

NEUROLINGUISTICS: SHAKESPEARE AND APHASIA

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This paper proposes to discuss the basic aspects of language formation in the brain – its location, before proceeding to discuss aphasia. The paper draws upon the research carried out at University of Liverpool, where it was shown that reading Shakespeare increases intelligence. This research takes current findings further in the field of Neurolinguistics, by showing how the effects of reading Shakespeare can affect people suffering from various forms of aphasia. The research is based on the findings of the author in classroom context, and the subjects of the research are his students suffering from some form of language disorder. The paper does not only list the findings, but attempts an explanation of why and how reading Shakespeare can be medically beneficial, by revealing some of the basic features of neuroanatomy, certain chemicals which are at work at certain places, and they can affect language, memory and speech production.