

## The Psycholinguistics Of Bilingualism

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.

The relationship between language and psychology is one that has been studied for centuries. Influencing one another, these two fields uncover how the human mind's processes are interrelated. *Psycholinguistics and Cognition in Language Processing* is a critical scholarly resource that examines the mystery of language and the obscurity of psychology using innovative studies. Featuring coverage on a broad range of topics, such as language acquisition, emotional aspects in foreign language learning, and speech learning model, this book is geared towards linguists, academicians, practitioners, and researchers, seeking current research on the cognitive and emotional synthesis of multilingualism.

How do children develop bilingual competence? Do bilingual children develop language in the same way as monolinguals? Set in the context of findings on language development, this book examines the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and meticulous analyses of naturalistic data, it explores how the systems of both languages affect each other as the children develop, and how different levels of exposure to each language influence the nature of acquisition. The author demonstrates that the children's grammars and lexicons follow a developmental path similar to that of monolinguals, but that cross-linguistic interactions affecting lexical, semantic and discourse-pragmatic aspects arise in Spanish when exposure to it diminishes around the age of four. The first of its kind, this original study is a must-read for students and researchers in bilingualism, child development, language acquisition and language contact.

This book explores the life and experiences of one of the world's most renowned and well-respected experts in bilingualism. François Grosjean takes us through his life, from his monolingual childhood in a small village outside Paris to the long periods of time he spent in Switzerland, England, France, and the United States, becoming bilingual and bicultural in the process. During his life, his dominant language has changed many times between English and French, and he has also acquired, and subsequently lost, other languages, including American Sign Language. Throughout the book, he combines his personal accounts and anecdotes with insights from and reflections on his extensive scholarly research in bilingualism and biculturalism, which has, in turn, been heavily influenced by his own experiences. Written in an engaging and accessible style,

the book will appeal to general readers interested in bilingualism and language contact, educators and parents of bilingual children, researchers working on bilingualism, and to bilinguals themselves.

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, communication 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.

This edited book presents an detailed analysis of the experience of deaf people as a bilingual-bicultural minority group in America. An overview of mainstream research on bilingualism and biculturalism is followed by specific research and conceptual analyses which examine the impact of cultural and language diversity on the experiences of deaf people. The book ends with poignant personal reflections from deaf community members. The contributors include prominent deaf and hearing experts in bilingualism, ASL and Deaf culture, and deaf education.

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.

In June 1967 the Canadian National Commission for Unesco and the Université de Moncton jointly sponsored an international seminar on bilingualism. Although 1967 was Canada's centennial year, the seminar was concerned only incidentally with

bilingualism in Canada. Instead, bilingualism was considered as the essential element in communication between language irrespective of national boundaries. Participants included linguists, psychologists, and sociologists. The report shows that the interdisciplinary discussions carried on at Moncton were fruitful; that significant questions about bilingualism were raised and an improvement in communication between specialists from different traditions, languages, and cultures were effected. This volumes makes a valuable contribution toward establishing a general theory of bilingualism.

A book on those who know and use two or more languages: Who are they? How do they do it? In the study of bilingualism, the lexical level of language is of prime importance because, in practical terms, vocabulary acquisition is an essential prerequisite for the development of skill in language use; from a theoretical point of view, the mental lexicon, as a bridge between form and meaning, plays a crucial role in any model of language processing. A central issue in this volume is at which level of the bilingual speaker's lexicon languages share representations and how language-specific representations may be linked. The contributors favor a dynamic, developmental perspective on bilingualism, which takes account of the change of the mental lexicon over time and pays considerable attention to the acquisition phase. Several papers deal with the level of proficiency and its consequences for bilingual lexical processing, as well as the effects of practice. This discussion raises numerous questions about the notion of (lexical) proficiency and how this can be established by objective standards, an area of study that invites collaboration between researchers working from a theoretical and from a practical background.

The Psycholinguistics of Bilingualism John Wiley & Sons

If languages influence the way we think, do bilinguals think differently in their respective languages? And if languages do not affect thought, why do bilinguals often perceive such influence? For many years these questions remained unanswered because the research on language and thought had focused solely on the monolingual mind. Bilinguals were either excluded from this research as 'unusual' or 'messy' subjects, or treated as representative speakers of their first languages. Only recently did bi- and multilinguals become research participants in their own right. Pavlenko considers the socio-political circumstances that led to the monolingual status quo and shows how the invisibility of bilingual participants compromised the validity and reliability of findings in the study of language and cognition. She then shifts attention to the bilingual turn in the field and examines its contributions to the understanding of the human mind.

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.

