

this noun-verb dissociation is not language specific. They reported a similar difficulty in retrieving English verbs compared to their Greek counterparts for both aphasic and non-brain damaged participants. Moreover, aphasic patients found more difficulty in retrieving L2 instrumental verbs with a noun-name relation than L2 instrumental verbs without a noun-name relation. They interpreted these results as evidence supporting that there may be weaker connections between lemma and phonological representations in L2 compared to L1 with increased competition across co-activated phonological representations in L2 in the case of a name relation between the instrumental verb and noun.

CONCLUSION

In conclusion, the analyses of the linguistic performance of brain-damaged patients have provided important insights into how the languages are represented in the brain. According to Paradis (1994), the different forms of acquisition that underlie L1 and L2, the former based on conversational and spontaneous speech and the latter follows formal learning exercise an important influence on this organization. While L1 is assumed to involve the basal ganglia and cerebellum, L2 appears to engage the cerebral cortex. In addition, evidence supporting these assumptions has been provided by patients affected by bilingual aphasia (e. g., Aglioti & Fabbro, 1993, García-Caballero et al., 2007). Moreover, recent studies have proved that proficiency level seems to be an organizational principle of languages in the brain in the sense that, proficient languages shared common brain areas (e. g., Hernández et al., 2000).

In addition, Paradis (2001) claimed that analysing the linguistic performance of aphasic patients in different languages may provide useful insights into the diagnosis of aphasia and subsequent treatment. In recent years, the grammatical class-specific deficit reported in monolingual aphasics has received much attention in the field (e. g., Caterina Silveri et al., 2003, Daniele et al., 1993, Hillis et al., 2006). Moreover, impairment in producing nouns has been considered a distinctive symptom of SD, while difficulties in naming verbs lead to inability to produce sentences which has been especially observed in patients affected by PPNFA.

Interestingly, this grammatical category specific deficit has been recently reported in bilingual aphasia, affecting similarly both languages, which proves not to be language specific (e. g., Hernández et al. 2008). Furthermore, the locus of this deficit has been claimed to lie as impairment at the semantic level. Nevertheless, patients showing modality specific deficits have shown that they could access the meaning of the words they were unable to name. Hence, grammatical class is presented as potential organizational principle for lexical and importantly for orthographic/phonological representations (e. g., Hillis & Caramazza, 1991). Hence, this modality specific deficit may be explained as impairment to the access to phonological and orthographic representations.

Finally, it is worth mentioning that further research centered on the noun-verb dissociation should address whether linguistically different languages would be organized by the same grammatical principles (Hernández et al., 2007)

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