

AAAL Invited Colloquium on the Psycholinguistics of Bilingualism, Portland, OR,
May 1, 2004

Bilinguality and Cognition: Emerging Perspectives

Recent Publications by Participants are Listed Below

Three emerging psycholinguistic perspectives on bilingualism were presented:

1. Language switching and processing efficiency in relation to fluency

Real-time cognitive processing efficiency and second language fluency acquisition

Norman Segalowitz reviewed how various aspects of real-time processing efficiency, as distinguished from aptitude, can underlie the acquisition of fluency and proficiency. Recent results are presented demonstrating relationships between processing efficiency (defined in terms of automaticity, memory, and attention control) and fluency acquisition.

L'embarras du choix: Language selection in trilingual speakers

Renata Meuter discussed a research study on numeral naming speed in trilinguals in monolingual, bilingual, and trilingual contexts. Switches to a dominant language incurred greater costs, particularly in the trilingual context. Importantly, switching languages in alternation (ABA) was markedly slower than switching in non-alternation (CBA). The findings are discussed in relation to local and global processes affecting language selection.

2. Mental representation of emotions, examined by naturalistic and experimental approaches

Bilingual emotion talk: What does it say about conceptual change in adulthood?

Aneta Pavlenko provided an overview of recent work that appeals to questionnaires, interviews, and elicitation to examine bilinguals' affective repertoires. It is argued that this naturalistic data contributes important information about conceptual changes in bilinguals' mental representations of emotions.

Cognitive approaches to emotion word representation in English and in Spanish

Jeanette Altarriba provided an overview of cognitive experimental approaches to the study of emotion words with an emphasis on how these words are encoded, stored, and retrieved in bilingual speakers.

3. Psycholinguistic and neuropsychological repercussions of biscriptal and bimodal language use

Neural Substrate Differences in Bilinguals for English and Chinese

Susan Rickard Liow noted that previous research has identified common neural substrates for English words and Chinese (Mandarin) characters. In contrast, fMRI monitoring during parallel reading tasks in the present research revealed consistent and coherent differences in activated brain regions, once behavioral benchmarking ensured task demand equivalence across scripts. Theoretical and methodological implications are discussed.

Bimodal bilingualism

Karen Emmorey noted that speech-sign bilingualism is unique because distinct sensory-motoric modalities allow for the simultaneous production and perception of two languages. She discussed the possible consequences of the sensory-motoric differences in language modality for the psycholinguistics of bilingualism, for code-blends and co-speech gesture, and for the nature of the bilingual brain.

Recent Publications by Colloquium Participants

Dr. Norman Segalowitz, Concordia University, Montreal

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<http://www-psychology.concordia.ca/Faculty/segalowitz.html>

Segalowitz, N. (2003) Automaticity and second language acquisition. In C. Doughty & M. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 382-408) Oxford: Blackwell Publishers.

Phillips, NA, Segalowitz, N, O'Brien, I, et al. (2004). Semantic priming in a first and second language: evidence from reaction time variability and event-related brain potentials, *J of Neurolinguistics*, 7 (2-3), 237-262.

Freed, B., Segalowitz, N., & Dewey, D. (2004). Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs. *Studies in Second Language Acquisition*, 26 (2), 275-301.

Segalowitz, N., & Freed, B. F. (2004). Context, contact and cognition in oral fluency acquisition: Learning Spanish in At Home and Study Abroad contexts. *Studies in Second Language Acquisition*, 26 (2), 173-199.

Segalowitz, N. & Hulstijn, J. (2004, in press). Automaticity in bilingualism and second language learning. To appear in J.F. Kroll & A.M.B. De Groot, (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches*. Oxford, UK: Oxford University Press.

Dr. Renata F.I. Meuter and Mr. Phillip Binder, Queensland University of Technology
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Meuter, R.F.I. & Allport, A. (1999). Bilingual language switching in naming: Asymmetrical costs of language selection. *Journal of Memory and Language*, 43, 25-40.

Meuter, R.F.I., Rumiati, R.I., & Humphreys, G.W. (2002). The frontal lobes and bilingual language switching: Modulatory control in language selection. *International Journal of Bilingualism*, 6(2), 109-124.

Meuter, R.F.I. (2004, in press). Language selection in bilinguals: Mechanisms and processes of change. In J.F. Kroll and A.M.B. de Groot (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches*. Oxford University Press.

Dr. Aneta Pavlenko, Temple University, apavlenk@temple.edu
<http://calper.la.psu.edu/people.php?page=47>

Pavlenko, A. (2002). Bilingualism and emotions. *Multilingua*, 21, 45-78.

Dewaele, J., & Pavlenko, A. (2002). Emotion vocabulary in interlanguage. *Language Learning*, 52, 265-324.

Pavlenko, A. (forthcoming). *Crosslinguistic Influence in Language and Cognition* (with Scott Jarvis). Lawrence Erlbaum.

Pavlenko, A. (forthcoming). [*Languages and Emotions of Bilingual People*.] Multilingual Matters.

