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# Effects Of Bilingualism On Cognition

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 Cognitive Perspectives on Bilingualism  
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 Knowing and Using Two or More Languages

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## LIZETH SAGE

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[Cognitive Aspects of Bilingualism](#) Springer

A book on those who know and use two or more languages: Who are they? How do they do it?

[Cognitive Perspectives on Bilingualism](#) John Benjamins Publishing Company

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.

**An Introduction** Walter de Gruyter GmbH & Co KG

The main focus of this study was to examine whether the bilingual advantage in cognitive control is due to the bilinguals' ability to represent and maintain goal information in working memory. Cognitive control, also referred to as executive control, is the ability to inhibit one cognitive task while executing another task.

[The Bilingual Brain](#) Cambridge University Press

A collection of papers that explore bilingual children coping with two language systems.

[The Effects of Bilingualism on Cognition](#) Oxford University Press, USA

This book analyses changing views on bilingualism in Cognitive Psychology and explores their socio-cultural embeddedness. It offers a new, innovative perspective on the debate on possible cognitive (dis)advantages in bilinguals, arguing that it is biased

by popular “language myths”, which often manifest themselves in the form of metaphors. Since its beginnings, Cognitive Psychology has consistently modelled the coexistence between languages in the brain using metaphors of struggle, conflict and competition. However, an ideological shift from nationalist and monolingual ideologies to the celebration of bilingualism under multicultural and neoliberal ideologies in the course of the 20th century fostered opposing interpretations of language coexistence in the brain and its effects on bilinguals at different moments in time. This book will be of interest to students and scholars of Cognitive Psychology, Psycholinguistics, Multilingualism and Applied Linguistics, Cognitive and Computational Linguistics, and Critical Metaphor Analysis. *Handbook of Bilingualism* Penguin UK

Only 15 years ago bilingualism was somewhat outside the main debates in cognitive linguistics. Cognitive linguistics had, to a large extent, taken for granted the fact that language is embodied in our experience. However, not much attention was given to questions of whether any changes to our language repertoire alter the way we perceive the world around us. A growing body of recent research suggests that one cannot understand the cognitive foundations of language without looking at bi- and multilingual speakers. In this vein, the present book aims to contribute to the existing debate of the relationship between language, culture and cognition by assessing differences and similarities between monolingual and bilingual language acquisition and use. In particular, it investigates the effect of conceptual-semantic and pragmatic properties of constructions on code choice and code switching, as well as the impact of bilingual and bicultural education on speakers’ cognitive development. This collective volume systematises, reviews, and promotes a range of theoretical perspectives and research techniques that currently inform work across the disciplines of bilingualism and code switching.

#### **How Metaphor Guides Research towards Mythification**

Multilingual Matters

Describes how intellectual development of bilingual children differs from that of monolingual children.

*The state of the science across its subfields* John Wiley & Sons

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.

**Access to Language and Cognitive Development** John Benjamins Publishing Company

*Foundations of Bilingual Memory* provides a valuable update to the field of bilingual memory and offers a new psychological perspective on how the bilingual mind encodes, stores, and retrieves information. This volume emphasizes theoretical issues, such as classic memory approaches, Compound-Coordinate Bilingualism, Bilingual Dual Coding Theory, and Working Memory, about which relatively little has been written in the bilingual domain. Also covered are: • The neuropsychology of bilingual memory • Applied issues (such as false memories and bilingualism, emotion and memory) • Empirical findings in support of the uniqueness of the different memory systems of the bilingual individual • Connectionist models of bilingualism The volume represents the first book of its kind, in stressing a memory perspective with regards to bilingual speakers. It can serve as an advanced text for both undergraduate and graduate level students and it will be of great interest to the growing number of bilingual teachers and university classes interested in understanding the bilingual mind, as well as in preparing teachers to work with the bilingual individual.

**Questions and insights** Springer Science & Business Media

The ability to speak two or more languages is a common human experience, whether for children born into bilingual families, young people enrolled in foreign language classes, or mature and older adults learning and using more than one language to meet life's needs and desires. This Handbook offers a developmentally oriented and socially contextualized survey of research into individual bilingualism, comprising the learning, use and, as the case may be, unlearning of two or more spoken and signed languages and language varieties. A wide range of topics is covered, from ideologies, policy, the law, and economics, to exposure and input, language education, measurement of bilingual abilities, attrition and forgetting, and giftedness in bilinguals. Also explored are cross- and intra-disciplinary connections with psychology, clinical linguistics, second language acquisition, education, cognitive science, neurolinguistics, contact linguistics, and sign language research.

*Bilingualism Across the Lifespan* John Wiley & Sons

This volume provides a state-of-the-art overview of the relationship between language and cognition with a focus on bilinguals, bringing together contributions from international leading figures in various disciplines. It is essential reading for researchers and postgraduate students with an interest in language and cognition, or in bilingualism and second languages. *The Handbook of the Neuroscience of Multilingualism* OUP Oxford 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.

