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# Cognitive Processing In Bilinguals

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Bilingual Influence on Cognitive Processes  
Related to Linguistic Abilities in School-age  
Children  
Psychology of Bilingualism  
Language and Bilingual Cognition  
Memory, Language, and Bilingualism  
Implicit and Explicit Language Learning  
Cognitive Individual Differences in Second  
Language Processing and Acquisition  
Cognitive Aspects of Bilingualism  
Multilingual Cognition and Language Use  
Cognitive Processing of Arithmetic in Bilinguals  
The Internal Context of Bilingual Processing  
The Bilingual Brain  
The Psycholinguistics of Bilingualism  
Tutorials in Bilingualism  
An Introduction to Bilingualism  
Handbook of Bilingualism  
Bilingualism and cognitive control  
Language Processing in Bilingual Children  
The Study of Bilingual Language Processing  
The Cognitive Neuroscience of Bilingualism  
Bilingualism Across the Lifespan  
Bilingualism and Cognition  
Reading Comprehension Proficiency, Cognitive  
Processing Mechanisms, and Deductive  
Reasoning in Bilinguals

Cognitive Processing in Bilinguals  
Bilingual Cognition and Language  
From Thoughts to Digitalk  
The Cambridge Handbook of Bilingual Processing  
The Adaptive Bilingual Mind  
Cognitive Processing in Bilinguals  
The Handbook of the Neuroscience of  
Multilingualism  
Effects of Bilingualism on Cognitive Processing in  
Adults  
A Neurolinguistic Theory of Bilingualism  
Bilingualism and Cognitive Control  
Methods in Bilingual Reading Comprehension  
Research  
Bilinguals  
Cognitive Processing in Bilinguals  
Cognitive Control and Consequences of  
Multilingualism  
Language Processing in Bilinguals (RLE Linguistics  
C: Applied Linguistics)  
Language and Cognition in Bilinguals and  
Multilinguals  
Final Reports on an Investigation of how  
Bilinguals Read  
Bilingualism, Executive Function, and Beyond

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**AVERY TY**

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Bilingual  
Influence on

Cognitive  
Processes  
Related to  
Linguistic  
Abilities in  
School-age

Children  
Springer  
For decades,  
bilingualism  
has resisted  
definition. If

bilingualism is defined as habitual, fluent, correct and accent-free use of two languages, few individuals would qualify as bilinguals. A more viable approach may be to concede that 'bilingual' can be seen instead as a range of points on a continuum that allows for differences. The psychological study of bilingualism encompasses a wide range of phenomena including the organization

and representation of the grammar, the perception and production of language mixing, cerebral lateralization of language functions, and patterns of recovery of aphasic patients. This book collects together an international array of researchers in experimental psychology, linguistics and neuropsychology, who bring their expertise to bear on the critical issues that are raised by the

bilingual phenomena.  
**Psychology of Bilingualism**  
John Benjamins Publishing Company  
This volume is the outcome of 25 years of research into the neurolinguistic aspects of bilingualism. In addition to reviewing the world literature and providing a state-of-the-art account, including a critical assessment of the bilingual neuroimaging studies, it proposes a set of hypotheses

about the representation, organization and processing of two or more languages in one brain. It investigates the impact of the various manners of acquisition and use of each language on the extent of involvement of basic cerebral functional mechanisms. The effects of pathology as a means to understanding the normal functioning of verbal communication processes in the bilingual

and multilingual brain are explored and compared with data from neuroimaging studies. In addition to its obvious research benefits, the clinical and social reasons for assessment of bilingual aphasia with a measuring instrument that is linguistically and culturally equivalent in each of a patient's languages are stressed. The relationship between language and thought in

bilinguals is examined in the light of evidence from pathology. The proposed linguistic theory of bilingualism integrates a neurofunctional model (the components of verbal communication and their relationships: implicit linguistic competence, metalinguistic knowledge, pragmatics, and motivation) and a set of hypotheses about language processing (neurofunctional modularity,

the activation threshold, the language/cognition distinction, and the direct access hypothesis).