Dr. Jeannette Altarriba, State University of New York at Albany, Ja087@albany.edu
http://www.albany.edu/psy/fac_ja.html

Altarriba, J. (2003). Does cariño equal 'liking'? A theoretical approach to conceptual nonequivalence between languages. *International Journal of Bilingualism*, 7, 305-322.

Altarriba, J., Basnight, D. M., & Canary, T. M. (2003). Emotion representation and perception across cultures. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online readings in psychology and culture*. Bellingham, WA: Western Washington University. Center for Cross-Cultural Research Web site:
<http://www.ac.wvu.edu/~culture/readings.htm>

Altarriba, J., & Morier, R. G. (2004). Bilingualism: Language, emotion, and mental health. In T. K. Bhatia & W. C. Ritchie, *The Handbook of Bilingualism* (pp. 250-280). Oxford, UK: Blackwell.

Altarriba, J., & Bauer, L. M. (in press, 2004). The distinctiveness of emotion concepts: A comparison between emotion, abstract, and concrete words. *American Journal of Psychology*.

Altarriba, J., & Canary, T. M. (in press, 2004). Affective priming: The automatic activation of arousal. *Journal of Multilingual and Multicultural Development*.

Dr. Susan J. Rickard Liow, W. Tham, S. Ng, W. Lim, & L. Ho,

National University of Singapore, swksusan@nus.edu.sg

Rickard Liow, S. & Lee, L.C. (2004). Metalinguistic awareness and semi-syllabic scripts: Children's spelling errors in Malay. *Reading and Writing: An Interdisciplinary Journal*, 17(1-2), 7-26.

Rickard Liow, S. & Tng, S.K. (in press). Biscrptal literacy development of Chinese children in Singapore. In C. McBride-Chang & H-C. Chen (eds.), *Reading development in Chinese children*. Westport: Greenwood.

Dr. Karen Emmorey, Laboratory for Cognitive Neuroscience, The Salk Institute for Biological Studies
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Emmorey, K. (2002). The effects of modality on spatial language: How signers and speakers talk about space. In R. P. Meier, K. A. Cormier, & D. G. Quinto-Pozos (Eds), *Modality and structure in signed and spoken languages*, pp. 405-421, Cambridge University Press.

Emmorey, K. (2002). *Language, cognition, and the brain: Insights from sign language research*. Lawrence Erlbaum and Associates: Mahwah, NJ.

Emmorey, K. (2003). The neural systems underlying sign language. In. M. Marschark, & P. Spencer (Eds.), *The Handbook of Deaf Studies, Language, and Education*, pp. 361-375, Oxford University Press.

Emmorey, K., McCullough, S., & Brentari, D. (2003). Categorical perception in American Sign Language. *Language and Cognitive Processes*, 18(1), 21-45

Emmorey, K., Borinstein, H., & Thompson, R. (2003). Bimodal bilingualism: Code-blending between spoken English and American Sign Language. *Proceedings of the 4th International Symposium on Bilingualism*, Tempe.

Colloquium Chair and Organizer:

Dr. Jyotsna Vaid, Texas A&M University, jyv@psyc.tamu.edu
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Vaid, J. & Hull, M.R. (2002). Re-envisioning the bilingual brain using functional neuroimaging: Methodological and interpretive issues. In F. Fabbro (Ed.), *Advances in the Neurolinguistics of Bilingualism: Essays in Honor of Michel Paradis* (pp. 315-355). Udine Forum: Udine University Press.

Vaid, J., Hull, M.R., Heredia, R., Gerkens, D. & Martinez, F. (2003). Getting a joke: The time course of meaning activation in verbal humor. *Journal of Pragmatics*, 35(9), 1431-1449.

Vaid, J. & Padakannaya, P. (2004). Reading and writing in semi-syllabic scripts: An introduction. *Reading and Writing: An Interdisciplinary Journal*, 17, 1-6.

Hull, R. & Vaid, J. (2004, in press). Clearing the cobwebs from the study of the bilingual brain: Converging evidence from laterality and electrophysiological research. In J. Kroll & A.M.B. de Groot (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches*. Oxford University Press.

Vaid, J. (forthcoming). Joking across languages: Bilingualism and humor competence. In A. Pavlenko (Ed.), *Languages and Emotions of Bilingual People*. Clevedon: Multilingual Matters.

Discussant:

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Schrauf, R.W. (2002). Comparing cultures within-subjects: A cognitive account of acculturation as a framework for cross-cultural study. *Anthropological Theory*, 2(1), 98-115.

Rubin, D., Schrauf, R., Greenberg, D. (2003). Belief and recollection of autobiographical memories, *Memory & Cognition*, 31 (6): 887-901.

Schrauf, R., Pavlenko, A., & Dewaele, J-M. (2003). Bilingual episodic memory: An introduction. *International Journal of Bilingualism*, 7(3), 221-233.

Schrauf, R. (2003). A protocol analysis of retrieval in bilingual autobiographical memory. *International Journal of Bilingualism*, 7(3), 235-256.