Bilingual Cognition John Benjamins Publishing Company

This book fills a critical gap in the cross-cultural literature by illuminating the bilingual experience in both its social and clinical contexts. Rafael Javier makes a convincing, empirically founded case for what he terms the bilingual mind, with its own particular approach to cognition, memory, and emotional and social development. Using this framework, he provides answers to important questions about the way bilingualism affects cognition and development.

Disentangling the Effect of Bilingualism in Attention from Socioeconomic Influences Springer Science & Business Media

To what extent, and in what ways, is a child's cognitive development influenced by their early experience of, and access to, language? What are the affects on development of impaired access to language? This book is the first to consider how possessing an enhanced or impaired access to language influences a child's development.

Springer Nature

Bilingualism refers to an ability to speak two or more languages and the daily experience involved in coordinating these two languages can have a strong effect on bilinguals' cognition. For decades, research strongly supported the idea of bilingual advantage; however, recent studies have found no bilingual advantage. Not surprisingly, such conflicting findings raised concerns about the validity of previous research as well as several other methodological issues. For instance, simple cognitive tasks like the Simon task are commonly used in bilingualism research, but they may not best capture bilinguals' daily experience using the two languages. Bilinguals are constantly suppressing one language while engaged in other tasks, which is better captured by complex working memory (WM) tasks. Most importantly, previous work has not empirically evaluated the effects of language mode on bilinguals' cognitive performance. Language mode refers to the state of activation of each language. Bilinguals may be in monolingual mode if only one of their languages is activated, whereas they may be in bilingual mode if both of their languages are activated. Previous work has proposed that language mode can have an effect on performance. Thus, the main objective of this dissertation was to evaluate the possible effects of bilingualism on complex WM performance while controlling for language mode and various demographic variables. The Pretest provided initial evidence that language mode affected performance on a simple cognitive task like MPWI. Therefore, a similar language mode manipulation was used in the Main study while testing performance on several complex WM tasks (CSPAN, OSPAN, and RotSpan) and the Simon task for monolinguals, bilinguals in bilingual mode, and bilinguals in monolingual mode. No significant differences were observed between all bilinguals and all monolinguals on any of the measures. However, significant differences were observed once language mode was accounted for. That is, bilingual participants in bilingual mode outperformed both bilingual participants in monolingual mode and monolingual participants on measures of complex WM. Further, there were no differences between monolinguals and bilinguals in monolingual mode. Thus, being in monolingual mode and fully suppressing one language may require more inhibition resources than bilingual mode in which both languages are active, and as a result, there may be fewer resources left to complete the complex WM span tasks. Importantly, the current work shed light on the hotly debated issue of the existence of a bilingual advantage by identifying a third variable that may explain the conflicting results in the

literature. That is, no bilingual advantage was observed, but the current data provide evidence of a bilingual mode advantage.

**The Cognitive and Emotional World of Bilinguals** John Wiley & Sons

"Some professionals advise parents of bilingual children with Autism Spectrum Disorders (ASD) to talk to their child using only one language to simplify the input these children receive (Kay-Raining Bird, Lamond, & Holden, 2012; Kremer-Sadlik, 2005). This advice stems from the belief that bilingualism is challenging and may be harmful for language acquisition in children with this neurodevelopmental disorder (Kremer-Sadlik, 2005; Yu, 2013). Although research concerning the language development of bilingual children with ASD is scarce, the available evidence does not support this claim. Instead, findings suggest that bilingual children with ASD do not present additional language delays relative to their monolingual peers with ASD (Hambly & Fombonne, 2012; Reetzke, Zou, Sheng, & Katsos, 2015). However, most studies have focused on early child development using parent report measures, while less is known about the impact of bilingualism on the linguistic abilities of school-age children with ASD. Furthermore, no previous study has investigated the consequences of bilingualism on the cognitive skills of children with ASD. In the present dissertation, three studies were conducted to examine the effects of bilingualism on the language and cognition of children with ASD. In the first study, we investigated the lexical and morphological abilities of school-age bilingual children with ASD using standardized tests and we also explored the relationship between amount of language exposure and linguistic competence. The second study examined the impact of bilingualism on verbal fluency, a task that encompasses lexical-semantic as well as executive functioning skills. Finally, in the third study, we investigated the impact of bilingualism on set-shifting and working memory abilities using direct-testing as well as parent report of everyday executive functioning abilities. Results from these studies indicated that bilingualism confers selective advantages in cognition but not language in school-age children with ASD. First, although performing within the average range, bilingual children with ASD exhibited lower scores relative to their monolingual peers with ASD on standardized measures of vocabulary. No significant differences were found on morphological skills between these two groups (Study 1). Concerning the cognitive domain, bilingual children with ASD showed enhanced performance on the number of correct words produced on a verbal fluency task (Study 2) as well as on an experimental paradigm assessing set-shifting skills. However, advantages were not found on daily life behaviours involving set-shifting abilities as measured by parent report (Study 3). Taken together, these findings build on previous research suggesting that bilingualism is not detrimental for the language skills of children with ASD and provide novel evidence concerning benefits that bilingualism may hold for some executive functioning skills in children on the autism spectrum. " --

