

Cognitive Perspective



Cognitive Processing In Bilinguals

Roseweir Tessa



Cognitive Processing In Bilinguals:

Cognitive Processing in Bilinguals Richard Jackson Harris, 1992 **Cognitive Processing in Bilinguals** Roseweir Tessa, 1991 *Tutorials in Bilingualism* Annette M.B. de Groot, Judith F. Kroll, 2014-05-12

The past fifteen years have witnessed an increasing interest in the cognitive study of the bilingual. A major reason why psychologists, psycholinguists, applied linguists, neuropsychologists, and educators have pursued this topic at an accelerating pace, presumably, is the acknowledgment by increasingly large numbers of language researchers that the incidence of monolingualism in individual language users may be lower than that of bilingualism. This alleged numerical imbalance between monolinguals and bilinguals may be expected to become larger due to increasing international travel (through, for instance, tourism and trade) and to the growing use of international communication networks, and to the fact that in some parts of the world (i.e., Europe) the borders between countries are effectively disappearing. In addition to the growing awareness that bilinguals are very common and may even outnumber monolinguals, there is the dawning understanding that the bilingual mind is not simply the sum of the cognitive processes associated with each of the two monolingual modes, and that the two languages of bilinguals may interact with one another in complicated ways. To gain a genuinely universal account of human cognition will therefore require a detailed understanding of language use by both pure monolinguals as well as bilinguals, unbalanced and balanced, and of the representations and processes involved. These two insights—that bilingualism is a common human condition and that it may influence cognition—were presumably instrumental in putting bilingualism on the agendas of many researchers of cognition and language in recent years. But other reasons may have played a role, too. The study of bilingualism also provides a unique opportunity to study the relation between language and thought. A final reason for the growing interest in this area of research is the awareness that bilingualism may confer the benefit of broadening one's scope beyond the limits of one's own country and culture. This book serves as an excellent introduction to the important topics in the psycholinguistic study of bilingualism. The chapters represent a comprehensive and interrelated set of topics that form the core of contemporary research on the psycholinguistics of bilingualism. The issues raised within this perspective not only increase our understanding of the nature of language and thought in bilinguals but also of the basic nature of the mental architecture that supports the ability to use more than one language.

Bilingualism and cognitive control Judith F. Kroll, Ingrid Christoffels, Teresa Bajo, Research on bilingual language processing reveals an important role for control processes that enable bilinguals to negotiate the potential competition across their two languages. The requirement for control that enables bilinguals to speak the intended language and to switch between languages has also been suggested to confer a set of cognitive consequences for executive function that extend beyond language to domain-general cognitive skills. Many recent studies have examined aspects of how cognitive control is manifest during bilingual language processing: how individual differences in cognitive resources influence second language learning and performance, and the range of cognitive tasks that

appear to be influenced by bilingualism. However, not all studies demonstrate a bilingual advantage in all tasks that tap into cognitive control. Indeed, many questions are unanswered that are critical to our understanding of bilingual control. What aspects of cognitive control are enhanced for proficient bilinguals? How are individual differences in cognitive control related to language acquisition proficiency or professional translation skill? How does the language environment affect concurrent processing? How exactly does language control come about in tasks such as speech production switching between languages or translation? When and how does inhibitory processing support language control? The focus of this Research Topic is on executive control and bilingualism. The goal is to have a broad scope that includes all of these issues. We seek empirical contributions using different methodologies including behavioral, computational, and neuroscience approaches. We also welcome theoretical contributions that provide detailed discussion of models or mechanisms that account for the relationship between bilingualism and cognitive control. We aim to provide a platform for new contributions that represent a state of the art overview of approaches to cognitive control in bilingualism. We hope that this Research Topic will enable the field to formulate more precise hypotheses and causal models on the relation between individual differences, cognitive control, and bilingual language processing.

Multilingual Cognition and Language Use Luna Filipović, Martin Pütz, 2014. 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 show structural transfer in word formation.

