
**BOOK REVIEW: DAVID MILLER, FATIH BAYRAM, JASON
ROTHMAN AND LUDOVICASERRATRICE (EDS.),
BILINGUAL COGNITION AND LANGUAGE: THE STATE OF
THE SCIENCE ACROSS ITS SUBFIELD.**

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403 p.)

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ABSTRACT

The present paper reviews the Bilingual cognition and language: the state of science across its subfield edited by Miller, Bayram, Rothman and Ludovicasserratrice (2018). The editor's goal is to provide a general overview of bilingualism and its implications for understanding the brain, language development and processing, and the social and educational aspects of different types of bilingualism. There are 17 chapters of this collection divided into main parts; (1) theoretical accounts, (2) child bilingualism, (3) adult bilingualism, and (4) bilingual cognition, neuroscience, and impairment. Each chapters grouping is dedicated to delineating key concepts in the field of bilingualism.

Keywords: child bilingualism, adult bilingualism, bilingual cognition, neuroscience, impairment.

INTRODUCTION

In lieu of the active research in the field of bilingualism, this collection brings to light the authors who covered all the theories related to bilingualism ranging from child and adult bilinguals to language development, processing and impediment. The first chapter celebrates 25 years of the Studies in Bilingualism series (SiBIL). Bilingualism is a dynamic process that could not be confirmed by a study based on monolingualism. This book is a tribute to SiBIL's enduring legacy in the field. Until the 1960s, bilingualism was thought to be the cause of "inequalities in learning and resulting intelligence" (see editors on earlier works in this volume). In a study by Peal and Lambert (1962), by properly controlling deterministic variables, highly skilled bilinguals are not only equivalent in linguistic and non-linguistic intelligence but actually performed better than their corresponding monolingual counterparts. Although bilingualism has measurable effects and there are differences between monolingualism and bilingualism, the attribution of advantages to bilingualism is related to fluid concepts and is influenced from an evaluation perspective (see Bialystok in this

volume). The remainder of the book summarizes chapters by the most influential and groundbreaking research on particular topics of bilingualism. Each chapter presents the current state of research on various topics in bilingualism research and is summarized in the appropriate areas.

DISCUSSION

The first part, namely theoretical accounts, features Cornips on bilingual child acquisition, Wulff and C. Ellis (2018) along with White (2018) on second language acquisition and debates. Cornips urges to consider bilingual child acquisition in situated interactions away from the narrowed scope of the monolingual research, with emphasis on language ideologies and dynamics. Wulff and Ellis elaborate on the usage-based approach, claiming that L1 usage is intrusive to second language acquisition (L2A), despite the immersive exposure, and encouraging the form-focused L2 instruction for better proficiency. Cornips addresses the major developments in children bilingual acquisition. Considering methodological, conceptual and analytical aspects within a sociolinguistic framework, Cornips highlights the complex and varied consequences of language development that depend on language use. Wulff and Ellis describe the constructs and working assumptions that

characterize a usage-based approach to language acquisition, with particular attention to the cognitive foundations of these second language acquisition. The authors argue that not all structures can be learned equally by all learners showing that learning in a naturalistic setting is problematic for second languages. The author also explains how adult learners show the effects of learning attention and how pedagogical interventions can take advantage of learners' explicit and conscious processing abilities. In the final chapter of this first section, White provides a brief description of a formal linguistic approach to second language acquisition problems. This is followed by a detailed examination of advanced language skills and the ultimate success of L2 acquisition using a linguistic approach based on Universal Grammar (UG).