**Biological Foundations of Language** Springer Science & Business Media

This book sets a high standard for rigor and scientific approach to the study of bilingualism and provides new insights regarding the critical issues of theory and practice, including the interdependence of linguistic knowledge in bilinguals, the role of socioeconomic status, the effect of different language usage patterns in the home, and the role of schooling by single-language immersion as opposed to systematic training in both home and target languages. The rich landscape of outcomes reported in the volume will provide a frame for interpretation and understanding of effects of bilingualism for years to come.

### *Effects of Bilingualism on Cognitive Control* Growing Old with Two Languages

Effects of Bilingualism on Cognitive Aging  
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.

Psycholinguistic Perspectives John Benjamins Publishing Company  
Cognitive control-e.g. the abilities to pay attention, to ignore irrelevant input, and to switch between tasks- has received much attention in recent literature. Since both of their languages are activated in parallel, bilinguals have been suggested to have improved cognitive control skills in both the linguistic and non-linguistic domain (e.g., Bialystok, 2017), but inconsistent results (e.g., Hilchey, Saint-Aubin, & Klein, 2015) have led to a heated debate in the field. However, when found, the effects of bilingualism on cognitive control appear to be generally positive (Valian, 2015). Furthermore, earlier bilingualism has been linked to greater cognitive benefits (Yow & Li, 2015), and Green and Abutalebi's (2013) Adaptive Control Hypothesis (ACH) suggests that the bilingual environment also plays a role. The aim of the current study is to investigate the role of the Age of Acquisition (AoA) of the second language on cognitive control in young adult bilinguals in two different linguistic environments, as well as to examine the underlying processes of cognitive control via event-related brain potentials (ERPs). Two research questions are focused on: 1) Which, if any, cognitive control abilities are enhanced by bilingualism? and 2) Does the type of bilingual

experience modulate observed effects? The present study uses the non-linguistic Attention Network Test (ANT; Fan et al., 2002), in which sets of arrows appear with a central target arrow in either a congruent (e.g. ← ← ← ) or incongruent (e.g. ← → ← ) condition, to examine Alerting, Orienting, and Executive Control networks, and a linguistic Stroop task (Stroop, 1935), in which colour terms appear in congruent (i.e. the word "red" presented in red font) and incongruent (i.e. the word "red" presented in green font) conditions, to examine language processing of English-French bilinguals in Canada and in Japanese-English bilinguals in Japan. In addition, Canadian participants also completed an ERP version of the Stroop task to examine possible underlying differences. The results of this series of experiments revealed a complex, yet interesting picture of bilingual cognitive control: although bilingual advantages were not consistent, there was support for earlier bilingualism being more beneficial to cognitive control. Particularly, results show Executive Control advantages for Simultaneous bilinguals, and significant differences between Simultaneous and Early Sequential bilinguals (typically grouped together as "early") in the Stroop task, demonstrating that balanced, proficient bilingualism enhances both linguistic and non-linguistic control. Interestingly, these effects only become apparent when both languages are mixed in the task, in line with suggestions that young adults' cognitive resources need to be maximally taxed before advantages become apparent. Indeed, ERP results confirmed a greater engagement of cognitive resources in the more difficult version of the task. Although AoA and environment turned out to be confounded, there were still differences between Canadian and Japanese participants. Most notably, Canadian participants appeared to have better Executive Control. Taken together, the current work concludes that despite increased processing load, bilingual cognition does not suffer. Instead, cognition may receive a boost from dual language experience in some cases. Several rarely-explored factors were examined, and the complex results suggest possible areas that would benefit from further exploration, as well as raise interesting questions for future research.

### The Bilingual Brain Walter de Gruyter GmbH & Co KG

Abstract: Much evidence exists in support of the notion known as a bilingual advantage, the idea that some bilinguals benefit from an executive functioning system superior to monolinguals. The majority of research investigating the bilingual advantage lies in metalinguistic awareness, conflict resolution, and inhibition; however, this thesis examines working-memory abilities by comparing the performance of English monolingual and Spanish-English bilingual groups in a dual task paradigm, taxing lexical retrieval and memory maintenance and manipulation. Participants were asked to perform a lexical retrieval task eliciting high-frequency abstract nouns or adjectives while simultaneously memorizing an accumulating list of target abstract words to be later recalled. Although no difference in immediate recall between language groups was found, bilinguals remembered significantly more target words 5 days after testing. Evidence suggests that bilinguals may build new memory representations that are more resistant to decay than monolingual memory representations.