The Handbook of Psycholinguistic and Cognitive Processes Jackie Guendouzi, Filip Loncke, Mandy J. Williams, 2011-01-07. This handbook includes an overview of those areas of cognition and language processing that are relevant to the field of communication disorders and provides examples of theoretical approaches to problems and issues in communication disorders. The first section includes a collection of chapters that outline some of the basic considerations and areas of cognition and language that underlie communication processing. A second section explains and exemplifies some of the influential theories of psycholinguistic cognitive processing, and the third section illustrates theoretical applications to clinical populations. There is coverage of theories that have been either seminal or controversial in the research of communication disorders. Given the increasing multicultural workload of many practitioners working with clinical populations, chapters relating to bilingual populations are also included. The volume provides a single interdisciplinary source where researchers and students can access information on psycholinguistic and cognitive processing theories relevant to clinical populations. A range of theories, models, and perspectives are provided. The range of topics and issues illustrates the relevance of a dynamic interaction between theoretical and applied work and retains the complexity of psycholinguistic and cognitive theory for readers, both researchers and graduate students whose

primary interest is the field of communication disorders The Internal Context of Bilingual Processing John Truscott, Michael Sharwood Smith, 2019-08-26 This book offers a broad based account of bilingual processing drawing on research findings and current thinking from various domains across cognitive science The theoretical approach adopted is the Modular Cognition Framework in which language processing is characterized as an interaction between dedicated linguistic systems and the other modules of the human mind The latter provide the internal context of bilingual processing This internal context involves goals value emotion self and representations of the external context The book combines all these elements into a coherent picture of the bilingual s internal context and the way it shapes processing It then shows how some central concepts in cognitive science and bilingualism fit in with and follow from this view These concepts include working memory consciousness attention effort codeswitching and the possible cognitive benefits of being bilingual The book should be of interest to professionals in the field as well as postgraduate students and advanced undergraduates Effects of Bilingualism on Cognitive Processing in Adults Christy J. Witt, 2001 *Bilingualism, Executive Function, and Beyond* Irina A. Sekerina, Lauren Spradlin, Virginia Valian, 2019-06-15 The study of bilingualism has charted a dramatically new important and exciting course in the 21st century benefiting from the integration in cognitive science of theoretical linguistics psycholinguistics and cognitive psychology especially work on the higher level cognitive processes often called executive function or executive control Current research as exemplified in this book advances the study of the effects of bilingualism on executive function by identifying many different ways of being bilingual exploring the multiple facets of executive function and developing and analyzing tasks that measure executive function The papers in this volume 21 chapters by leading researchers in bilingualism and cognition investigate the mechanisms underlying the effects or lack thereof of bilingualism on cognition in children adults and the elderly They take us beyond the standard classical black and white approach to the interplay between bilingualism and cognition by presenting new methods new findings and new interpretations

Bilingualism and Cognitive Control Ramesh Kumar Mishra, 2018-07-20 This thought provoking monograph makes a multidisciplinary case for bilingualism as a possible enhancer of executive function particularly cognitive control Its central focus is the cognitive operations of the bilingual brain in processing two languages and whether they afford the brain a greater edge on neuroplasticity in short a cognitive advantage Major issues and controversies in the debate are analyzed from cognitive neuroscience psycholinguistic and integrative perspectives with attention paid to commonly and rarely studied domains at work in bilingual processing The author also pinpoints future areas for improved research such as recognizing the diversity of bilingualism not simply in languages spoken but also in social context as seen among immigrants and refugees Included in the coverage The evolution of bilingualism What goes on in a bilingual mind The core cognitive mechanisms Cognitive advantage of bilingualism and its criticisms Neuroscience of bilingualism Bilingualism context and control Attention vision and control in bilinguals With its cogent takes on ongoing questions and emerging issues Bilingualism and

Cognitive Control is of immediate interest to bilingual researchers and practitioners interested in understanding the behavioral aspects and neurobiology of bilingualism and the dynamic character of the bilingual multilingual second language learner's mind as well as the growing number of advanced undergraduate and graduate students interested in the psychology psycholinguistics of bilingualism bilingual cognitive psychology cognitive science and cognitive neuroscience

Language Processing in Bilingual Children Ellen Bialystok, 1991-05-09 A collection of papers that explore bilingual children coping with two language systems

Handbook of Bilingualism Judith F. Kroll, Annette M. B. De Groot, 2009-02-16 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

Language and Literacy Development in Bilingual Settings Aydin Yücesan Durgunoglu, Claude Goldenberg, 2011-03-14 Grounded in state of the art research this book explores how English language learners develop both the oral language and literacy skills necessary for school success Chapters examine the cognitive bases of English acquisition and how the process is different for children from alphabetic such as Spanish and nonalphabetic such as Chinese language backgrounds The book addresses a key challenge facing educators and clinicians identifying students whose poor English skills may indicate an underlying impairment as opposed to still developing language proficiency Implications for diagnosis intervention and instruction are highlighted throughout

