Bilingualism and Cognitive Development

The effect of bilingualism on the cognitive development of students
An Introduction to Bilingualism
The Cognitive and Emotional World of Bilinguals
Handbook of Bilingualism
Bilingual Cognition
Language and Cognitive Development in Second Language Learning
A Comparison of the Cognitive Development of Bilingual and Monolingual School Age Children
Thinking, Feeling and Speaking in Two Languages
The state of the science across its subfields
The Consequences of Early Bilingualism in Cognitive Development and Personality Formation
Factors Moderating Language Proficiency
Bilingualism Across the Lifespan
Educational Implications for Children and Adults
Bilingual Cognition and Language
Bilingualism and Cognition
Opportunities and Challenges for Cognitive Research in a Global Society
The Influence of Bilingualism on Cognitive Development and Cognitive Strategy
Cognition, Culture, and Language in Bilingual Children
Practical Plant Failure Analysis
Bilingualism and Cognitive Development
Psycholinguistic Approaches
And What It Tells Us about the Science of Language
A Guide to Understanding Machinery
Deterioration and Improving Equipment
Reliability, Second Edition
A Transdisciplinary Lens for Bilingual Education
Principles and Processes
Bilingualism Across the Lifespan
A Learning Journey Toward Sustainable Impact
Psychology of Bilingualism
Bilingual Competence and Bilingual Proficiency in Child Development
Foundations of Bilingual Memory
Language, Literacy, and Cognition
Conceptual and Semantic Development
Language and Bilingual Cognition
Aspects of Linguistic, Cognitive, and Social Development
The Effects of Bilingualism on Development During Early Childhood
Childhood Bilingualism
The Bilingual Brain
A Review of a Metalinguistic Task of Phonological Awareness in Bilingual Children
Access to Language and Cognitive Development
The effect of bilingualism on the cognitive development of students

Oxford University Press

This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood intellectual development to educational and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communicaton disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning.

An Introduction to Bilingualism

Psychology Press

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

The Cognitive and Emotional World of Bilinguals

Frontiers
One of the most important questions about children's development involves how knowledge acquisition depends on the effect of language experience. To what extent, and in what ways, is a child's cognitive development influenced by their early experience of, and access to, language? Likewise, what are the effects on development of impaired access to language? This book is the first to confront directly the issue of how possessing an enhanced or impaired access to language influences children's development. Its focus is on learning environments, theory of mind understanding and the process of deriving meaning from conversations. The book features state of the art chapters written by leading scholars - psychologists, linguists and educators - who are concerned with bilingualism, deafness, atypical child development, and development in cultures with limited vocabularies in areas such as number concepts. Throughout, it maps out what is known about the interface between language and cognitive development and the prospects for the future directions in research and applied
settings 'Access to Language and Cognitive Development' will be of considerable interest to all those who are concerned with the development and welfare of children. It will be of particular interest to researchers and professionals interested in the effects of bilingualism and deafness on young children and in advances in assessment of atypically developing children - for example, those with autism or cerebral palsy who have an impaired access to participation in conversation. **Handbook of Bilingualism**

John Benjamins Publishing Company

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.

Bilingual Cognition Springer Science & Business Media

Bilingualism Across the Lifespan explores the opportunities and challenges that are inherent in conducting cognitive research in an increasingly global and multilingual society. Divided into three sections, the book highlights the multifaceted and complex nature of bilingualism. The first section focuses on what every cognitive psychologist ought to know about bilingualism: the impact of bilingualism on cognition across the lifespan, the idea that bilinguals are not a special case, and the importance of bilingualism in cognitive research beyond language. The second section...
focuses on challenges inherent in bilingual research: diversity of bilingual experience, the assessment of proficiency, and finding matched comparison groups and materials. Finally, the book considers opportunities that are created when bilingualism is incorporated into the cognitive research enterprise. It illustrates how researchers of bilingualism leverage theory, methodology, and findings from single-language research, incorporate uniquely bilingual processes or representation s, and target populations of bilinguals that help to establish universal properties. Bringing together leading international contributors, the book provides the reader with a better understanding of the nature of bilingualism and bilingual research as it relates to human cognition. It will be an essential read for all researchers and upper-level students of bilingualism and cognitive psychology more generally.