### **Language and Bilingual Cognition**

Springer  
How is language acquired when infants are exposed to multiple language input from birth and when adults are required to learn a second language after early childhood? How do adult bilinguals comprehend and produce

words and sentences when their two languages are potentially always active and in competition with one another? What are the neural mechanisms that underlie proficient bilingualism? What are the general consequences of bilingualism for cognition and for language and thought? This handbook will be essential reading for cognitive psychologists, linguists, applied linguists, and educators who

wish to better understand the cognitive basis of bilingualism and the logic of experimental and formal approaches to language science. Memory, Language, and Bilingualism Psychology Press This innovative volume provides a state-of-the-art overview of the relationship between language and cognition with a focus on bilinguals. It brings

together contributions from international leading figures in various disciplines and showcases contemporary research on the emerging area of bilingual cognition. The first part of the volume discusses the relationship between language and cognition as studied in various disciplines, from psychology to philosophy to anthropology to linguistics, with chapters written by

some of the major thinkers in each discipline. The second part concerns language and cognition in bilinguals. Following an introductory overview and contributions from established figures in the field, bilingual cognition researchers provide examples of their latest research on topics including time, space, motion, colors, and emotion. The third part discusses practical applications of

the idea of bilingual cognition, such as marketing and translation. The volume is essential reading for researchers and postgraduate students with an interest in language and cognition, or in bilingualism and second languages. Implicit and Explicit Language Learning Cambridge University Press Psycholinguistics – the field of science that examines the mental processes and

knowledge structures involved in the acquisition, comprehension, and production of language - had a strong monolingual orientation during the first four decades following its emergence around 1950. The awareness that a large part of mankind speaks more than one language - that this may impact both on the way each individual language is used and on

the thought processes of bilinguals and multilinguals, and that, consequently, our theories on human linguistic ability and its role in non-linguistic cognition are incomplete and, perhaps, false - has led to a steep growth of studies on bilingualism and multilingualism since around 1995. This textbook introduces the reader to the field of study that examines language acquisition, comprehension

and production from the perspective of the bilingual and multilingual speaker. It furthermore provides an introduction to studies that investigate the implications of being bilingual on various aspects of non-linguistic cognition. The major topics covered are the development of language in children growing up in a bilingual environment either from birth or relatively soon

after, late foreign language learning, and word recognition, sentence comprehension, speech production, and translation processes in bilinguals. Furthermore, the ability of bilinguals and multilinguals to generally produce language in the "intended" language is discussed, as is the cognitive machinery that enables this. Finally, the consequences of bilingualism

and multilingualism for non-linguistic cognition and findings and views regarding the biological basis of bilingualism and multilingualism are presented. The textbook's primary readership are students and researchers in Cognitive Psychology, Linguistics, and Applied Linguistics, but teachers of language and translators and interpreters who wish to

become better informed on the cognitive and biological basis of bilingualism and multilingualism will also benefit from it. Cognitive Individual Differences in Second Language Processing and Acquisition Cambridge University Press This book offers a detailed account of the issues, models, and outcomes of research into the cognition of



bilingualism. The first chapter identifies the most important characteristics of this research and its historical developments, before the main part of the book explores studies of four bilingual processing topics. The first of these is lexico-semantic representation and organization in bilinguals, which deals with how words and meanings are represented and connected in the bilingual mind. The second, cross-language priming, explores the bilingual lexicon by examining how exposure to words in one language may affect word recognition in another and leads to the discovery of an asymmetry in translation priming. The third topic is selective lexical access in bilinguals, which examines whether bilinguals can selectively activate one language while suppressing the other, while the fourth is code switching, focussing on language control and language regulation mechanisms in bilinguals. The book concludes with a chapter that reviews research in three areas beyond lexical processing: autobiographical memory, the representation and interaction of syntactic knowledge, and the consequences

of bilingualism. The volume demonstrates the theoretical significance and real-world practical implications of research into bilingual language processing, and will be a valuable resource for seminars and courses from advanced undergraduate level upwards.