From Thoughts to Digital Jacqueline Riley, 2012

Lexical Skills in Bilingual School-age Children Kathryn Jean Kohnert, 2000 Four different cross sectional studies were conducted in order to examine lexical skills in early sequential Spanish English bilinguals All participants had learned Spanish as a first language L1 in the home with formal English L2 experience beginning at approximately 5 years Participants were grouped into five different age levels 5 7 8 10 11 13 14 16 18 20 years The primary objectives of these studies were to investigate changes in basic level lexical skills in early sequential bilinguals in both L1 and L2 as a function of age years of L2 experience modality comprehension vs production and varied cognitive linguistic processing demands in single vs mixed language conditions Combined results from the static discrete point measures of lexical knowledge and the dynamic experimental measures of lexical access indicate that gains were made in both languages across age These gains however were generally greater in English L2 than in Spanish L1 There was a developmental cross over from Spanish dominance in the youngest children through a period of relatively balanced cross linguistic skills in middle childhood culminating in a clear pattern of English dominance by adolescence The age at which this cross over from relative Spanish to English dominance occurred

however varied as a function of modality i.e. with the switch appearing first in comprehension and later in production. In the mixed language processing condition the results were also split across modalities. That is, there were no response decrements in the language mixed relative to language blocked processing condition for the dynamic comprehension task. In contrast, in the dynamic production task there was a significant slowing of response times in the mixed language condition across all age groups. There were also changes in the pattern of speed-accuracy trade-offs in the mixed condition that may reflect developmental changes in the ability to resist cognitive interference during language processing. In summary, there was a general convergence across lexical measures indicating that normal sequential bilingual development in children takes place over a protracted period, one that is marked by points of balance shifts in language dominance, variable rates of growth, as well as potential trade-offs in the cost of regulating this dynamic dual language system.

The Psychology of Language
Trevor A. Harley, 2001. This comprehensive study of the psychology of language explores how we speak, read, remember, learn, and understand language. The author examines each of these aspects in detail.

Word Recognition in College-age and Older Adult Bilinguals
Arturo Enrique Hernandez, 1996.

Psychology of Bilingualism
Alfredo Ardila, Anna B. Cieslicka, Roberto R. Heredia, Mónica Rosselli, 2017-12-04. 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.

[Handbook of Psycholinguistics](#)
Morton Ann Gernsbacher, 1994. The Handbook of Psycholinguistics in one volume provides a single source state-of-the-art review of the many subdisciplines in this area. Written by the leading experts in the field, each chapter provides both depth and breadth in covering dynamic research findings on the acquisition, perception, and comprehension of language. Now in its

third decade of existence the field has never before had a comprehensive reference source The handbook discusses research theory and methodology while never compromising the unique integration of psychology and linguistics fundamental to this field

Bilingualism through the Prism of Psycholinguistics Mikel Santesteban, Jon Andoni Duñabeitia, Cristina Baus, 2023-09-01 Professor Albert Costa 1970-2018 was one of the most influential scholars in the fields of psycholinguistics and bilingualism This book provides a faithful look at the most relevant lines of research in which he worked during his academic career Written by some of his close collaborators and friends the book presents a coherent summary of the most relevant psycholinguistic theories on language processing and bilingualism including critical reviews to current models of lexical access the representation of cognate words neurolinguistic models of bilingualism cross linguistic effects in bimodal bilinguals sign language prediction processes and linguistic alignment in bilinguals the influence of foreign language effects in social cognition and the effects of bilingualism in emotion and decision making processing This volume is a tribute to Prof Costa and his work and is born from a deep love and respect for his way of approaching the science of multilingualism from a psycholinguistic perspective

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the quantity of heat for a process is represented by the letter q the sign of q for an endothermic process is positive because the system is gaining heat a chemical reaction or physical

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one milligram is equal to 0 001 grams 790 drag each number to the correct location sort the numbers based on the number of significant figures they have one significant figure 1 000

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the quantities commonly encountered in chemical problems include the number of moles of a substance the number of atoms molecules or formula units of a substance and the mass in

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it is always a good idea to estimate the answer before you do the actual calculation in this case the mass given 35 00 g is less than the molar mass so the answer should be less than 1

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the atomic mass of an element expressed in grams is the mass of a mole of the element the mass of a mole of an element is

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