Incorporating approaches from linguistics and psychology, The Handbook of Psycholinguistics

explores language processing and language acquisition from an array of perspectives and features cutting edge research from cognitive science, neuroscience, and other related fields. The Handbook provides readers with a comprehensive review of the current state of the field, with an emphasis on research trends most likely to determine the shape of psycholinguistics in the years ahead. The chapters are organized into three parts, corresponding to the major areas of psycholinguistics: production, comprehension, and acquisition. The collection of chapters, written by a team of international scholars, incorporates multilingual populations and neurolinguistic dimensions. Each of the three sections also features an overview chapter in which readers are introduced to the different theoretical perspectives guiding research in the area covered in that section. Timely, comprehensive, and authoritative, The Handbook of Psycholinguistics is a valuable addition to the reference shelves of researchers in psychology, linguistics, and cognitive science, as well as advanced undergraduates and graduate students interested in how language works in the human mind and how language is acquired.

The model presented in this volume draws together various strands of research - second language acquisition theory, bilingualism research, dynamic systems theory - to develop a novel approach to this challenging subject. Its main focus lies on the psycholinguistic dynamics of multilingualism, the processes of change in time affecting two or more language systems. In the past 30 years, the study of bilingualism processing has been conducted independently by two fields, psycholinguistics and sociolinguistics. This volume merges these two fields, addressing one of the tough problems dividing researchers in bilingualism, conceptually as well as methodologically. Joel Walters proposes a new approach to bilingualism processing--the Sociopragmatic-Psycholinguistic (SPPL) Model--which presents language as a social phenomenon. The author accomplishes this by identifying and organizing evidence from a wide range of linguistic disciplines, merging sociopragmatics, discourse analysis, and ethnography with social cognition, psycholinguistics, and neuroscience. By extension, the author offers convincing explanations of how related fields can profit from a comprehensive bilingual processing model. As a result, Joel Walters delivers a well-organized, comprehensive model that is thought through at every level. This book appeals to graduate students, scholars in the fields of linguistics, bilingualism, second language acquisition, psycholinguistics, and sociolinguistics. It is useful to researchers for its comprehensiveness and methodological acumen and may be appropriate as a supplementary textbook for graduate-level courses in bilingualism or for seminars on similar topics.

Increasingly, children grow up hearing two languages from birth. This comprehensive textbook explains how children learn to understand and speak those languages. It brings together both established knowledge and the latest findings about different areas of bilingual language development. It also includes new analyses of previously published materials. The book describes how bilingually raised children learn to understand and use sounds, words and sentences in two languages. A recurrent theme is the large degree of variation between bilingual children. This variation in how children develop bilingually reflects the variation in their language learning environments. Positive attitudes from the people in bilingual children's language learning environments and their recognition that child bilingualism is not monolingualism-times-two are the main ingredients ensuring that children grow up to be happy and expert speakers of two languages.

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.

This book introduces the reader to both neurolinguistics per se and the neuropsychological aspects of bilingualism. Neurolinguistics may roughly be defined as a subset of neuropsychology, namely the study of the representation and processing of language in the brain. To this effect, the first chapters of the book focus on the basic neuropsychology of language processing and acquisition. The second half of the book addresses the issues of cerebral representation and processing of language in bi-or multilingual subjects. All aspects are systematically dealt with, namely the definition of bilingualism; an analysis of all the issues related to bilingual aphasia, i.e. patterns of recovery of the patients' various languages in diverse population; an investigation of the methodologies used in the study of the neuropsychological aspects of the various linguistic functions, such as comprehension, production and translation; and lastly, the issues of cerebral lateralization and neuroanatomical localization of the numerous cortical and subcortical structures subserving the various language system components in multilingual subjects. It is an excellent introduction to both the neuropsychology of language and the phenomena related to bilingualism. This book will be of particular interest to students of language therapy, aphasiology, applied psycholinguistics, neurolinguistics and, in general, to students of medicine who wish to become more knowledgeable about the specific needs of patients in a multilingual society.

Whether in family life, social interactions, or business negotiations, half the people in the world speak more than one language every day. Yet many myths persist about bilingualism and bilinguals. Does being bilingual mean you are equally fluent in two languages, or that you belong to two cultures, or even that you have multiple personalities? Can you become bilingual only as a child? Why do bilinguals switch from one language to another in mid-sentence? Will raising bilingual children confuse and delay their learning of any language? In a lively and often entertaining book, an international authority on bilingualism, son of an English mother and a French father, explores the many facets of bilingualism. In this book, François Grosjean draws on research, interviews, autobiographies, and the engaging examples of bilingual authors. He describes the various strategies—some useful, some not—used by parents raising bilingual children, explains how children easily pick up and forget languages, and considers how bilingualism affects the experience and expression of emotions, thoughts, and dreams. This book shows that speaking two or more languages is not a sign of intelligence, evasiveness, cultural alienation, or political disloyalty. For millions of people, it's simply a way of navigating the complexities of life.

'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

Even though more than half the world's population is bilingual, the study of bilinguals has lagged behind that of monolinguals. With this book, which draws on twenty-five years of the author's research, François Grosjean contributes significantly to redressing the balance. The volume covers four areas of research: the definition and characterization of the bilingual person, the perception and production of spoken language by bilinguals, the sign-oral bilingualism of the Deaf, and methodological and conceptual issues in research on bilingualism. While the author takes a largely psycholinguistic approach, his acute linguistic and sociolinguistic awareness is evident throughout and especially so in his reflections on what it means to be bilingual and bicultural. The book also defends increased co-operation among researchers in connecting fields such as the language sciences and the neurosciences.

