



Cogic Jackson

In chapter 4: The Psychology of Second Language Acquisition, the Critical Period Hypothesis is explained in which it says, “children had only a limited number of years during which they could acquire their L1 flawlessly if they suffered brain damage to the language areas; brain plasticity in childhood would allow other areas of the brain to take over the language functions of the damaged areas, but beyond a certain age, normal language would not be possible” (p 73). I’ve read several articles concerning patients with brain injuries and in one case; a sixteen-year-old English native speaker suffered a concussion in a soccer game and woke up from a coma completely fluent in Spanish. While extremely rare, this phenomenon is called Foreign Accent Syndrome (FAS) and it can develop after head trauma, migraines, or developmental problems. **With this in mind, how does FAS fit into the Critical Period Hypothesis and the learning processes criteria? Does this phenomenon negate or amend any of the rules of neurolinguistics?**



Claire Fowler

Chapter 4, The Psychology of Second Language Acquisition, is a very interesting chapter that goes over the brain and how it is “wired” through the lenses of psychology. The brain has always been a fascinating topic for me because there is so much mystery behind them, from its evolution to the processes it goes through with everyday life as well as when someone meets, or learns, something new. I do not have many questions over the chapter however I was wondering if you could clarify the difference between Coordinate, Compound, and subordinate bilingualism. Also, on page 76, it says that one’s L2 might be more involved with the right hemisphere. Would this be because it is their L2 and that they had to learn it separately from their L1? However, if this is the case, then those that grew up with two main languages, does this still apply or will their L1 and L2 be closer to the same area than if someone learned the L2 later in life?