As the first part exposes the formal education contrast with usage-based and exposure acquisition, the second part of the book takes on a similar approach with child bilingualism. This series is a compilation of a number of contemporary works on simultaneous and sequential bilingualism, acquisition, the role of input, and related corpora-based research. Nicoladis explains the language acquisition and development of simultaneous bilingual children in the early acquisition period, as well as language processing and acquisition in comparison to

monolingual children. While showing some cognitive development, a bilingual child's development can achieve lesser progress than that of monolingual children. A. Murphy rather justifies this developmental lag with decoding difficulties that stem from limited access to literacy. This chapter concludes with Bialystok's discussion of the so-called bilingual advantages. Here, the pros and cons of the argument that early bilingualism can lead to cognitive advantages over a single language are presented. In her study of second language (L2) acquisition in children, Chondrogianni compares different groups of L2 learners with particular attention to the development of L2 learners' phonology, vocabulary, and morphological syntax, examining how children's L2 development compares to the L1 development of children and adult L2 learners, the role of the L1 in the learning process, and the effects of age on L2 acquisition (L2A) in childhood. She ends up providing an insight on children L2A with emphasis on the age of L2 exposure and input quality and quantity. De Houwer dives in the L2A input factor and bases her categorization on frequency and alternation between the linguistic repertoires. De Houwer assesses the potential association between language input and children's bilingual language development and explains the relative importance of the dynamic nature of bilingual language input. Similarly, Murphy reviews

theoretical and empirical studies of the literacy development in the majority language of minority language learners. The author then presents evidence for a two-level process of language development in minority language learners. As child bilingualism topic remained widely popular, CHILDES was introduced as accessible corpora for researchers. Yip, Mai and Matthews discussed the methods used in creating and analyzing the corpus data. They dive into the study of bilingual language development by reviewing CHILDES with a recent overview of bilingual corpora and various methods used to create and analyze corpus data.

Bernolet and Hartsuiker, in the third part of this book, explain the learning trajectory of syntactic representations. They argue that syntactic representations are reinforced with the L2 proficiency and L1 syntax level. They illustrate a development model of the shared syntactic structures and explain how these structures are primed between L1 and L2. They examine claims about models of syntax production in adult L2 acquisition; abstraction process of L2 syntax representation, integration of L2 representations with existing L1 representations, activation of L1 syntax at the same time of L2 syntax processing. White, Wulff, and Ellis conclude that L2 proficiency and L1 syntax play a role in different syntactic representation outcomes for L2

learners and explain the process of late L2 syntax learning in longitudinal studies. Yılmaz and Schmid present an integration derived from the results of previous studies of L1 attrition in adult speakers to explain how much their native language skills may be affected. On L1 attrition and bilingualism accounts, Yılmaz and Schmid demonstrate languages' interaction in the bilingual brain between acquisition and attrition, and the extent of L1 compromises in comparison with monolinguals. For those trying to maintain their heritage L1 in a different linguistic environment, more compromises are presented by Putnam. Putnam et al. provide an overview of research in heritage bilingualism. They discuss the appropriateness of classifying different groups and individuals under the same term heritage speaker and present different groups of heritage speakers: children, young adults, and elderly bilinguals.

The fourth part of this book pays a particular attention to bilingual cognition, executive function, impairment and mental lexicon from neurolinguistics and psycholinguistics perspectives. Bialystok (2009;2018) concludes that bilingualism demands diverse and higher executive functions and therefore their correlation. Languages may interact and cross-influence each other during activation and

process which recruits cognitive ability between activation and inhibition, though Bobb and Kroll (2006; 2008) demonstrate L1 and L2 co-activation through the dynamics of bilingualism. In favor of this argument, Del Maschio and Abutalebi note that L1 and L2 are co-activated through the same neural networks. Between the ebbs and the flows of bilingualism, Paradis and Govindarajan researched developmental language disorders and impairment in children, reviewing their developmental capacity, their linguistic profiles, the crosslinguistic influence, their language maintenance, and intervention practices. Kiran and Gray closely examined language impairment after brain damage and aphasia, concluding that the co-existence of languages and the higher cognitive control brain are interpreted through structural and functional changes, and the degree of impairment and recovery.

CONCLUSION

As the overview has shown, the editors are proud to be able to offer readers with a state-of-the-art comprehensive overview of the field of bilingualism. Finally, they thank the authors for their contributions, the reviewers for their time and expertise, and

especially the Benjamin publishing team, which coincides with the 25th anniversary of the Bilingualism Research Series. Whether you are looking for pointers to your literature review or a timely read of the basics, this studies collection covered all the popular bilingualism subfields.

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