*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 representations, 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.

*The Oxford Handbook of Psycholinguistics* brings together the views of 75 leading researchers in psycholinguistics to provide a comprehensive and authoritative review of the current state of the art in psycholinguistics. With almost 50 chapters written by experts in the field, the range and depth of coverage is unequalled.

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? 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.

*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.

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.

This book explores the life and experiences of one of the world's most renowned and well-respected experts in bilingualism. Francois Grosjean takes us through his life, from his monolingual childhood in a small village outside Paris to the long periods of time he spent in Switzerland, England, France, and the United States, becoming bilingual and bicultural in the process. During his life, his dominant language has changed many times between English and French, and he has also acquired, and subsequently lost, other languages, including American Sign

Language. Throughout the book, he combines his personal accounts and anecdotes with insights from and reflections on his extensive scholarly research in bilingualism and biculturalism, which has, in turn, been heavily influenced by his own experiences. Written in an engaging and accessible style, the book will appeal to general readers interested in bilingualism and language contact, educators and parents of bilingual children, researchers working on bilingualism, and to bilinguals themselves.

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

The relationship between language and thought in bilinguals is examined in the light of evidence from pathology."--BOOK JACKET.

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

Presents state-of-the-art knowledge about languages in contact from individual bilingualism (or bilinguality) to societal bilingualism.

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, 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 bilingual 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.

How do production and comprehension processes interact in the bilingual brain during language interaction? Most experimental and theoretical research in psycholinguistics to date has focused on investigating the mechanisms that underlie language production and language comprehension separately. Only recently have researchers started emphasizing the importance of reconciling the two modalities into a unified account through the investigation of possible connections between the two systems. Authored by key researchers in psycholinguistics, neuroscience, and language development, this volume encompasses state of the art research on the relation between production and comprehension processes in bilingual children and adults. Articles highlight the most recent methodological approaches, as well as a variety of language pairs and linguistic structures. Indispensable for students and researchers working in the areas of language acquisition and processing, neurolinguistics, and experimental linguistics, this volume will also appeal to educators and clinicians focusing on language development and processing in multilingual children and adults. Originally published as special issue of *Linguistic Approaches to Bilingualism* 9:4/5 (2019).

A new model of bilingualism unifying psycholinguistics and sociolinguistics that explains how multiple factors interact within and across bilingual minds. A vital resource on speech and language processing in bilingual adults and children *The Listening Bilingual* brings together in one volume the various components of spoken language processing in bilingual adults, infants and children. The book includes a review of speech perception and word recognition; syntactic, semantic, and pragmatic aspects of speech processing; the perception and comprehension of bilingual mixed speech (code-switches, borrowings and interferences); and the assessment of bilingual speech perception and comprehension in adults and children in the clinical context. The two main authors as well as selected guest authors, Mark Antoniou, Theres Grüter, Robert J. Hartsuiker, Elizabeth D. Peña and Lisa M. Bedore, and Lu-Feng Shi, introduce the various approaches used in the study of spoken language perception and comprehension in bilingual individuals. The authors focus on experimentation that involves both well-established tasks and newer tasks, as well as techniques used in brain imaging. This important resource: Is the first of its kind to concentrate specifically on spoken language processing in bilingual adults and children. Offers a unique text that covers both fundamental and applied research in bilinguals. Covers a range of topics including speech perception, spoken word recognition, higher level processing, code-switching, and assessment. Presents information on the assessment of bilingual children's language development

Written for advanced undergraduate students in linguistics, cognitive science, psychology, and speech/language pathology as well as researchers, *The Listening Bilingual* offers a state-of-the-art review of the recent developments and approaches in speech and language processing in bilingual people of all ages. Society is becoming increasingly multi-lingual and this presents monolingual professionals, particularly those in special education and speech pathology, with severe problems. Is the language delay in a child from a bilingual environment a result of this background or is there a specific speech problem? Is a child's poor performance in school due to his problems of coping with two languages, or does he need remedial teaching? Originally published in 1984, this book is not concerned with second language learning, but with speech and learning difficulties in bilingual children as they are presented to remedial teachers, psychologists and speech therapists. To this end the first group of specially written articles deals with the patterns of language usage in bilingual communities and the social and psychological factors which shape these patterns; with processes in normal bilingual language acquisition; and with the relationship between cognitive development and growing up with two languages. Management issues and methods involved in helping children with language problems are also tackled: they include taking case histories, family liaison, counselling, bilingual programmes, mother tongue teaching, curriculum development and the training of personnel to work in the bilingual-bicultural field. This book provided a great deal of practical help, in a field that was relatively new at the time of writing, and helped to enlighten readers on the issues involved and assist in crystalising thought and directing future research.

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