**Cognitive Aspects of Bilingualism**

Frontiers E-books  
'Fascinating. . . This engaging book explores just how multiple

languages are acquired and sorted out by the brain. . . Costa's work derives from a great fund of knowledge, considerable curiosity and solidly scientific spirit' Philip Hensher Spectator The definitive study of bilingualism and the human brain from a leading neuropsychologist Over half of the world's population is bilingual and yet few of us understand how this extraordinary, complex ability really

works. How do two languages co-exist in the same brain? What are the advantages and challenges of being bilingual? How do we learn - and forget - a language? In the first study of its kind, leading expert Albert Costa shares twenty years of experience to explore the science of language. Looking at studies and examples from Canada to France to South Korea, The Bilingual Brain investigates

the significant impact of bilingualism on daily life from infancy to old age. It reveals, among other things, how babies differentiate between two languages just hours after birth, how accent affects the way in which we perceive others and even why bilinguals are better at conflict resolution. Drawing on cutting-edge neuro-linguistic research from his own laboratory in

Barcelona as well from centres across the world, and his own bilingual family, Costa offers an absorbing examination of the intricacies and impact of an extraordinary skill. Highly engaging and hugely informative, *The Bilingual Brain* leaves us all with a sense of wonder at how language works. Translated by John W. Schwieter

**Multilingual Cognition and Language**

**Use** Springer  
Over the last several decades, neuroscientists, cognitive psychologists, and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical, empirical, and methodological perspectives. This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications

when possible. The volume includes an examination of the psychological and neurological processes of implicit and explicit learning, what aspects of language learning can be affected by explicit learning, and the effects of bilingualism on the mental processing of language. Rigorous empirical research investigations probe specific aspects of acquiring morphosyntax and

phonology, including early input, production, feedback, age, and study abroad. A final section explores the rich insights provided into language processing by bilingualism, including such major areas as aging, third language acquisition, and language separation. **Cognitive Processing of Arithmetic in Bilinguals** Oxford University Press How does a human acquire, comprehend,

produce and control multiple languages with just the power of one mind? What are the cognitive consequences of being a bilingual? These are just a few of the intriguing questions at the core of studying bilingualism from psycholinguistic and neurocognitive perspectives. Bringing together some of the world's leading experts in bilingualism, cognitive

psychology and language acquisition, The Cambridge Handbook of Bilingual Processing explores these questions by presenting a clear overview of current theories and findings in bilingual processing. This comprehensive handbook is organized around overarching thematic areas including theories and methodologies, acquisition and development, comprehensio

n and representation, production, control, and the cognitive consequences of bilingualism. The handbook serves as an informative overview for researchers interested in cognitive bilingualism and the logic of theoretical and experimental approaches to language science. It also functions as an instrumental source of readings for anyone interested in bilingual processing.

### **The Internal Context of Bilingual Processing**

Nova Science Publishers  
A comprehensive and interdisciplinary approach to the study of memory, language and cognitive processing across various populations of bilingual speakers.

### **The Bilingual Brain**

Cambridge University Press  
Set in the context of bilingualism in Maori and English, this chapter discusses the

interpretation of novel English compounds as right or left-headed. The aim is to report evidence of structural transfer in bilinguals on the level of word formation. In accordance with Grosjean (2012), this study provides evidence for structural transfer when bilinguals act in a monolingual mode. The occurrence of transfer in monolingual situations is also further empirical

proof for claims that the languages of a bilingual are constantly activated in a speaker's mind (Kecskes 2006). Maori-English bilinguals sh. *The Psycholinguistics of Bilingualism* John Wiley & Sons  
The Psycholinguistics of Bilingualism presents a comprehensive introduction to the foundations of bilingualism, covering language processing, language acquisition,

cognition and the bilingual brain. This thorough introduction to the psycholinguistics of bilingualism is accessible to non-specialists with little previous exposure to the field  
Introduces students to the methodological approaches currently employed in the field, including observation, experimentation, verbal and computational modelling, and brain imaging  
Examines

spoken and written language processing, simultaneous and successive language acquisition, bilingual memory and cognitive effects, and neurolinguistic and neuro-computational models of the bilingual brain. Written in an accessible style by two of the field's leading researchers, together with contributions from internationally-renowned scholars. Featuring chapter-by-

chapter research questions, this is an essential resource for those seeking insights into the bilingual mind and our current knowledge of the cognitive basis of bilingualism. **Tutorials in Bilingualism** John Benjamins Publishing. The aim of this volume is to integrate the current literature about the psychological dimensions of bilingualism: that is, to analyze psychological, subjective,

