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PROPOSITIONS BELONGING TO THE THESIS:

“The Neurobiology of Individual Differences in Grammar Learning”

by Olga Kepinska

1. Language aptitude is not a prerequisite of mastering a new language, rather it serves in the form of a capacity which improves the rate and ease of learning (this dissertation, cf. Carroll, 1981).

2. Combining different analytical approaches to neuroimaging data is an indispensable tool for understanding any cognitive phenomenon (this dissertation).

3. Both quantity (activation levels) and quality (coherence) of brain activity are markers of cognitive functioning (this dissertation).

4. Investigations of brain’s functional connectivity should entail both specific regions of interest and whole-brain data driven approaches in order to fully profit from the wealth of the data (this dissertation).

5. Right-hemispheric involvement during an artificial grammar learning task can be traced back to the difference between the left-lateralised proficient language processing, and language learning, on a par with bilateral language-related activity reported for child first language processing (this dissertation).

6. Identification of brain regions related to superior cognitive functioning opens possibilities for external manipulation of such capabilities (this dissertation).

7. For early career scientists, the use of established experimental protocols in an attempt of reproducing and extending previous results is more fruitful to developing new paradigms.

8. Both second language acquisition theory building and efforts towards improving the outcomes of language learning and instruction can benefit greatly from neuroscientific investigations (this dissertation).

9. Collaboration, not competition should be the driving force of modern science.

10. The right work-life balance is a true measure of human success.

11. Gender balance in academia should not be concerned with even numbers of men and women but with policies supporting partnership and equality (cf. Nielsen et al., 2017, PNAS).

12. Completion of a doctoral dissertation and finishing a marathon impose remarkably similar demands upon the candidate.