

# Preface

As Jeanette and I entertained the possibility of working on another book on bilingualism, we wanted something different and unique. We wanted something new that *we did not have*. We noticed that most of the 30 books or so written on bilingualism were on some sort of language or psycholinguistic related topic, and hardly any books existed on memory and language. This oversight was unfortunate, we thought, given that for over 35 years, the traditional memory and learning paradigms dominated the field of bilingualism. How can we forget those classic memory articles by Glanzer and Duarte (1971), Kolers (1966), Kolers and Gonzalez (1980), and Tulving and Colotla (1970), among others, that sparked our interest in bilingual memory? And López and Young's (1974) article that put one of us to sleep, only to be abruptly awakened by the 1989 *Santa Cruz Loma Prieta Earthquake* (also known as the *World Series Earthquake*)! The product of all of these unforgettable memories is *Foundations of Bilingual Memory*. This volume is an attempt to go back to our academic roots, to reminisce about our first graduate research projects trying to understand implicit vs. explicit memory, and implicit vs. explicit memory tasks, and at the same time relate these theoretical issues to the question of not only bilingual storage, which arguably has been a pressing issue for the last 60 years of bilingual research, but encoding (i.e., learning) and retrieval, as well. Indeed, *Foundations of Bilingual Memory* provides a new psychological perspective on how the bilingual mind encodes, stores, and retrieves information, and at the same time, updates the field of bilingual memory.

The emphasis within the current volume is on theoretical issues, emphasizing such classic memory approaches as *Compound-Coordinate Bilingualism*, *Bilingual Dual Coding Theory*, and *Working Memory*, about which relatively little has been written in the bilingual domain. Applied issues, the neuropsychology of bilingual memory, and the presentation of empirical findings in support of the uniqueness of different memory systems (e.g., semantic vs. episodic), as well as the latest work on connectionist models of bilingualism are included within this text. *Foundations of Bilingual Memory* has been conceived for use as an advanced book for both the undergraduate and graduate levels and represents the first such book of its kind stressing a memory perspective with regards to bilingual speakers. In addition, the present book is intended for the growing number of bilingual teachers and university

classes interested in understanding the bilingual mind and preparing teachers to teach the bilingual individual. To guide the beginning bilingual researcher, each chapter includes a set of thought questions designed to trigger the student's inquisitive mind to consider deep theoretical issues regarding bilingual memory, a section on applied issues in learning and memory, and suggested readings. Most notably, a section on suggested research projects for students provides the methodological tools and materials for the student to actually design a bilingual memory experiment. Internet links are provided for the student to access open source/free experimental software, experiment scripts, and experimental stimuli.

Finally, we would be remiss if we did not acknowledge the influence that teaching courses on cognitive psychology and human memory have had on our thinking as we developed the idea for a text focused on the *Foundations of Bilingual Memory*. We hope that we succeeded in providing the bilingual student, teacher, and researcher with an updated and unique new perspective regarding the intricacies of the bilingual mind.

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