and internal perspectives on bilingualism. What is the internal world of bilinguals like? How do they perceive the world and how do they think? What are the advantages and disadvantages of being bilingual? How does bilingualism interact with personality? In what way does being bilingual impact the aging mind? Renowned and emerging scholars alike explore these questions in

the collected chapters. The organization of the book features four main component parts: (1) the inner cognitive world of the bilingual mind (2) bilingual language representation, and (3) bilingualism across the lifespan, and 4) bilingual cognitive and personality dimensions. Taken collectively, the included chapters provide a multidimensional and up-to-date perspective on bilingual studies, specifically concentrating on the cognitive and emotional dimensions of the individual. Chapter topics include: Conceptual Metaphor Theory Bilingual Figurative Language Processing Aging in Bilinguals Psychopathology in Bilinguals Personality Traits in Bilinguals Addressing the growing demand for bilingual research, this collection provides a timely and much needed perspective on the bilingual as an individual, exploring his/her internal world and a range of phenomena, including emotional word processing, personality traits, language effects on the mind, and cognitive effects of bilingualism. As such, it will appeal to a wide range of readers across various intellectual and professional



arenas, including cognitive psychologists, personality psychologists, psycholinguists, educational psychologists and second language teachers, among others.

**An Introduction to Bilingualism**

Penguin UK  
The human mind is a marvelous device that effectively regulates mental activities and facilitates amendable cognitive behaviour across several domains such

as attention, memory, and language processing. For multilinguals, the mind also represents and manages more than one language system—a mental exercise which may lead to cognitive benefits. Through an in-depth exploration of these issues, Cognitive Control and Consequences of Multilingualism presents original studies and new perspectives which are

cutting-edge and feature traditional and innovative methodologies such as ERPs, fMRIs, eye-tracking, picture- and numeral naming, the Simon, flanker, and oculomotor Stroop tasks, among others. The studies in this book investigate prominent themes in multilingual language control for both comprehension and production and probe the notion of a cognitive advantage

that may be a result of multilingualism. The growing number of researchers, practitioners, and students alike will find this volume to be an instrumental source of readings that illuminates how one mind accommodates and controls multiple languages and the consequences it has on human cognition in general. Handbook of Bilingualism Psychology Press Psychology

Bilingualism Reading Assessment. *Bilingualism and cognitive control* Routledge The definitive guide to 21st century investigations of multilingual neuroscience The Handbook of the Neuroscience of Multilingualism provides a comprehensive survey of neurocognitive investigations of multiple-language speakers. Prominent scholar John W. Schwieter offers a unique

collection of works from globally recognized researchers in neuroscience, psycholinguistics, neurobiology, psychology, neuroimaging, and others, to provide a multidisciplinary overview of relevant topics. Authoritative coverage of state-of-the-art research provides readers with fundamental knowledge of significant theories and methods, language impairments and disorders, and neural

representation  
 s, functions,  
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 multilingual  
 brain.  
 Focusing on  
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 Multilingualis  
 m is an  
 invaluable  
 resource for  
 researchers  
 and scholars

in areas including multilingualism, psycholinguistics, second language acquisition, and cognitive science. This versatile work is also an indispensable addition to the classroom, providing advanced undergraduate and graduate students a thorough overview of the field.

**Language Processing in Bilingual Children**

Routledge  
The overall aim of the current study

was to investigate 1) whether typically-developing monolingual/bilingual children share the same cognitive processes for language performance and whether the children employ these cognitive processes to the same degree, and 2) whether these shared mechanisms differ by language experience (monolingual exposure as opposed to bilingual exposure). This work will

contribute to efforts to determine which cognitive processes underlie language abilities, and how these processes are influenced by language experiences in bilingual environments. The findings may serve to further determine which cognitive processes could identify language impairment in bilingual children and determine whether bilingualism would be