Language and Cognitive Development in Second Language Learning
Springer
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.

A Comparison of the Cognitive Development of Bilingual and Monolingual School Age Children
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.

Feeling and Speaking in Two Languages

"A leading Yale psycholinguist separates myth from fact in the first comprehensive account of the psychological, linguistic, educational, and social aspects of bilingualism."

The state of the science across its subfields

Addressing the intersections between cognitive, sociocultural, and sociolinguistic research, this volume explores bilingual development across educational contexts to discuss and uncover the influences and impact of language in school programming and everyday practices. Confronting a standard monolingual lens, this collection highlights the importance of applying cross-disciplinary approaches to examine bilingualism in
relation to topics such as language politics, linguistic identities, students’ experiences at home and in schools, asset-based teaching and curricula, and overall benefits. Ideal for courses in bilingualism, literacy, psychology, and language education, this text is an important resource for understanding and applying transdisciplinary, inclusive approaches to positively influence cognitive development, academic learning, and identity formation in bilingual education. The Consequences of Early Bilingualism in Cognitive Development and Personality Formation CRC Press 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. 

Factors Moderating Language Proficiency
Austin & Winfield Pub
Major

problems exist of differently diagnosing language-minority children who are in the process of learning English as a second language, and even sometimes show low levels of language proficiency. These children are often over-represented in special education classes when, in fact, they are normal children or even superior in the process of learning English as a
second language. These children are also underrepresented in gifted classes due to inappropriate tests and models used, as well as negative attitudes and lack of knowledge on the part of the teachers and evaluators. This edited volume seeks to increase the availability of research-derived knowledge and educational applications in the field of second-language learning. Virginia Gonzalez offers a rare and highly creative approach to second language acquisition research by applying contemporary cognitive psychology theory as a framework for investigating bilingual issues. The book offers a coherent and unified philosophy and context, presenting original research studies that provide a multidimensional socioeducational view to second-language learning and instruction in children and adults. Gonzalez and her colleagues assume the identity of the "Ethnic-Researcher," thereby emphasizing the need to include cultural and linguistic factors when studying, assessing, and instructing second-language learners. School psychologists, therapists, social workers.
Bilingualism Across the Lifespan

Oxford Social entrepreneurs hip and impact investing contribute to a more inclusive capitalism and bring innovative solutions to global challenges, such as fighting poverty and protecting planet earth. This book offers practical advice on how to best integrate entrepreneurs hip and capital for impact and innovation by using elea’s philanthropic investing approach to fight absolute poverty with entrepreneuri al means as an example. Written by two leading experts, the book summarizes insights from elea’s 15-year pioneering journey, from creating an investment organization, choosing purposeful themes, and sourcing opportunities, to partnering with entrepreneurs for impact creation. This includes suggestions on how to lead impact enterprises in such areas as developing strategies, plans, and models; building effective teams and organizations; managing resources; and handling crises. Using real-life examples, this is valuable reading for entrepreneurs, investors, executives, philanthropist s, policymakers, and anyone curious about entrepreneurs hip and inclusive
capitalism.

*Educational Implications for Children and Adults*

New York: Basic Books

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...
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.

Bilingual Cognition and Language Psychology Press
This important revised study
highlights the construction of a strong psycholinguistic model that can explain how bilingual children develop cognitively and linguistically in a Spanish/English speaking setting. Conceptualized with the objective of developing a novel and strong psycholinguistic model, this research study explains how young children develop cognitively and linguistically when they have been immersed in a bicultural and bilingual environment. This study proves that bilingualism can be an enrichment for cognitive development, provided that cognitive cultural and linguistics variables are manipulated in a quasi-experimental rigorous research design that enables children to learn more successfully. Bilingualism and Cognition Development Three Perspectives and Methodological Implications Language Processing in Bilingual Children A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues. When two or more languages are part of a child's world, we are presented with a rich opportunity to
learn something about language in general and about how the mind works. In this book, Norbert Francis examines the development of bilingual proficiency and the different kinds of competence that come together in making up its component parts. In particular, he explores problems of language ability when children use two languages for tasks related to schooling, especially in learning how to read and write. He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language-speaking community in Mexico. This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today, including the distinction between competence and proficiency, modularity, and the Poverty of Stimulus problem. Francis proposes that competence (knowledge) should be considered as an integral component of proficiency (ability) rather than something separate and apart, arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study. The
bilingual indigenous language project illustrates how the concepts of modularity and the competence-proficiency distinction in particular might be applied to problems of language learning and literacy. Few investigations of indigenous language and culture approach bilingual research problems from a cognitive science perspective. By suggesting connections to broader cognitive and linguistic issues, Francis points the way to further research along these lines. Opportunities and Challenges for Cognitive Research in a Global Society. Springer Science & Business Media. 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 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. The Influence of Bilingualism on Cognitive Development and Cognitive Strategy MIT Press

