



Judith F. Kroll is Distinguished Professor at the University of California, Irvine and former director of the Center for Language Science at Pennsylvania State University. Her research concerns the way that bilinguals juggle the presence of two languages in one mind and brain. Her work, supported by grants from NSF and NIH, shows that bilingualism provides a unique tool for revealing the interplay between language and cognition. She is a Fellow of the American Academy of Arts and Sciences, the AAAS, the APA, the APS, the Psychonomic Society, and the Society of Experimental Psychologists. She was one of the founding editors of the journal *Bilingualism: Language and Cognition*, and one of the founding organizers of *Women in Cognitive Science*. She was the PI on a 2010 NSF PIRE grant to develop an international research network and collaborator on a 2015 PIRE grant to translate the science of bilingualism to learning environments in the US and abroad.

We invite you to an open lecture

by Prof. Judith F. Kroll

on

Two sides of bilingualism: A lens to the cognitive neuroscience of language and a reflection of our social world

to be held online on 18th November at 5 pm CET. This will be the second lecture of the IAS Invited Lecture Series in Bilingualism and Multilingualism organised by the Faculty of English and Bilingualism Matters@Poznań in 2021-22, as convened by prof. Magdalena Wrembel and prof. Anna Ewert.

Everyone can attend, but the number of attendees is limited.

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Abstract: In the last two decades there has been an upsurge of research on the bilingual mind and brain. Although the world is multilingual, only recently have cognitive and language scientists come to see that the use of two or more languages provides a unique lens to examine the neural plasticity engaged by language experience. But how? It is now uncontroversial to claim that the bilingual's two languages are continually active, creating a dynamic interplay across the two languages. But there continues to be controversy about the consequences of that cross-language exchange for how cognitive and neural resources are recruited when a second language is learned and used actively and whether native speakers of a language retain privilege in their first acquired language. In the earliest months of life, minds and brains are tuned differently when exposed to more than one language from birth. That tuning has been hypothesized to open the speech system to new learning. But when initial exposure is to a home language that is not the majority language of the community, the experience common to heritage speakers, the value of bilingualism has been challenged, in part because we are lacking an adequate account of the variation in language experience. In this talk, I illustrate the ways that recent studies have shown that the minds and brains of bilinguals are inherently complex and social, taking into account the variation in contexts in which the two languages are learned and used, and shaping the dynamics of cross-language exchange across the lifespan.