beneficial for bilingual children with language impairment. Typically developing children at two different locations, State College and Toronto, participated in the cross-sectional study. One group of these children was 22 monolinguals (N = 15 in State College and N = 7 in Toronto). The other group was 20 bilinguals (N = 7 in State College and N = 13 in Toronto). Accuracy and reaction times were obtained from three cognitive tasks: the Serial Reaction time task, Attention Network Test, and Visual Choice Decision task. Each task was used to measure procedural learning, attention, and processing speed ability, respectively. Hierarchical linear regression models suggested that Procedural Learning predicted Core Language Score and Concepts and Following Directions scores in the bilingual group but not in the monolingual group. Among the three attentional network measures, Orienting predicted Word Classes-Receptive across groups in a similar manner. Processing Speed predicted Recalling Sentences in monolingual children but not in bilingual peers. These cognitive processes did not differ by

language experience, in comparison between the two groups. However, a post hoc analysis suggested that within the bilingual group, variability of dual language exposure explained processing speed but did not explain the other measures. We conclude that dual language experience changes the relationship between cognitive processes and language abilities but some

cognitive processes such as procedural learning might be less modified by language experience than other cognitive processes such as processing speed. The future studies should focus on whether procedural learning can be used to identify language impairment and whether an advantage of processing speed could be observed in bilingual children with language

impairment. These lines of research would help us to develop diagnostic tools as well as intervention in bilingual settings.

### **The Study of Bilingual Language Processing**

John Wiley & Sons

The collected essays in this volume present an overview and state-of-the-field of traditional and recently developed methodological approaches to the study of bilingual reading

comprehension. It critically reviews and examines major findings from classical behavioral approaches such as the visual moving window, rapid-serial visual presentation (RSVP), and eye-tracking, as well as newly developing neuropsychological methodologies such as Event-Related Potentials (ERPs), and Functional Magnetic Resonance Imaging (fMRI). Written to address a timely topic, Methods in Bilingual Reading Comprehension Research updates the field of bilingual reading by critically examining the contributions of the various behavioral and technologically-based reading techniques used to understand psychological processes underlying written language comprehension. Each topic is covered first from a theoretical, and then from an experimental, viewpoint. Moreover, the volume contributes to the development and establishment of Bilingual Reading as a subfield of bilingual sentence processing and fills a significant gap in the literature on bilingual language processing and thought. Significantly, Methods in Bilingual Reading Comprehension Research presents an overall view of

some of the typical psycholinguistic techniques and approaches, as well as proposing other possible tasks that may prove viable in investigating such theoretical issues as bilingual lexical ambiguity resolution, or how bilingual speakers might resolve multiple sources of potentially conflicting information as they comprehend sentences and discourse

during the communicative process. In addition, to aid reader comprehension and encourage readers to acquire “hands on” experience in the creation and development of experiments in the realm of bilingual reading research, each chapter includes a list of key words, suggested student research projects, and questions to both help the reader review the chapter

and expand upon the reading. With its comprehensive coverage of a crucial subfield of psycholinguistics and language processing, *Methods in Bilingual Reading Comprehension Research* is an invaluable and informative resource for all students and researchers in bilingualism, neurolinguistics, bilingual cognition, and other related fields. *The Cognitive Neuroscience*



*of Bilingualism* APA Books This collection brings together leading names in the field of bilingualism research to celebrate the 25th anniversary of the *Studies in Bilingualism* series. Over the last 25 years the study of bilingualism has received a tremendous amount of attention from linguists, psychologists, cognitive scientists, and neuroscientists. The breadth of coverage in this volume is a testament to the many different aspects of bilingualism that continue to generate phenomenal interest in the scholarly community. The bilingual experience is captured through a multifaceted prism that includes aspects of language and literacy development in child bilinguals with and without developmental language disorders, language processing and mental representations in adult bilinguals across the lifespan, and the cognitive and neurological basis of bilingualism. Different theoretical approaches – from generative UG-based models to constructivist usage-based models – are brought to bear on the nature of bilingual linguistic knowledge. The end result is a compendium of the state-of-the-art of a field that is in constant evolution and

that is on an upward trajectory of discovery.	introduction to the bilingual brain. It is a useful resource for researchers and students, bringing together various theories and research	approaches in the cognitive neuroscience of bilingualism and a state-of-the-art overview of empirical findings on this topic from various perspectives.
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**Bilingualism Across the Lifespan** John Benjamins Publishing Company  
This book offers an

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