The claim that multilanguage acquisition drives advantages in ‘executive function’ is currently an issue of vigorous debate in academic literature. Critics argue that evidence for this advantage has been confounded by unsound or questionable methodological practices, with some investigators abandoning research in this area altogether, indicating either that there is no bilingual advantage or that it is impossible to capture and
therefore rule out alternative explanations for group differences. Over the past decade, and against this backdrop, theory has developed from a relatively narrow focus on inhibitory control to incorporate theory of mind, rule-based learning, reactive and proactive control, visuo-spatial memory, and control of verbal interference in speech comprehension. Most recently, authors have claimed that the process of becoming bilingual may also impact on metacognitive abilities. The fundamental issue is whether the limited capacity and goal-directed selectivity of our executive system can somehow be enhanced or otherwise profit from the continuous, intense competition associated with multilingual contexts remains unresolved. Therefore, rather than dismissing this important topic, we advocate a more systematic approach in which the effects of multilingual
experience are assessed and interpreted across well-defined stages of cognitive development. We encourage a broad, developmentally informed approach to plotting the trajectory of interactions between multilingual learning and cognitive development, using a convergence of neuroimaging and behavioral methods, across the whole lifespan. Moreover, we suggest that the current theoretical framing of the bilingual advantage is simplistic, and this issue may limit attempts to identify specific mechanisms most likely to be modulated by multilingual experience. For example, there is a tendency in academic literature to treat ‘executive function’ as an essentially unitary fronto-parietal system recruited in response to all manner of cognitive demand, yet performance across so-called ‘executive function’ tasks is highly variable and intercorrelations are sometimes low. It may be the case that some ‘higher level’ mechanisms of 'executive function' remain relatively unaffected, while others are more sensitive to multilingual experience – and that there may be disadvantages as well as advantages,
which themselves may be sensitive to factors such as age. In our view, there is an urgent need to take a more fine-grained approach to this issue, so that the strength and direction of changes in diverse cognitive abilities associated with multilanguage acquisition can be better understood. This book compiles work from psychologists and neuroscientists who actively research whether, how, and the extent to which multilanguage acquisition promotes enhanced cognition or protects against age-related cognitive or neurological deterioration. We hope this collection encourages future efforts to drive theoretical progress well beyond the highly simplistic issue of whether the bilingual cognitive advantage is real or spurious.

Cognition, Culture, and Language in Bilingual Children Psychology Press

Certain aspects of meta-linguistic awareness are known to be essential for bilingual children's literacy acquisition. Phonological awareness is one of these skills. Beginning with a discussion of a pivotal developmental research model of control & analysis of cognitive skills.
in bilinguals, this review will discuss several studies that explored phonological awareness in bilinguals who knew different languages. Presented herein also are the author's own observations about what needs to be studied further in the field of cognitive development and bilingualism, which can add to the existing knowledge base about a specific metalinguistic skill for language acquisition: phonological awareness. Implications of bilingualism are also discussed in the context of bilingual advantage and its impact on bilingual literacy. **Practical Plant Failure Analysis** Penguin UK 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 undergraduates and graduate 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.

Bilingualism and Cognitive Development

Cambridge University Press

‘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
Development:

- Uterus Anatomy Blood Supply
- Utsa Physical Therapy Program Prerequisites