time has come, perhaps, to go beyond merely acknowledging that language is a core manifestation of the workings of the human mind and that it relates interactively to all aspects of thinking. The issue, thus, is not to decide whether language and human thought may be ineluctably linked (they just are), but rather to determine what the characteristics of this relationship may be and to understand how language influences-and may be influenced by-nonverbal information processing. In an attempt to demystify linguistic relativity, I review neurolinguistic studies from our research group showing a link between linguistic distinctions and perceptual or conceptual processing. On the basis of empirical evidence showing effects of terminology on perception, language-idiosyncratic relationships in semantic memory, grammatical skewing of event conceptualization, and unconscious modulation of executive functioning by verbal input, I advocate a neurofunctional approach through which we can systematically explore how languages shape human thought.

Language learning. -- 2016 (September), v. 66, n. 3, p. 690-713

1. Cognition 2. Event-related brain potentials 3. Language 4. Perception 5. Whorfianism

5

A perceptual learning approach to the whorfian hypothesis [Recurso electrónico] : supervised classification of motion / Panos Athanasopoulos, Daniel Albright

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 685-689

Recent research on the relationship between grammatical aspect and motion event cognition has shown that speakers of nonaspect languages (e.g., German, Swedish) attend to event endpoints more than speakers of aspect languages (e.g., English, Spanish). In this study, we took a perceptual learning approach to the Whorfian hypothesis, training native English speakers to categorize events either in an English-like way (same-language bias) or in a Swedish-like way (other-language bias), with and without verbal interference in English. Results showed that successful learning occurred in both language conditions. However, verbal interference disrupted learning only in the condition where the perceptual dimension to be learned was also salient in the participant's native language. This revealed selective language influence depending on the associative or dissociative relationship between the linguistic features occurring in the observer's native language and the perceptual features of the stimuli presented to them.

Language learning. -- 2016 (September), v. 66, n. 3, p. 666-689

1. Linguistic relativity 2. Motion events 3. Supervised classification 4. Whorf

6

Recent advances in the study of linguistic relativity in historical context [Recurso electrónico] : a critical assessment / John A. Lucy

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 510-515

This article outlines the history of empirical research on linguistic relativity, surveys current research, and appraises critically the trends of the past decade, highlighting conceptual and methodological issues. Initial research arose in anthropology from an interest in the significance of language differences for thought, but was soon followed by work in psychology targeting the assessment of language and thought connections. During a subsequent period, efforts were made to synthesize these approaches, yielding two dominant lines of research, one structure- and one domain-centered, both shaped by new input from those studying language acquisition. The contemporary period is marked by an expanded focus on varieties of linguistic input (e.g., deaf and multilingual speakers) and by greater effort to understand the conditions and mechanisms shaping cognitive effects. Overall, research continues to be marked by a tension between the requirements for adequate linguistic analysis and the requirements for effective cognitive assessment.

Language learning. -- 2016 (September), v. 66, n. 3, p. 487-515

1. Language development 2. Language and cognition 3. Language and thought 4. Linguistic relativity 5. Whorf hypothesis

7

A shared mechanism of linguistic, cultural, and bodily relativity [Recurso electrónico] / Daniel Casasanto

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 728-730.

What's special about the way language influences thought? In some cases, the answer may be: nothing at all. Language influences nonlinguistic cognition via numerous mechanisms. Other forms of experience can also influence our thinking via some of the same mechanisms. This article illustrates how separable streams of linguistic, cultural, and bodily experience can influence the way people think, feel, and make decisions by strengthening some implicit associations in long-term memory while weakening others. As a result, people with different experiences think differently, in predictable ways. Distinct kinds of physical and social experiences can shape our minds via similar processes, suggesting continuity between different facets of experiential relativity: linguistic relativity, cultural relativity, and bodily relativity.

Language learning. -- 2016 (September), v. 66, n. 3, p. 714-730

1. Bodily relativity 2. Cultural relativity 3. Experiential relativity 4. Linguistic relativity 5. Whorfian hypothesis

8

Thinking is modulated by recent linguistic experience [Recurso electrónico] : second language priming affects perceived event similarity / Guillermo Montero-Melis, T. Florian Jaeger, Emanuel Bylund

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 660-664

Can recent second language (L2) exposure affect what we judge to be similar events? Using a priming paradigm, we manipulated whether native Swedish adult learners of L2 Spanish were primed to use path or manner during L2 descriptions of scenes depicting caused motion events (encoding phase). Subsequently, participants engaged in a nonverbal task, arranging events on the screen according to similarity (test phase). Path versus manner priming affected how participants judged event similarity during the test phase. The effects we find support the hypotheses that (a) speakers create or select ad hoc conceptual categories that are based on linguistic knowledge to carry out nonverbal tasks, and that (b) short-term, recent L2 experience can affect this ad hoc process. These findings further suggest that cognition can flexibly draw on linguistic categories that have been implicitly highlighted during recent exposure.

Language learning. -- 2016 (September), v. 66, n. 3, p. 636-665

1. Bilingual cognition 2. Event similarity 3. Linguistic relativity 4. Motion events 5. Spanish 6. Swedish

9

Whorf's lost argument [Recurso electrónico] : multilingual awareness / Aneta Pavlenko

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 599-607

Debates about linguistic relativity commonly focus on one question: Does language affect thought? This yes-or-no question does not do justice to the complexity of Whorf's ideas and skirts several issues of great importance to Whorf. My first aim in this article is to recover the arguments that got lost in translation of Whorf's ideas into the Sapir-Whorf hypothesis. I will show that, for Whorf, languages were also one of the ways in which we think, scientists were not immune to language effects, and the key to advancement of Western science was multilingual awareness. My second aim is to draw on these insights to articulate a Whorfian agenda for the field of second language acquisition (SLA) that asks new questions about second language learning and cognition and expands the boundaries of the field and the scope, duration, and locations of SLA research.

Language learning. -- 2016 (September), v. 66, n. 3, p. 581-607

1. Linguistic relativity 2. Multilingual awareness 3. Sapir-Whorf hypothesis 4. Second language learning