Special Issue

The Impact of Language(s), Social Environment and Culture on Brain Development and Function

Message from the Guest Editors

Clinical and experimental data bring converging evidence that language offers an excellent model of brain-environment relationship. Activities such as learning to speak, act and sing, acquisition of a foreign language, as well as bilingual interaction modify not only cognitive processes, but also cortical and subcortical brain areas related to linguistic, nonlinguistic and other cognitive and sensory or motor functions. In the same manner, language recovery from aphasia after a brain lesion does rely on changes in neural activation and development of ipsilateral and contralateral cortical/subcortical-brain networks. Finally, language interventions in neurodegenerative diseases such as primary progressive aphasia or Alzheimer's disease also result in functional and structural brain changes. The present issue aims to highlight current perspectives on the understanding of brain reorganization after language training in a real-world situation, in language learning, but also in multilingual and multi-communicative settings, as well as in language disorders. It will also focus on language recovery and therapy-induced neuroplasticity in aphasia.

Guest Editors

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